

AN IDENTIFICATION OF POLICIES AND PRACTICES THAT HINDER AND
FACILITATE THE ADMISSION AND RETENTION OF HISPANICS IN
INSTITUTIONS OF HIGHER EDUCATION

A Dissertation

by

LINDA VALDEZ CANTU

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

December 2004

Major Subject: Educational Administration

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ABSTRACT

An Identification of Policies and Practices That Hinder and Facilitate the Admission
and Retention of Hispanics in Institutions
of Higher Education in Texas. (December 2004)

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The purpose of this study was to identify policies and practices that impact the admission and retention of Hispanics in higher education. The study did this by identifying those policies and practices that are currently being used and that facilitate or hinder institutions of higher education in the recruitment, admission, retention, and graduation of students, particularly Hispanic students. The researcher utilized the Delphi method to conduct the study. This research method produces a consensus of opinion from a group of individuals identified as experts in a given field.

Three structured surveys were conducted. Each round of surveys had two questionnaires: (a) policies and practices that positively or negatively impact the admission of Hispanics in higher education and (b) policies and practices that positively or negatively impact the retention of Hispanics in higher education.

Conclusions

The Texas Academic Skills Program (TASP) is negatively affecting Hispanic students' admission into Texas colleges and universities. Further, it is affecting the retention of Hispanic students in Texas institutions. If students do poorly on the TASP,

they are placed in remedial courses. Even though students successfully complete all remediation courses (even with A's & B's), if they do not pass the TASP after remediation, they cannot continue college level work. This causes many students to become discouraged and leave college.

Although college test makers, such as the Educational Testing Service (ETS), state that the SAT should be used as an assessment instrument, many Texas college's continue to use it for admissions and awarding scholarships; both of which are contrary to test-makers' recommendations. College admission tests are hindering the admission of Hispanic students into colleges and universities.

Tuition costs, particularly where students depend heavily on loans, are keeping students from entering college, from continuing in college, and from pursuing graduate and post-graduate degrees.

DEDICATION

I would like to dedicate this study to my husband Raymond who has given me his unconditional support during this effort – Raymond, thank you for always being a loving husband and good friend to me. You made it possible for me to complete my doctorate. You were the one who started me on this road by saying “what are you waiting for?” Also, I want to thank my two sons Raymond Cipriano and Amado San Luis who didn’t get my full attention during this effort.

I also dedicate this study to my parents Cipriano and Isabel Valdez who are both deceased. My parents instilled in me the importance of education. I also thank my brothers and sisters who have been cheering me on and waiting for me to finish.

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CHAPTER I

INTRODUCTION

In *Our Nation on the Faultline: Hispanic American Education*, the President's Advisory Commission on Educational Excellence for Hispanic Students (President's Advisory Commission) (1996) stated that the educational attainment for most Hispanics is in a state of crisis. Educational achievement of Hispanics has not kept pace with their increasing share of the population and the labor force. Sorenson, Dominic, Carroll, and Bryton (1995) found that according to the U.S. Census, high school completion for Hispanics aged 12 to 14 was only 64%, compared with 91% and 84% for Whites and Blacks, respectively.

According to the President's Advisory Commission (1996), the magnitude of the crisis is unparalleled. According to every educational indicator, Hispanics are making progress at alarmingly low rates – from preschool through grade school, from junior high through high school, and on to higher education. The cumulative effect of such neglect is obviously detrimental not only to Hispanics, but also to the nation. McGlynn (1999) states that this is the fastest growing minority group in America, and yet, it has the lowest educational attainment when compared to every other racial/ethnic group. Racial and ethnic differences in college enrollment rates

The style and format of this dissertation follow that of *The Journal of Educational Research*.

may reflect variations in access to and retention in higher education (National Center for Education Statistics [NCES], 1996). Hispanics have the lowest completion rates in high school and college. In short, Hispanic students are at risk.

Despite three decades of affirmative action, Hispanics are still drastically underrepresented in the nation's institutions of higher education (Justiz, 1995). Data on degrees conferred for higher education demonstrate that, overall, Hispanics received a very small percentage of degrees (President's Advisory Commission, 1996).

- “Hispanics constituted 6.9% of associate degrees; 5% of bachelor degrees, 3.6% of master's degrees; 4.5% of first-professional degrees; and 2.2% of all doctorate degrees awarded in 1996” (Hispanic Association of Colleges and Universities [HACU], 2000, p. 2).
- “By 1998, of persons 25 years old and over, only 7.8% of Hispanics had completed a bachelor's degree as compared to 16.8% of Whites” (HACU, 2000, p. 2).

To maintain a healthy and growing economy, the labor force of the future increasingly will demand better-educated workers. If the Latino population remains undereducated, the shortage of workers with needed math, computer, and other technological and information skills – already a problem for U.S. employers – will increase (Kellogg Foundation, 1999). Minorities in the United States have long suffered lower economic prosperity and social status compared to the White majority. Higher education serves as the best means of social mobility available to our nation's youth (NCES, 1996).

Improving Latino educational opportunities and outcomes is of vital interest to all Americans. Although Latinos will constitute more than 40% of the new labor force, the nation's educational system is not adequately preparing Latinos to meet this challenge. A recent Rand Corporation study showed that raising the educational level of Latinos to that of Whites would generate an estimated \$10 billion in additional tax revenues each year ("Improvement inadequate," 1998).

By the year 2050 Hispanics will be the largest minority group, composing 25% of the total U.S. population. By 2030, census projections suggest that Hispanic students 5-18 will represent 15% of the total school population (Justiz, 1995; McGlynn, 1999). Hispanic youth represent the fastest growing segment of the U.S. population, and Hispanics account for more than a quarter of all new entrants into the labor force. Education has historically been the path for upward occupational, economic, and social mobility in this country, but Hispanics complete college at much lower rates than other ethnic groups and are much more likely to drop out of high school. What will it mean for the nation to have a growing, significant proportion of the population competing for low-skill jobs and locked into the lowest socioeconomic brackets? (Sorenson et al., 1995).

There is now clear evidence that the "educational pipeline," the system of education from kindergarten to graduate school, is substantially lacking for Chicano students. The transitions from junior high school to high school and from high school to college are particularly troublesome and lead to substantial numbers of Chicano students leaving school prematurely (Padilla, 1999). Those who do manage to go to college often face severe financial hardship, varying levels of family and community

support, and at many mainstream higher education institutions, often a less-than-welcoming or supportive environment (Kellogg Foundation, 1999).

The key to improving Hispanic participation in higher education is a blueprint of policies and programs that will effectively address the problems that Hispanics typically encounter on campus: financial aid, assessment, articulation, and campus climate (Justiz, 1995).

Statement of the Problem

Although the U.S. Hispanic socioeconomic picture has improved somewhat in 15 years and many Hispanics have climbed the educational and career ladders, the overall educational attainment of Hispanics has been poor (McGlynn, 1999). Both Hispanics and Whites have made important educational gains over the past two decades. However, Hispanics trail their White counterparts with respect to educational access, achievement, and attainment, although some of these differences have narrowed over time (NCES, 1995).

Educational attainment is widely recognized as the key to improving people's futures, doors of opportunity, and enhancing socioeconomic mobility. It is necessary to make a commitment to improve the plight of Hispanics because it is the right thing to do and because it is imperative that this fastest growing and soon-to-be largest minority population succeed in education as an investment in the future of the nation (McGlynn, 1999).

Purpose of the Study

The purpose of this study was to help identify policies and practices that hinder the admission and retention of Hispanics in higher education in Texas. The study also helped to identify those policies and practices that facilitate the admission and retention of higher education for Hispanics in Texas. Finally, the study developed a framework that can assist colleges and universities to evaluate their institutions' policies and practices.

Research Questions

1. What policies and practices hinder the admission of Hispanics as identified by administrators in institutions of higher education in Texas?
2. What policies and practices facilitate the admission of Hispanics as identified by administrators in institutions of higher education in Texas?
3. What policies and practices hinder the retention of Hispanics as identified by administrators in institutions of higher education in Texas?
4. What policies and practices facilitate the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

Operational Definitions

Admissions – Refers to any student who has officially been accepted into an institution of higher education.

Delphi Study – Uses repeated surveying of the same respondents on the same issue or problem to elicit informed consensus.

Facilitate – Refers to those policies or practices that supported, encouraged, or made easier a student's admission and/or retention in higher education.

Hinder – Refers to those policies or practices that slowed the progress, made more difficult, or stopped student's admission and/or retention in higher education.

Hispanic, Latino, and Chicano – Interchangeable terms used in this study to refer to any population of students whose ancestry comes from México, any Latin American country, Puerto Rico, or Cuba.

Hispanic Serving Institution (HSI) – A community college or four-year institution whose total Hispanic enrollment constitutes a minimum of 25% of the total enrollment.

Institutions of Higher Education – Consist of four-year colleges and universities.

Policies – Those rules adopted by the Higher Education Coordinating Board to regulate the admission, assessment, curriculum, and staffing of four-year colleges and universities.

Practices – Those rules created by colleges and universities to regulate the admission, assessment, curriculum, and staffing of their institutions.

Retention – Refers to any student who continued their education over a period of time and/or completed a four-year degree in an institution of higher education.

Texas Academic Support Program (TASP) – A diagnostic test approved by the Texas legislature to assess the reading, mathematics, and writing skills of students

entering public colleges and universities and teacher preparation programs in Texas.

Texas Higher Education Assessment (THEA) – The new name of the TASP. It has the same content as the TASP.

TRIO – Federal programs that are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

Limitations

1. The study was limited to the acquisition of information from a literature review and a survey instrument.
2. The study was limited to a panel of experts who have worked in the area of higher education in Hispanic issues.

Significance Statement

William Jefferson Clinton wrote, “The American dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States” (McGlynn, 1999, p. 23). The report, *Our Nation on the Faultline: Hispanic American Education*, was commissioned to call upon the nation to improve education for Hispanics (President’s Advisory Commission, 1996). We must recognize

that there is an educational achievement gap between Hispanics and non-Hispanics. Once we recognize that a gap exists, we must work to eliminate that gap.

Education has a payoff for both the individual and the society. Over a lifetime people who have college degrees get higher incomes and pay significantly higher taxes than people with only high school diplomas (Sorenson et al., 1995).

It is important that we look for ways to improve the college access, admission and retention rates of Hispanics. According to Padilla (1999), it is important to focus on successful students if one is to increase the success rate of Hispanics in college. While it is necessary to understand why some students fail to complete a degree program so that institutions can learn what not to do, it is crucial to understand what accounts for student success so that institutions can be told what to do.

Contents of the Dissertation

The dissertation is divided into five major units or chapters. Chapter I contains an introduction, a statement of the problem, a need for the study, specific objectives, limitations and assumptions, and a definition of terms. Chapter II contains a review of the literature. The methodology and procedures are found in Chapter III. Chapter IV provides the analysis and comparisons of the data collected in the study. Chapter V presents the researcher's summary, conclusions, and implications.

CHAPTER II

LITERATURE REVIEW

This chapter is a review of the literature to identify policies and practices that impact the recruitment, admission, retention, and graduation of students, particularly Hispanic students in Texas. The literature review focuses on two areas:

- Policies and practices that impact the access and admission of Hispanics in higher education in Texas.
- Policies and practices that impact the retention of Hispanics in higher education in Texas.

Some select policies and practices that affect access and admissions identified by the researcher in the literature review include a discussion of affirmative action, percentage plans, TRIO programs, community colleges, college admission test, rising tuition cost, and Texas Academic Support Program (TASP). Some policies and practices that affect the retention of Hispanic students in higher education include an examination of students and educators as mentors, learning communities, financial aid and the effect of validating students' capabilities and aspirations.

Promising Access and Recruitment Initiatives

Affirmative Action

Affirmative action is essential to the discussion of access and admission of Hispanic students in higher education because over the years it has provided colleges and universities judicial and federal law that required and enabled universities to enact

policies and practices that promoted access and admission to underserved populations. Affirmative action has a 40-year history of creating policy that allowed race, ethnicity, and national origin to be an essential part of admission and financial aid criteria. This weighted criterion gave and gives minorities a boost in admissions often needed to equal the playing field. The following research gives a brief history of its beginnings, changes, attacks, withdrawal, and a 2004 judicial ruling that changed the pendulum back to allowing race, ethnicity, and national origin as criteria in admissions and financial aid.

Executive Order 11246 in 1961 signed by President John F. Kennedy allowed affirmative action to be an avenue to increase enrollment of minority students in colleges and universities (American Council on Higher Education, 1999). Affirmative action policies remain important for access to the most selective colleges and graduate and professional schools. There are approximately 7,500 freshman in the nation's most selective colleges without affirmative action it would be closer to 3,500. For those numbers to be proportionate to the Hispanic population of 18-24 year olds, it would need to rise by 10,000 (Carnevale, 1999).

During the last 30 years, America's colleges and universities have used race-sensitive admissions policies to increase the number of Black, Hispanic, Native American, and other minority students. Conservative writers and politicians have attacked affirmative action policies (Dworkin, 1998). An increase of Hispanic college enrollment and graduation would elude the Hispanic community without education and

affirmative action outreach programs that actively recruit minority students (Carnevale, 1999).

In June 2003, the U.S. Supreme Court supported the concept of affirmative action in university admissions. Justice Sandra Day O'Connor, writing for the 5-4 majority in *Grutter v. Bollinger*, stated that "in upholding the University of Michigan Law School's race-conscious admissions policy, was endorsing Justice Lewis Powell Jr.'s view in *Regents of the University of California versus Bakke* 25 years ago that 'student body diversity is a compelling interest that can justify the use of race in university admissions'" (Mauro, 2003a, p. 1). She set limits. Stating that affirmative action programs must be narrowly tailored and of limited duration. Chief Justice O'Connor stated "We expect that 25 years from now, the use of racial preferences will no longer be necessary to further the interest approved today" (Mauro, 2003a, p. 1). In *Grutter v Bollinger*, she wrote:

Effective participation by members of all racial and ethnic groups in the civil life of our nation is essential if the dream of one nation, indivisible, is to be realized. The law school has determined, based on its experience and expertise, that a critical mass of underrepresented minorities is necessary to further its compelling interest in securing the educational benefits of a diverse student body. (Mauro, 2003b, p. 3)

Chief Justice William Rehnquist read from a separate 6-3 majority opinion in *Gratz v. Bollinger*, 02-516, striking down Michigan's undergraduate admissions program as "not narrowly tailored," (Mauro, 2003b, p. 1), in part because of its automatic 20 points for minorities toward the 150 points needed for admissions.

Based on the decision laid out in *Grutter v Bollinger*, the University of Texas Law School plans to return to an individualized system of admissions that considers

race in addition to other factors now that Hopwood has been struck down (Mauro, 2003b). In a valid affirmative action admissions program, the Court said, race may be used as one of number of factors, but not the sole factor, in the higher education admissions process (Otto, 2002).

As a result of the Supreme Court decision that overturned the 5th U.S. Circuit of Appeals' 1996 Hopwood decision, which banned racial preferences, colleges and universities are reverting back to race sensitive admissions policies. Rice University will resume considering race and ethnicity in admissions decisions beginning fall 2004. As part of the proposal to reintroduce race as an admissions factor, The University of Texas at Austin (UT) released a report that noted that nearly 80% of UT's classes last fall had one or no Blacks and that 30% of classes had one or no Hispanics. Only 1% of classes had one or no Anglos. During the fall of 2003, freshmen admitted to the UT campus consisted of 17% Hispanics and African Americans, but they account for 43% of the combined population (Flores, 2003). The University of Texas will begin using race and ethnicity in the fall of 2005 (Ackerman, 2003; Flores, 2003; "UT plans," 2003). Rice University president, Malcolm Gillis (Ackerman, 2003) stated that "Since 1996, we have tried race-neutral means, but these alone haven't yielded the necessary level of diversity, including racial and ethnic diversity, needed to achieve Rice University's educational goals" (p. 1). UT president, Larry Faulkner, called the university's new proposal "central to this university's primary mission of educating leaders for the future which include a critical mass of students from historically

underrepresented populations. Students are currently living in a less-than-realistic environment” (Ackerman, 2003, p. 2; Flores, 2003, p. 1B).

Texas A&M University officials announced in December 2003 that despite the United States Supreme Court’s ruling allowing race to be used as one factor in admissions, it did not plan to do so. Texas A&M under scrutiny and possible litigation regarding its legacy program, which gave preference to applicants whose parents and/or grandparents were graduates of Texas A&M, decided to do away with the policy which had been in place since 1989. Texas A&M did not have African American students until 1963. Today, Texas A&M’s population is comprised of 82% White, 9% Hispanic, and 2% African American. Diversity is severely lacking at Texas A&M (“Time for Texas,” 2004).

Affirmative action is important for increasing educational opportunities in our most selective and prestigious colleges. Allowing Hispanics into these schools also provides role models of Hispanics who meet the highest standards of academic and career success. Affirmative action must go beyond just admissions and recruitment. It must affect access to college and retention through graduation (Carnevale, 1999). One approach colleges and universities use to increase their minority enrollment is “loading up” on entering freshman but then not retaining them through their later years (Trent & Eatman, 2002). It is necessary then to examine in colleges and universities what their freshman enrollment is versus their retention rate for those same students (Carnevale, 1999).

Percentage Plans

When affirmative action came under legal attack in the 1990's, the use of race, ethnicity, and national origin were legally eliminated in admission and financial aid criteria. Colleges and universities then looked for other ways to create avenues to help admit underrepresented populations. The elimination of affirmative action was the impetus for creating percentage plans. The percentage plans became an avenue to increase underserved populations. The following research describes the three plans that were created in California, Florida, and Texas.

In California, Texas, and Florida, the university systems have eliminated the use of race/ethnicity as a factor in admissions decisions. Each of these states has adopted a "percentage plan" (President's Advisory Commission, 2000, p. 36).

Proposition 209, a voter referendum, ended affirmative action policies in California (Marin & Lee, 2003). The referendum stated, "the state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting" (Custred & Wood, 2003, p. 1; Dworkin, 1998, p. 1). In California, this referendum officially ended the use of race and gender in the admissions process, awarding of scholarships, and in counseling and tutoring programs.

In 1999, California Governor Gray Davis in his inaugural address proposed that students from each public and private high school who graduate in the top 4% of their class receive automatic admission to any University of California (UC) system. The

University of California Board of Regents approved the policy recommended by Governor Davis by a 13-1 vote. It was implemented in the fall of 2001. The plan was known as the Eligibility in Local Context (ELC) (Horn & Flores, 2003, Marin & Lee, 2003). To be eligible for ELC, students must have completed the following:

- Completed 11 specific units of the UC system's high school course requirements (known as "a-g" requirements) by the end of their junior year;
- Be identified by high schools at the end of their junior year as being in the top 10% of their class and as possible graduating seniors and get parental permission to submit their transcripts;
- UC system then takes received transcripts and identifies the top 4% of the class who must have a minimum of a 2.8 grade point average;
- At end of senior year, have completed four more "a-g" courses (not used by ELC, but by individual universities for admission); and
- Submitted standardized test scores from SATI, ACT, or SATII (not used by ELC, but by individual universities for admission) (Horn & Flores, 2003; Marin & Lee, 2003).

In California, the 4% policy plays a limited roll in admitting minority students to the two most selective campuses in California – Berkeley and Los Angeles. Less than three fourths of those students who rank in the top 4% and apply are admitted to these two institutions. These schools rely more heavily on public school outreach and financial aid packages. At Berkeley in 2001, the enrollment of Hispanic freshmen was 10.8% versus 14.6% four years earlier (Hebel, 2003).

In Florida, on November 9, 1999, Governor Jeb Bush in an effort to preempt a court's decision and a ballot referendum voluntarily ended race-conscious affirmative action in Florida. This initiative, "One Florida" (Executive Order 99-281), ended race and gender-conscious decisions in government employment, state contracting, and higher education. In higher education, however, the governor's plan only ended race and gender in college and university admissions. Race and gender at the college and university level could still be used to consider awarding scholarships, conducting outreach, and developing pre-college summer programs (Horn & Flores, 2003).

To provide an alternative to race-conscious admissions policies, Governor Bush established the Talented 20 policy for the State University system in Florida (Marin & Lee, 2003). The Talented 20 program (as cited in Marin & Lee, 2003) states:

A student applying for admission who is a graduate of a public Florida high school, has completed nineteen required high school units... ranks in the top 20% of his/her high school graduating class, and who has submitted a test scores from the Scholastic Assessment Test of the College Entrance Examination Board or from the American College Testing program shall be admitted to a university in the State University System. The State University system will use class rank as determined by the Florida Department of Education. (p. 11)

The Talented 20 program is calculated without regard to SAT or ACT, but the scores are still required as part of the entrance criteria (Marin & Lee, 2003). The year the Talented 20 program was instituted in Florida institutions, the percentage of White students at the University of Florida increased from 66.3% to 72.3%, while the number of Black students dropped from 11.8% to 7.2% and Hispanic students went from 12% to 11.1% (Hebel, 2003).

In Florida, the governor announced that for 2001, 400 new minority students would gain admissions to Florida institutions. The real impact of the program added only 150 Black and Hispanic students who were admitted as part of the Talented 20 policy. The additional gain in students in Florida was a result of a planned increase in the overall number of students being admitted to the university system (Marin & Lee, 2003).

In Texas, the Fifth Circuit Court of Appeals in 1996 in *Hopwood v. Texas* ruled that the University of Texas Law School's (UT Law School) admission procedures were in violation of the 14th Amendment Equal Protection Clause and further prohibited the UT Law School from using any race-conscious admissions policy (Dworkin, 1998; Marin & Lee, 2003). In response to the *Hopwood* case, Attorney General Dan Morales (1997) released Letter Opinion No. 97-001) suggesting that the state's public universities refrain from considering race and ethnicity in all "internal institutional policies including admissions, financial aid, scholarships, fellowships, recruitment and retention" (p. 18). In 1999, Attorney General Cornyn (1999) in Opinion No. JC-0107 rescinded Morales' opinion, stating that "absent clear guidelines from the High Court, that it was inadvisable to reach broad conclusions on what may or may not be permitted under *Hopwood* on matters other than admissions" (p. 2).

As a result of the *Hopwood* decision, affirmative action for purposes of admissions were eliminated and thus threatened enrollment of Mexican American and African Americans in Texas colleges and universities (Horn & Flores, 2003). As a result of this concern, certain Texas legislators, primarily State Senator Gonzalo

Barrientos (D-Austin), suggested the creation of a task force to examine implications of the Hopwood decision. The task force included faculty and staff members from the Center for Mexican American Studies at The University of Texas and the University of Houston and the Mexican and American Legal and Education Defense Fund (Horn & Flores, 2003). The task force drafted a plan that included giving automatic admission to the top 10% of high school seniors to Texas public colleges. This plan/policy applies only to undergraduate admissions (Otto, 2002). Senator Barrientos and State Representative Irma Rangel (D-Kingsville) introduced the plan at the 75th Legislature in 1997. Governor George Bush signed House Bill 588 (the 10% plan) into law (Horn & Flores, 2003).

In the Texas 10% plan, any public or private school student graduating in the top 10% of their class can enroll in the public college or university of their choice. The plan allows for any eligible student to choose to attend either flagship institution – The University of Texas at Austin or Texas A&M at College Station, although they are not guaranteed their choice of major in these two institutions. Or they may enroll in any of the other 33 public institutions in the state. The Higher Education Coordinating Board has established the following criteria for the 10% plan.

- Be in the top 10% of their class based on class rank as determined by the district or school based on the entire graduating class.
- Fulfill the courses required under “minimum graduation criteria.”

- Pass the state's reading, writing, and math Texas Academic Skills Program (TASP) by the beginning of their junior year to register for junior level work; and
- Take and submit scores from the SAT or ACT, although the standardized tests are not required as part of the admissions process under the 10% plan. (Hebel, 2003).

Enrollment for Hispanic students at The University of Texas at Austin was 14% approximately the same as in 1996 – pre-Hopwood days. In four-year institutions in Texas, there has been little gain in raw numbers for Hispanic students. They comprise 21.5% of the student population in 2001, while in 1996 it was 20.5% (Cavanagh, 2003). Texas A&M University at College Station has had a hard time rebuilding the numbers of Black and Hispanic students. Enrolling Hispanic students at Texas A&M University has been particularly difficult. In 1999, Hispanic students accounted for 9.8% of the freshman enrollment versus 11.5% in 1996 (pre-Hopwood) (Hebel, 2003).

One of the biggest concerns with the 10% plan is that, despite its use, college enrollment for Hispanic students, has not kept pace with the overall growth of Hispanics in the state. The Black population over the last decade has remained steady and the White population has dropped. But the Hispanic population has grown from 25.5% in 1990 to 32% in 2000 (Cavanagh, 2003).

The president of The University of Texas at Austin states, “The law [10 percent plan] by itself is not very effective. You have to add things to the law and institutional practices to achieve any success” (Hebel, 2003, p. 22). Where the percentage policies

have worked, they have been accompanied by aggressive university outreach to public schools, and thousands, sometimes millions, of dollars have been invested in financial aid programs. They also have provided tutors and mentors for students once they enroll. In addition, the class rank plans do nothing to support graduate and professional schools that are also at risk of losing significant numbers of minority students without affirmative action (Hebel, 2003).

Community College

Community colleges have been and are avenues for increasing the number of Hispanic students entering postsecondary education. Although, it may be desirable that Hispanic students enroll in four-year institutions from the onset. The percentage of minority students in community colleges is considerably higher than in four-year institutions. The combination of an open door policy, low tuition, and easy geographic access makes community colleges particularly attractive to many minority students who might not otherwise contemplate college (Andrews & Fonseca, 1998).

The community college has always played a role in providing alternative acceptance for minority students, but has taken a more central role as colleges have a more restrictive role in accepting college freshmen as a result of the limitations placed on using racial preferences in admissions (Hebel, 2000). Research shows that there are large numbers of Latinos enrolled in postsecondary education. In fact, by some measure a greater share of Latinos are attending college than non-Hispanic Whites (Fry, 2002). Many of those students are in community colleges.

It is imperative that we find ways to increase the retention of Hispanic students enrolled in community college by supporting transfer programs to four-year institutions. Although transfer students are a significant number of the overall number of students enrolled in college, often they are neglected when looking at retention programs. There is no evidence that transfer students who leave school before completing the transfer are less prepared or less motivated than those who persisted. In fact, many students who do leave college voluntarily are brighter, more motivated, and more concerned with education than students who persist. It often is a result of roadblocks that exist between the sending institutions and receiving institutions. Thus, one possible goal of supporting transfer students is to lessen barriers to transferring (Tinto, 1993).

At the University of Washington, administrators have implemented various methods to improve transfer rates for students. These include:

- Changing how transfer students grades are calculated, i.e., if a community college student repeated a course, only the second grade is counted, not an average of both.
- Using a more personal appeal. The university sends undergraduates called “ambassadors” to talk at public schools about how to access college, including community college.
- Using a transfer pact that requires students have an associate degree, complete a core curriculum, and have a 2.75 grade point average. The traditional entering freshman is required to have a 3.0 grade point average.

- Eliminating culture shock by offering community college courses at the university. (Hebel, 2000)

Washington University administrators contend that 80% of students who transfer from community colleges graduate versus 70% of students who enter as freshmen (Hebel, 2000). Tinto (1993) recommends that retention programs for transfer students should include orientation programs directed specifically at the transfer students, not to put them through the traditional freshman orientation. Transfer students and incoming freshmen have needs that are different. Also, Tinto suggests the creation of contact programs, such as faculty-to-student and student-to-student mentoring programs that are specific to transfer students.

Two-year institutions often count students who transfer early to four-year institutions as college dropouts. This is an inappropriate identification; these are students who are continuing their education. Two-year institutions should treat early student transfers to four-year institutions as desirable, therefore, creating a supportive environment for those students by providing them with advising and counseling on how to successfully transfer. This should become part of their successful retention initiatives. By becoming known as an institution that supports their students in completing their college education, they are more likely to encourage students to attend their institution. Two-year institutions should work at strengthening their academic programs so that these courses can successfully be utilized as transfer courses to four-year institutions and graduation (Tinto, 1993).

Other Federal Programs

Other federal programs that promote college going among disadvantaged students include Summer Science Camps, tech-prep efforts that link secondary and post-secondary education students to jobs in specific industries (Institute for Higher Education Policy, 1995).

The federal TRIO Programs started in the 1960s have been instrumental in providing access and success for disadvantaged students; five major programs – Upward Bound, Talent Search, Student Support Services, the Equal Opportunity Centers and the McNair Program – fund post-secondary outreach and support. The TRIO programs provide a variety of services, from academic, financial, and personal counseling and support, to information on college admissions and financial aid (Institute for Higher Education Policy, 1995).

College Admission and Placement Tests

SAT & ACT

College admission tests, i.e., SAT and ACT, have been used to determine access into college. They have also been used to determine scholarship eligibility. The use of college admission tests has been found to limit the admission of minorities, particularly Hispanics, into colleges and universities and their access to scholarships that could support their access and retention in colleges and universities. With regard to college or university admission, standardized test scores alone should never be the sole criteria for the selection of students. A test that is diagnostic and authentic and

addresses real-world performance is what is needed to increase diversity (Carnevale, 1999).

At least 386 colleges in the United States – approximately one fifth of all colleges granting bachelors’ degrees – do not use SAT or ACT scores to choose a significant portion of their entering freshman class. The institutions who have chosen this route represent a growing trend around the nation to go “test-score optional” as schools begin to realize that such tests are not needed for sound admissions practices. The University of Texas is one of the universities utilizing “test-score optional” for all incoming freshman (National Center for Fair and Open Testing [NCFOT], 2001a).

The SAT I, SAT II, and ACT all have a weak ability to predict academic performance in college. The SAT I is designed to predict first-year college grades. It is not validated to predict grades beyond the freshman year, graduation rates, pursuit of a graduate degree, or for placement or advising purposes. According to research done by the tests’ manufacturers, class rank or high school grades are still both better predictors of college performance than SAT I (NCFOT, 2003). Each of the tests is highly coachable, giving an advantage to students who can afford to spend \$800 or more for test preparation classes. They all have similar formats that are a disadvantage for females and English as second language learners who tend not to perform as well on timed, multiple-choice exams. Large gaps exist between different racial groups, leading to bias in admissions and financial aid formulas that utilize rigid test score requirements (NCFOT, 2002). The Princeton Review, a test preparation company, states that studies show persistent race bias in both the SAT and ACT. The SAT favors

White males, who tend to score better than all other groups except Asian-American males (Zwick, 1999).

Table 2.1 shows that between Whites and Latinos, the test score gap was 149 points, and for the ACT, the gap was 1.9 points (“Test scores,” 2004). In a study at the University of Miami that compared Hispanic and non-Hispanic White students, both groups earned equivalent college grades; the Hispanic students received on average combined SAT I scores that were 91 points lower than their non-Hispanic White peers. The gap existed despite the fact that the 89% of the Hispanic students tested stated their first language was English (NCFOT, 2003).

Table 2.1. The Average SAT and ACT Performance Scores of College Bound Seniors by Race and Ethnicity for 2002

Ethnicity	SAT	ACT
African American	857	17.3
Asian	1070	21.6
Hispanic/Latino	911	19.2
White	1060	21.9
All	1020	21.1

From “Test Scores,” 2004.

The rationale for using SAT in college admissions is its ability to predict first-year college grades. The college board states, though, that despite all the differences among high schools, grading practices, and in the courses taken by different students,

the best single predictor of first-year grades is still high school students' grade point averages. According to the executive director of FairTest, first-year grade point averages are not a very meaningful outcome for colleges. He contends that for many freshmen, the first year of college is an opportunity for them to get acclimated. What would be meaningful research would be to look at SAT versus four-year cumulative grades and graduation (Martinez & Martinez, 2004).

In an effort to attract top-ranking students to public university systems, an increasing number of states base scholarship awards on college admissions test scores. When states employ a test-score cut-off in determining financial aid awards, which is a violation of test-makers' guidelines for proper use, disproportionately fewer African Americans and Latino students qualify and receive these scholarships. Sizeable racial and socio-economic gaps result in students of color losing out on millions of dollars in aid (NCFOT, 2001b). One example of test score misuse is the South Carolina's Palmetto Fellows Scholarship that awards a \$5000 per year scholarship. To qualify, you must have a 1200 for SAT and 27 for ACT, rank in the top 5% of the sophomore or junior class, and earn a 3.5 GPA to be eligible for the scholarship. For the 2000-2001 school year only 2.5% of the Palmetto scholarships went to students of color although they made up one third of all students taking the SAT or ACT test (NCFOT, 2001b).

In 2000, the Office of Civil Rights (OCR) of the United States Department of Education published a *Nondiscrimination in High Stakes Testing: A Resource Guide* that cautioned against the use of any educational test that had "a significant disparate

impact on members of any particular race, national origin, or sex” (Zwick, 2001, p. 32). The FairTest’s executive director in referring to the resource guide proclaimed that the document should be a warning to test mis-users that over-reliance on test scores in making educational decisions may violate federal anti-discrimination laws (Zwick, 2001). The College Board emphasizes that institutions should use SAT scores only in conjunction with other indicators such as high school grades, writing samples, portfolios, etc. (Martinez & Martinez, 2004).

TASP

The Texas Academic Skills Program (TASP) is another standardized diagnostic test that has adversely affected minority students, particularly Hispanic students in pursuing and/or continuing their post-secondary aspirations. According to an article published in *Black Issues in Higher Education* entitled, “Texas Lawmakers Propose End to College Readiness Test,” 200,000 students take the test each year, and more than half of those students who enter college and take remedial courses leave school before they complete the courses (“Texas lawmakers,” 2003).

In spring 1987, the Texas Legislature passed House Bill 2182 which mandated the development of Texas Academic Skills Program (TASP) and its accompanying TASP test. The TASP is a diagnostic tool to ensure that all students, particularly those entering teacher preparation programs, have the necessary skills to perform effectively in Texas colleges and universities and that they are provided the basic skills that will help them perform college level work (Galveston College, 2002; Griffith & Meyer, 1999). The Texas state representative and chair of the Higher Education Committee

who initiated TASP warned that institutions would be held responsible for student success. If students did not meet the basic skills test, then the institution would be required to offer some kind of remediation to address their deficiencies (Griffith & Meyer, 1999).

The TASP tests three basic skills: mathematics, reading and writing. Students who fail any or all portions of the TASP must enroll in remedial courses in the section that was not passed. The student then retakes that portion of the test until it is passed. Any student who does not pass any or all portions of the test on subsequent attempts:

- Must continue to enroll in development/remedial courses in the subject area failed.
- Cannot enroll in college-level courses.
- Must make a “B” in a specified course identified by the college in the discipline for which developmental education is required. (Texas Higher Education Coordinating Board, 1999)

Even if students have taken and passed all available remedial courses, participated in non-course-based remediation, and passed all of their college courses, they cannot obtain a degree if they did not also pass the TASP test ... [The study recognizes and concedes that] it is generally considered poor assessment practice to use a single test score for decision-making. (Boylan, 1996, p. 14)

In 1989, all students entering college were required to take the TASP test. Prior to taking the TASP test, they could accumulate 15 semester credit hours. In 1993, the number of semester credit hours was lowered to 9 hours. In addition, students who had had a high score on the American College Test (ACT) or the Scholastic Aptitude Test (SAT) or the Texas Assessment of Academic Skills (TAAS) were exempt from the

taking the TASP test. In 1995 and again in 1997, the scores for those tests were lowered to create exemptions from the TASP test. The Texas Higher Education Coordinating Board (THECB) stated that moving the test from 15 hours to 9 hours gave students less college experience, making them less prepared to take the TASP – resulting in lower test scores. From 1988 to 1999, the number of freshmen increased by 6%, while the enrollment in remediation increased to 81% (Griffith & Meyer, 1999).

The National Center for Developmental Education reviewed the TASP and concluded that the program was sound and was supported by a sound assessment instrument. They stated that problems with the test were not a result of the test or program themselves but that institutions had misused the test, suggesting it was predictive rather than diagnostic. Additionally, public schools are graduating and certifying students who cannot meet minimum standards of academic competence (Griffith & Meyer, 1999). Griffith and Meyer (1999) conclude that the test is valid as a diagnostic tool not a predictive tool. They also conclude that public schools should be held accountable for the lack of preparation of college students. The evaluation conducted by the National Center for Developmental Education (Boylan, 1996) concludes that the problem with students doing poorly on the test is a result of the poor quality of education they receive in public high schools. The report further states that minorities pass the test in lower numbers than their White counterparts as a result of the weaknesses in college remediation programs.

Regarding fairness of the test, THECB consultants conclude that the test is fair to all ethnic groups despite the gaps in passing rate that exist between ethnic groups.

Table 2.2 shows that after remediation, Whites tend to score higher than non-White students and THECB consultants admit that the TASP is more effective for White students (Boylan, 1996; Griffith & Meyer, 1999). Dr. Kenneth Ashworth, former Commissioner of Higher Education, admits that it is discouraging that minority students fail the test in disproportionate numbers and that probably some minorities who failed all portions of the test, took remediation, got discouraged, and then dropped out (Hodges, Corkran, & Dochen, 1997).

Table 2.2. Performance on the TASP Test After Remediation by Ethnic Group

Ethnicity	Math Score (%)	Reading Score (%)	Writing Score (%)
White	46	62	80
Black	35	48	78
Hispanic	34	57	73

Promising Retention Initiative

Proactive Intervention

One of the clearest aspects of effective programs for academically at-risk students is their proactive orientation toward intervention. Simply stated, they do not leave academic improvement to chance. They expect, indeed often require, that at-risk students participate in a variety of programs. And they do so at the very outset of student's entry into college. In many cases, this may require attendance during summer bridge programs that precede the beginning of the first year. However constructed, the principle of effective programs for at-risk students is that one does not wait until a problem arises, but intervenes proactively beforehand or at least as soon as possible. (Tinto, 1993, p. 182)

College Student Retention

A research study conducted by Day, Murphy, and Marriott (1987) found that approximately 40% of full-time college students are lost before graduating. Most of these students leave at the beginning of the second year, and the rest prior to the third year. Of the 40% who do not stay and graduate, some are academically dismissed but most leave voluntarily. The study stated that in the United States, attrition affects different colleges in different ways: (a) two-year institutions have higher attrition rates than four-year institutions, (b) public universities have higher attrition rates than private institutions, and (c) universities with open admissions have higher attrition rates than more selective universities (Day et al., 1987). One model for understanding university attrition is Tinto's 1979 and 1982 model, which emphasizes the importance of:

- Academic integration – interest and focus on learning and academic activities, interactions with faculty, classroom participation and academic performance.
- Social integration – involvement in university social activities, sense of social belonging, development of friendships, etc.
- Goal commitment – graduating with a certain degree.
- Institutional commitment – remaining at a particular university. (Day, 2001; Pascarella & Chapman, 1983).

The importance of academic integration and social integration varies with the nature of the university. Academic integration is more important at primarily commuter

universities; social integration is more important at primarily residential universities (Day, 2001; Pascarella & Chapman, 1983).

Social integration may consist of one or more of several structures or interaction – student-faculty interaction, special programs for certain students, ability for students to interact with their peers, good advising and student development programs, and other institutional efforts to encourage attachment to the institution itself and to other students. African-American students who attend primarily White institutions and those who attend two-year institutions who do not have clear educational goals and who have no sense of commitment to their institution often leave those institutions (Institute for Higher Education Policy, 1995). Underrepresented groups, African American and Hispanic students, are more likely to come from disadvantaged backgrounds. Hence, they are more likely to have entered college with academic deficiencies based on their K-12 backgrounds. These students' departure is then highly related to their on-campus academic behavior. Black students' academic involvement relates to how friendly they find the environment around them. Black students are more likely to succeed academically when they are supported and find their work is assessed equitably. The academic climate for minority students is as important as their academic abilities. "Academic climates that discourage and discriminate, however subtly, are also climates that give rise to student failure and departure" (Tinto, 1993, p. 74).

Retention Efforts

There seem to be two main types of retention efforts: one strategy emphasizes identifying students “at risk” for leaving and focusing special attention and services on them; the other strategy involves making improvements in the institutional experience of students in general, especially their initial experience (Day, 2001).

Identifying students who are “at risk” requires the use of a questionnaire since admission applications do not give sufficient information to identify the student as at risk. Questionnaires can identify students who have low academic performance and involvement. This information can be used as an early warning system. Ohio State University used the Noel-Levitz questionnaires that identified 1200 high-risk students. Three hundred of those students received a “personal contact program” that included individually tailored financial advising, academic advising, guidance services, personal contact from the student services office and tutoring as required (Day, 2001).

Universities are making general improvements to increase retention. Some use single strategies, while others are using multi-component. Many universities are using a class called “university 101,” It is a first year experience course. These classes are designed to teach study skills and other academically useful strategies and also to foster better understanding and appreciation of the university. They usually involve active learning strategies to enhance academic interest and integration and allow also for social integration (Day, 2001).

Another comprehensive strategy is the arrangement of “learning communities,” which can range from simply scheduling groups of students so that they share most of

the same courses, to planning special seminars, study skills workshops and social events for each block of students, to even housing them together in residence (Day, 2001).

Learning Communities

Integrating students into the learning environment is one way of supporting the retention of students in higher education. Learning communities are one way of integrating students into the college environment. In higher education, learning communities are classes that are linked or clustered during an academic term, often around an interdisciplinary theme and enroll a common cohort of students. Many approaches are used to build learning communities, learning experiences that restructure a student's time, credit, and learning experience. This is done in an effort to build community among students and between students and faculty and among faculty members and disciplines.

Learning communities have shown a benefit to students because they have increased student retention and academic achievement, increased student involvement and motivation, and improved students' time to degree completion. It has benefited faculty because it has created cross-faculty collaboration and expanded their repertoire of teaching approaches. Faculties are also building mentoring relationships with each other and with beginning students.

Strategies for building active learning in the classroom include:

- Service learning
- Collaborative and cooperative learning

- Peer teaching
- Discussion groups and seminars
- Experiential learning
- Labs and field trips
- Problem-based learning
- Demonstrations
- Writing and speaking across-the-curriculum
- Ongoing reflection
- Metacognitive activities
- Self-evaluation

The three common types of learning communities include:

- Student cohorts/Integrative Seminar – a small group of students enroll in a large class that was not organized by the faculty. Here the students form their own cohorts (Learning Commons, 2003).
- Linked courses/Course Clusters – the faculty collaboratively plan two or three courses that are thematically linked and enroll a cohort of students (Learning Commons, 2003).
- Coordinated study – the faculty team teach particular coursework. The coursework is embedded in an integrated program of study. Learning communities also have addressed the societal issue of student alienation and increased their participation and engagement (Learning Commons, 2003).

Students are increasingly transferring to other institutions and many institutions have seen their dropout rates grow. Administrators know that a high college dropout rate could lead to a low ranking in college guidebooks. Low retention rates translate into lost tuition dollars and some institutions could lose state dollars as well. Fort Lewis College in Colorado has a concern that funding is going to depend on keeping students enrolled in their college. Fort Lewis College, which has been known as a party college with only 240 of a 460 freshman class graduating, is looking at learning communities to help them keep students enrolled past their freshman year (Reisberg, 1999).

The President of Southwest Texas State University (now Texas State University San Marcos), Jerry Supple, states that when you ask students why they leave, they say it is because they want to be closer to home or for financial reasons. But the real reason he surmises is because “the university has failed to significantly involve them in the campus community....students on athletic teams don’t leave, students in marching bands don’t leave, students on the campus newspaper don’t leave” (Reisberg, 1999, p. 2).

Texas State University San Marcos started a leadership conference for Hispanic freshmen, who were dropping out of school in greater numbers than other freshmen. The program in which Hispanic upperclassmen and faculty members helped new students adjust to campus environment resulted in a jump of the number of freshmen-sophomore retention rate, from 58% in 1995 to 68% in 1997 (Reisberg, 1999).

Northern Kentucky University is a metropolitan mostly commuter university with approximately 12,000 students. They initiated a “university 101” course with little or no change in attrition. They then instituted a “learning community” program that included 15 courses, clustered in 3 courses each, with each cluster containing 25 students and students registered for the block of courses. The 328 students in the cluster were compared to 328 students in a control group with similar characteristics. The students who participated in the clusters got higher GPA’s than the control group, reported higher satisfaction with the university, and were less likely to disappear during the semester. These students received no other special treatment while in the cluster (Day, 2001).

Day (2001) suggests that some conclusions have been drawn and there is a growing consensus that:

1. Comprehensive, multi-component strategies are required.
2. Various methods each work well at some universities, modestly at some universities, and not at all at some institutions. Clearly solutions must be tailored to each institution and based on recent analysis of why students leave that institution.
3. Most successful retention efforts involve at least one component increasing academic integration, the core of which occurs through active participation and satisfactory experience within at least one relatively small class, where the student personally interacts with faculty and other students.
4. Students initial, first semester experience is pivotal (Day, 2001).

Some proactive interventions as cited in Vincent Tinto's (1993) book, *Leaving College: Rethinking the Causes and Cures of Student Retention*, include:

- Forms of assessment, monitoring, and early warning that enables the university to identify at-risk students.
- Effective programs that support students' basic skills, usually in reading, writing, and math.
- Programs that help students develop study skills and learning acquisition strategies.
- Programs that continually support at-risk students, such as small group tutorials, summer bridge programs, freshman seminars, and learning communities.
- Programs for students of color that are integrated into the university's mainstream academic, administrative, and social life.
- Counseling and advising programs specifically targeting students of color, i.e., counselors and advisors who reflect ethnicity of students.
- Special support programs and mentoring programs targeted at students of color that include faculty and student mentors and advisors of the same ethnicity as an integral part of the program.
- Providing faculty, staff, and other administrators with enlightened attitudes about the importance of classroom setting, teaching strategies, and general knowledge of racism and diversity.

Educators as Mentors

Minorities as educators are needed to serve as cultural brokers for minority students, assisting in their adjustment to the educational system and assimilation into American society (Erlach, 2000). Adequate representation of Hispanics in higher education, to serve as role models, mentors, administrators, and faculty is needed to enhance success by Hispanic students in higher education (Erlach, 2000).

Validating Students

Vincent Tinto (1993), in referring to the overall research conducted on college student involvement, states that the more students are involved in the social and intellectual life of a college, the more contact they have with faculty and other students about learning issues, especially outside of class, the more likely they were to learn. In essence, the research shows that the more contact a student has with faculty, primarily outside class, the greater the predictor is of learning and growth.

In research conducted by Laura Rendon (1994) entitled, *Validating Culturally Diverse Students*, she found that “when external agents took the initiative to validate students, academically and personally, students began to believe they could be successful” (p. 40).

Specific in-class validation included faculty who:

- demonstrated a genuine concern for teaching students.
- were personable and approachable toward students.
- treated students equally.

- structured learning experiences that helped students see themselves as capable learners.
- worked individually with students who needed help.
- provided meaningful feedback to students. (Rendon, 1994)

According to Rendon (1994), the faculty-initiated actions listed fostered student attitudes and behaviors that led to academic development.

Financial Aid Supports Retention

The definition for student success when examining financial aid policies has focused on the number of students who enroll in higher education. Financial aid has provided students with access to post-secondary education. Based on enrollment, financial aid policies have been deemed successful (Institute for Higher Education Policy, 1995).

Over the past 30 years, more students have enrolled in post-secondary education institutions, but the percentage that leave school before receiving a college degree has increased. Nearly half of all students who enroll for their freshman year do not complete a college degree. Most attrition occurs between the first and second years (Institute for Higher Education Policy, 1995). Some research shows that finances and financial aid have a greater link to disadvantaged and traditionally underrepresented groups than it does for White students. Studies show there is a very precise link between the retention of Chicano students with financial aid (campus and non-campus based); financial aid was paramount to their continuing in college (Tinto, 1993).

Studies conducted on how student financial aid impacts student success have resulted in three consistent conclusions:

- Financial aid has a net positive impact on persistence.
- Some types of aid are more effective than others in terms of persistence.
- The relationship between financial aid and persistence is complex and often indirect, especially where minority and low-income students are concerned (Institute for Higher Education Policy, 1995).

The link established between aid and persistence is that students who are of low socioeconomic status and receiving aid are persisting at about the same rate as those with no financial assistance (higher socioeconomic status). This shows that financial aid has a positive and equalizing effect on degree attainment. This is based on controlling for academic ability (Institute for Higher Education Policy, 1995).

Timing of aid also is important. Grants are shown to have a positive effect when awarded during the crucial transition period between first and second year of college. Dropouts most frequently occur during this transition year (Institute for Higher Education Policy, 1995).

Type of aid also has a positive impact on persistence. Grants in combination with loans have a higher correlation with persistence than grants or loans alone. For African American and Hispanics, a \$1,000 addition in grant decreases the probability of dropping out by 7% and 8% respectively. An increase in loans for low-income families has shown a decrease in college participation. A \$1,000 increase in loan means a 3% increase in dropout rates (Institute for Higher Education Policy, 1995).

While increases in tuition and decreases in funding for student aid programs have an impact on affordability, it is the overall effect that these trends have on students that matters most. This is particularly true for lower-income students, who have limited personal resources and often do not have access to other private sources of assistance. Being able to afford a college education is heavily influenced by the availability of student aid – particularly grant aid (Institute for Higher Education Policy, 1998).

Grants are provided to students by primarily three major resources: (a) the federal government, primarily through the Pell Grant; (b) states, which have a variety of grant aid programs; and (c) colleges and universities, which use tuition, endowments, and other resources to help students (Institute for Higher Education Policy, 1998).

The role of grant aid in improving affordability must remain essential in student aid programs. Support for grants is important, as well as the understanding that grants play a superior role in improving college affordability for students of all incomes but particularly for those from the lowest income group (Institute for Higher Education Policy, 1998).

Analysis of work-study and other types of on and off-campus employment suggest that some work has a positive effect on persistence. However, too much work has a negative impact. Recent studies show that work during college years, particularly on campus work, provides students with incentives to persist in school by making them feel integrated within the campus community. This program has helped both low- and

middle-income students. Because these funds need not be repaid, they are an advantage over loans (Institute for Higher Education Policy, 1995).

One problem with existing work-study is that the program is often limited to on-campus jobs such as food service, campus maintenance, and other tasks not directly associated with educational programs or goals of most students. Expanding the employment opportunities to include work programs associated with student careers would increase the likelihood of persistence (Institute for Higher Education Policy, 1995).

Conclusions

There will be significant growth in the Latino population in the next 10-20 years in the United States and in Texas. By the year 2015, Hispanics will be the largest minority in the United States, and it is expected that by 2050, Hispanics will represent approximately 25% of the United States population (President's Advisory Commission, 2000).

Hispanics currently make up 14.5% (3.6 million) of the total traditional college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22% of the total traditional college-age population (President's Advisory Commission, 2000).

Just over 50% of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75% of Hispanics enrolled in higher education are in just five states: California, Texas, New York, Florida, and Illinois (President's Advisory Commission, 2000).

For the year 2000, the total enrollment for colleges in Texas was approximately 818,758 students of which 23.6% (193,638) were Hispanic students. Murdock, Hoque, Michael, White, and Pecotte (1997), author of *The Texas Challenge: Population Change and Future of Texas*, predicts that by the year 2010, there will be approximately 912,957 students in colleges and of those 27.9% (255,140) will be Hispanic. Further he forecasts that by 2030, Texas colleges will enroll 1,110,757 students and 38.6% (429,740) will be Hispanic. Black and Hispanic students will comprise almost half, 47.2% (525,124) of all students enrolled in Texas colleges by 2030 (Murdock et al., 1997).

It is important that colleges begin to harness the intellectual, economic, spiritual, and human resource that this population represents. Institutions should focus on the policies and practices that facilitate and impede access to higher education for Hispanic students and take action. Campuses need to address recruitment and retention strategies by providing ongoing academic, financial, and social support for students (Rodriguez & Villarreal, 2002).

There is also still a need to better understand the reasons for student departure from higher education so that successful retention programs can be more targeted in addressing those reasons for departure (Tinto, 1993).

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to identify policies and practices that impact the admission and retention of Hispanics in higher education in Texas. The study did this by identifying those policies and practices that are currently being used and that facilitate or hinder institutions of higher education in the recruitment, admission, retention, and graduation of students, particularly Hispanic students. The researcher utilized two major approaches to identify and assess policies and practices currently being used in colleges and universities. The researcher:

- Conducted a review of the literature and identified policies and practices currently being used by colleges and universities in the recruitment, admission, and retention of college students in higher education, particularly Hispanics students.
- Identified a survey methodology that could collect the opinion of individuals (experts) from Texas currently working in the area of higher education regarding policies and practices in the recruitment, admission, and retention of college students in higher education, particularly Hispanics students; and allowed for experts to classify those policies and practices into those that hinder or those that facilitate.

The end result of the study, through the literature review and through a survey of a panel of experts, provides a listing of policies and practices that facilitate and/or hinder Hispanics in higher education in Texas.

The survey method identified by the researcher that could best collect the opinion of individuals (experts) in the admission and retention of Hispanic students in higher education was the Delphi technique. This is a survey method that “obtains the most reliable consensus of opinion from a group of individuals identified as experts” (Linstone & Turoff, 1975, p. 10) in a given area. Delphi is a method of combining the judgements of knowledgeable individuals. It is relevant when there is no determinate answer (e.g., hard data or well-established theory) available. It is especially useful in the common case of disagreements among experts. The premise of the Delphi method is that “two heads are better than one” (Dalkey, Rourke, Lewis, & Snyder, 1972, p. 15).

The Delphi Technique

Linstone and Turoff (1975) stated that there are some situations where it is useful to utilize the Delphi method in conducting a study that requires group input.

These include:

- The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis.
- The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise.

- More individuals are needed than can effectively interact in a face-to-face exchange.
- Time and cost make frequent meetings unfeasible.
- The efficiency of face-to-face meetings can be increased by a supplemental group communication process.
- Disagreements among individuals are so severe or politically unpalatable that the communication process must be refereed and/or anonymity assured.
- The heterogeneity of the participants must be preserved to assure validity of the results, i.e., avoidance of domination of quantity or by strength of personality. (Wilhelm, 2001)

Linstone and Turoff (1975) also suggest that Delphis are generally used as a forecasting tool but has a variety of other applications, such as:

- Gathering current and historical data not accurately known or available.
- Examining the significance of historical events.
- Evaluating possible budget allocations.
- Exploring urban and regional planning options.
- Putting together the structure for a model.
- Delineating the pros and cons associated with potential policy.
- Developing causal relationships in complex economic and social phenomena.
- Distinguishing and clarifying real and perceived human motivations.
- Exposing priorities of personal values, social goals. (Wilhelm, 2001)

The Delphi technique is a result of an Air Force sponsored research conducted by the Rand Corporation in the 1950's. The study's premise was to "obtain the most reliable consensus of opinion of a group of experts" (Linstone & Turoff, 1975, p. 10). This was done using a series of questionnaires that included controlled feedback to the panel of experts (Dalkey & Helmer, 1963; Linstone & Turoff, 1975). While Delphi applications are carried out entirely without experimental controls, the technique solves a range of logistical and group – dynamics problems inherent in committee – generated face-to-face data-gathering (Wilhelm, 2001). Some problems with face-to-face meetings included bringing together a group of experts and administrators who were not able to come together in one location, the domination of the conversation by one or a few individuals, focusing on one topic and one train of thought for a long period of time, exerting pressure on participants to conform, and being overburdened with periphery information (Riggs, 1983).

The Delphi technique has been used by private corporations, think tanks, government, education, and academics. It is utilized in Western Europe, Eastern Europe, and the Far East. There is extensive research using the Delphi in marketing research, policy studies, health and medical research, management theory, agricultural policy studies, and numerous other investigations into economic trends and social change (Wilhelm, 2001).

The traditional approach to pooling individuals has been in face-to-face discussions. Studies have shown some difficulties with this approach, such as: "influence of dominant individuals; semantic noise (comments that are based on

individual or group self-interest) and group pressure for conformity” (Dalkey et al., 1972, p. 19). Additionally, it is more and more difficult to bring experts together in one room. In the Delphi process, rather than bringing a group of people together, the experts respond to a series of surveys in a written format. This written format is preferable when experts are not in close proximity to each other (Ludwig, 1997).

According to Dalkey et al. (1972), there are three important elements to consider when using the Delphi technique:

- Anonymity – Each member of the panel submits his or her own independent answers to the relevant question(s) by questionnaire or computer query.
- Controlled feedback and iteration – The results of a given round of responses are summarized and reported to the group, who are then asked to reassess their replies in light of the feedback.
- Statistical group response – given the final set of individual responses, the groups answer is expressed as a formal aggregation. (p. 21)

Although, there are many tried and true efforts being utilized in higher education institutions to help recruit, admit, and retain Hispanic students in higher education. Often they are conducted by institutions in isolation. There are also many policies and practices that have been used for decades, but have failed to support Hispanic students in higher education. Although there is some research, there is not a large body of research that has examined higher education policies and practices and identified those policies, either as those that facilitate or those that hinder. There are many individuals (experts) currently examining current policy and practice but often separate from each other. The researcher felt that the Delphi technique could bring together the opinion and thinking of these individuals. By utilizing the Delphi method,

the issue of time and cost, the issue of dominance or influence by one individual over others could be resolved, and the Delphi would also allow for anonymity of the panelists. The process as noted by Limestone and Turoff (1975) allows for the subjective judgments on a collective basis on a particular subject. It also delineates the pros and cons associated with potential policy.

Population

The best number of panelists for a Delphi study has never been determined. The number should be a representative pool. Hodgetts (1977) indicated that at least eight panelists are needed; a panel consisting of ten is ideal, but more than ten can also be used if desired. Overrepresentation by stakeholders from a single agency, interest group, or geographical area should be avoided. The members of the panel who are selected for a Delphi method may be chosen because they are experts, because they have influence in the area of study, or because they have experience or other characteristics that make their opinions valuable (Taylor, Reid, & Pease, 1990).

The researcher together with three administrators who work in the area of Advocacy for Hispanics including the improvement of K-16 initiatives created a list of 40 people in Texas who were considered to be experts in the education of Hispanics at the higher education level and in the creation of policy and practices at the higher education level and/or the Texas state legislative level. The list was refined and prioritized based on their immediate involvement with Hispanics in higher education. These 40 individuals from Texas were sent a letter and email to request their

participation in the study. They included 9 university presidents, 2 vice-presidents, 3 deans, and 11 administrators or professors at the university level at Hispanic serving institutions, 4 state legislators, 5 directors of private or public educational non-profit organizations, and 6 community activists involved in issues in the Hispanic community. Eleven of the 40 agreed to participate on the panel of experts in the study.

Instrumentation

The paper and pencil Delphi is known as the conventional approach for surveying panelists. Most studies using the Delphi technique rely on the paper and pencil copies that are sent using the traditional mailing system. The conventional approach requires a great deal of time for the development, disbursement, collection, and analysis of the questionnaires. During the time lag between iterations, often some panelists become disinterested in completing the surveys and so valuable information is lost when panelists do not return questionnaires between rounds (Chou, 2002; Wilhelm, 2001). Given the advent of technology, using the web and email, the Delphi method can now be conducted through a computerized questionnaire and communication between the researcher and the panelists can take place through email. One study conducted a survey entitled, “Communication Technology Educator” with university technology professionals using technology – a web-based questionnaire and email – to conduct their study. Following the end of the formal survey, the panelists who participated in the study were surveyed specifically about using email and web-based questionnaires to conduct the Delphi study. Panelists stated that the use of the

web and email made it easier for them to participate and complete their tasks. Hence, a major advantage of using the web and email is that it saves time in the development of the first questionnaire and subsequent questionnaires, performing statistical functions, and overall communication between rounds (Chou, 2002).

For this study, the researcher utilized both the conventional approach (paper and pencil and mailing) survey and also created a web-based survey and utilized email for communication between rounds.

The researcher developed three structured questionnaires. Each questionnaire was divided into two parts:

1. Policies and practices that positively (facilitate) or negatively (hinder) impact the admissions of Hispanics in higher education; and
2. Policies and practices that positively (facilitate) or negatively (hinder) impact the retention of Hispanics in higher education.

The research questions are considered to be the heart of the study since all questionnaires are developed to produce analyzed results that will respond to the questions. The research questions are as follows:

1. What policies and practices hinder the admission of Hispanics as identified by administrators in institutions of higher education in Texas?
2. What policies and practices facilitate the admission of Hispanics as identified by administrators in institutions of higher education in Texas?
3. What policies and practices hinder the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

4. What policies and practices facilitate the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

The questionnaires for each round of surveys were created so that the overall summarized results would respond to the above questions.

Round One Survey

The items listed on both questionnaires for the round one survey came from the literature review conducted by the researcher. The items that were drawn from the literature review included policies and practices that were currently being used for access, admission, and retention of all college students and also those that focused specifically on Hispanic students. The first questionnaire was reviewed by a director of evaluation and research who works with the evaluation of K-16 programs and a second person who works at the university level and is active in higher education issues. They reviewed the questionnaire for format, clarity, and validity).

Each of the questionnaires had a list of items. For each item, the panelists were asked first to identify if the item positively (facilitated) or negatively (hindered) impacted the admission and retention of Hispanics in higher education. Secondly, for each item, panelists used a four-point Likert scale and marked the degree of positive or negative impact – greatly, somewhat, little, or minimally. Original Likert scales contained five response options; subsequent scales included scales that had two, three, four, five, six, and seven response options. The use of an even number scale is recommended when researchers are concerned that the respondents may select the “not sure” option (Anderson, 1988). The last two questions on the questionnaire asked

panelists to add any items they believed should be added to the second questionnaire that positively or negatively impacted the admission and retention of Hispanics in higher education. There was also a comment section for panelists to place their overall thoughts.

Round Two Survey

The second questionnaire included the same items as the first questionnaire with the addition of any items that the panelists had listed on the last two questions of the round one questionnaire. A comment section was added to each question in round two to allow panelists to clarify their responses. Also, a synthesized analysis of the round one questionnaire was added to the second questionnaire.

Round Three Survey

The third round of surveys included the same items as the second round of surveys with the addition of any items that the panelists had listed on the last two questions of the round two surveys that allowed panelists to add items to the survey. They also received a synthesized analysis of the round two questionnaires. For round three, the individual items comments section was left off except for those questions where the analysis showed strong variation of responses between panelists. The researcher left the comment section so that they could provide the reasoning for their responses.

The questionnaires were developed both as pencil and paper questionnaires that were sent through the mail and also as web-based questionnaires on a secure website. The web-based questionnaires were developed using Microsoft Sharepoint Team

website software. The first questionnaire sent to panelists included an information sheet that explained the purpose of the study, the Delphi method, the procedure for administering the questionnaires, and an explanation regarding the panelist's choice to participate in the study.

Procedure

The researcher contacted each of the possible candidates for the panel by phone and email to explain the study and the Delphi process and to elicit their participation. A copy of the letter (email) can be found in Appendix A. The panelists were told the questionnaires were developed as pencil and paper surveys that would be mailed to them and also as web-based surveys that would be emailed to them. They could return their response using either method, but it was not necessary to use both. Regardless of which method they used to respond, they would receive questionnaires two and three by mail and by email.

For the first round, each panelist was sent a packet by mail that included: (a) an explanation of the study, (b) the questionnaire, (c) an information sheet that explained the goals of the study and the Delphi method, (d) the procedure for responding to the questionnaires, (e) an explanation regarding the panelist's choice to participate in the study, and (f) a self-addressed stamped envelope to return the questionnaires. They were also emailed a copy of the questionnaires that included the same information and an URL address to access the web-based questionnaires. A copy of the packet which includes the two questionnaires can be found in Appendix B. The panelists were sent

the questionnaires and were asked to return the questionnaires within two weeks. Those who did not return the questionnaires by the deadline were contacted by phone and emailed and encouraged to complete the surveys. The responses that were received were then analyzed using descriptive statistics and the results were summarized.

The statistical summary of panelists' responses together with their individual responses from the first summary were sent to the panelists with the second questionnaire. A copy of the second questionnaire, analyzed results, can be found in Appendix C. For the second round of questionnaires, the researcher used the same approach as with the first questionnaire. Each panelist was sent the questionnaire by regular mail and also by email. Those panelists who did not respond by the deadline were again contacted to encourage them to complete the questionnaire. A summary of the statistical analysis was done after the second round of questionnaires and again sent to the panelists to complete the third and final questionnaire. A copy of the third questionnaire with the round two analysis can be found in Appendix D. The panelists received a final copy of the summarized statistical results for the third questionnaire.

Data Analysis

The instruments for the surveys were developed by creating items from the literature review and through responses that were given by the panelists and their responses were measured using a Likert scale that identified the degree they felt the item hindered or facilitated Hispanics students' admission and retention in school.

Descriptive statistics (frequency, mean, median, standard deviation, and t-test) were used to analyze the three rounds of surveys. The median as well as the mean were utilized because sometimes the mean did not depict the typical outcome. According to Gall, Borg, and Gall (1996), if there is one score that is very far from the rest of the data (called an outlier), or the scores are skewed by extreme scores, then the mean is strongly affected by this outcome. Therefore, using the median, the middle score is sometimes more useful. The median is a measure of the central tendency corresponding to the middle point in a distribution of scores. When a distribution is highly skewed, both the mean and the median should be reported. The panelists' responses were coded so as to enhance descriptive analysis. The panelists were each identified using a numerical code to allow for anonymity.

There were t-tests conducted to determine whether there was a statistically significant change in the means for each item between round one and round two and round two and round three. The t-test is a procedure that is used to determine whether the observed differences between the variances of mean scores is statistically significant between any two groups (Gall et al., 1996; Norušis, 1990).

CHAPTER IV

ANALYSIS OF RESULTS

Results of the Delphi Procedure

The Delphi method was used to elicit the expert opinions of individuals who reflect expertise in the education of Hispanics at the higher education level and in the creation of policy and practice at the higher education level and/or the state level in Texas. The panel also included community leaders active in Hispanic education issues. Communication between panelists was conducted by utilizing an iterative questionnaire format with anonymous summarized feedback. A website was developed specifically to provide easier access for the panelists to the questionnaires. A paper and pencil format of the questionnaires was also provided to the panelists.

Selection and Demographics of Panelists

The researcher together with three administrators who work in the area of advocacy for Hispanics including the improvement of K-16 initiatives created a list of 40 people from Texas who were considered to be experts in the education of Hispanics at the higher education level and in the creation of policy and practices at the higher education level and/or the state legislative level. The list was refined and prioritized based on their immediate involvement with Hispanics in higher education. These 40 individuals were sent a letter and email to request their participation in the study. They included 9 university presidents, 2 vice-presidents, 3 deans and 11 administrators or

professors at the university level at Hispanic serving institutions, 4 state legislators, 5 directors of private or public educational non-profit organizations, and 6 community activists involved in issues in the Hispanic community. Eleven of the 40 agreed to participate on the panel of experts in the study. A list of these individuals and their credentials are listed in the appendix. Once the panel of experts had been identified, a follow-up letter was sent to the identified panel of experts explaining the purpose of the study, explaining the Delphi method, and verifying their postal or email addresses.

Questionnaire three had a question asking each panelist to give his or her credentials including work they had done in the area of higher education. They were also given the option of submitting their vita through the Internet or in a stamped self-addressed envelope provided by the researcher. Nine of the panelists, eight of whom were currently working in a university setting, had Ph.D.'s. One Ph.D. panelist was the executive director of a non-profit educational organization that works on K-16 issues. One panelist, was a member of the Texas Legislature and had a doctorate of jurisprudence. One panelist who was a community activist and worked extensively in issues regarding K-16 education issues, had a B.A. degree in Education and also was working at a community college.

One of the panelists was the current president of the Texas Association of Chicanos in Higher Education (TACHE). The Texas Association of Chicanos in Higher Education is a professional association committed to the improvement of educational and employment opportunities for Hispanics in higher education. Two other panelists were past presidents of TACHE. Two of the panelists are presidents of

Hispanic Serving Institutions (HSI's). Three of the panelists are deans; one is a vice-president of a university; one is the director of a private non-profit educational organization that does research and work in K-16 issues. Two of the panelists are on university staffs and are chairpersons of endowments.

This study is a Texas-based study. One limitation of the study was that some of the panelists attended or worked in *private* higher education institutions and some attended or worked in *public* higher education institutions. Their perspectives may differ because some of the items have a different impact on public institutions than they do on private institutions.

Number of Items, Changes, and Analysis Between Rounds

There were three structured rounds of questionnaires. Each round had two questionnaires: (a) policies and practices that positively or negatively impact the admission of Hispanics in higher education and (b) policies and practices that positively or negatively impact the retention of Hispanics in higher education.

Round One

The items listed on both questionnaires for the round one survey came from the literature review conducted by the researcher. The items that were drawn from the literature review included policies and practices that currently affect access, admission, and retention of all college students and also those that focus specifically on Hispanic students. For round one, the questionnaire regarding admissions had nine items. The responses to the items utilized a quantitative approach to elicit responses – the panelists

were asked first to identify if the item positively (facilitated) or negatively (hindered) impacted the admission and retention of Hispanics in higher education. Secondly, for each item, panelists used a four-point Likert scale and marked the degree of positive or negative impact: greatly, somewhat, little or minimally. After the items, there were three open-ended questions on the questionnaire that elicited qualitative responses: one question asked panelists to add any items they believed should be included in the second survey that facilitated the admission of Hispanics in higher education. The following question asked panelists to add any items they felt should be added to the round two surveys that hindered Hispanics' admission to higher education. The last question on the survey allowed for overall comments from the panelists regarding admissions issues. For the questionnaire regarding retention, there were 18 items, and three open-ended questions. As in the admissions questionnaire, the open-ended questions allowed panelists to add any items they felt facilitated or hindered the retention of Hispanics in higher education, and the final question allowed panelists to make overall comments regarding retention issues.

The first questionnaire was reviewed by a director of evaluation and research who works with the evaluation of K-16 programs and a second person who works at the university level and is active in higher education issues. They reviewed the questionnaire for format, clarity, and validity. For round one, the researcher developed a pencil and paper packet that included (a) a cover letter explaining the purpose of the survey and explaining the Delphi method, (b) instructions on how to complete the questionnaires, (c) an explanation that responses were confidential and that panelists

could refuse at any time to continue their participation in the study, (d) and they were told the surveys would each take about 30 minutes to complete. The packet also included the round one survey (two questionnaires) and a stamped, self-addressed envelope. The researcher sent the packets by regular mail. The packets were also sent by email which included instructions on how to access the website so they could complete the questionnaires electronically. A deadline of two weeks was given for completing the round one questionnaires.

Approximately, two weeks after the initial survey was sent out, the researcher contacted non-respondents to remind them of the deadline. The deadline was extended by two weeks during the first round to give all members of the panel time to complete it. The first round was mailed out around spring break for many universities and this interfered with the original deadline.

All members (100%) of the panel returned both questionnaires from the round one survey. A descriptive analysis (frequency and means) was conducted on the first round of responses. A content analysis was conducted on the final three questions that had asked members of the panel to add items they felt facilitated or hindered Hispanics in higher education and on the comment question. The analyzed responses together with their individual responses from the first summary were sent to the panelists with the second questionnaire.

Round Two

The questionnaires for round two included the same items as the first questionnaire with the addition of any items identified in the content analysis on the

final three questions asking members of the panel to add items they felt facilitated or hindered Hispanics in higher education and on the comment question. For round two, seven items were added to the admissions questionnaire. Therefore, the admissions questionnaire in round two had 16 questions followed by three open-ended questions that allowed panelists to add items they thought facilitated or hindered the admission of Hispanics in higher education and a general comment question. Additionally, in round two, each of the 16 items were provided a comment section to allow panelists to qualify any of their responses.

For the round two questionnaire regarding retention, nine items were added; this gave the second questionnaire a total of 26 items, two open-ended questions that allowed for additional items to be added by panelists, and an open-ended comment question. Again, the researcher sent each member of the panel a statistical summary of panelists' responses to the items together with their individual responses from the first summary with the second round of questionnaires. Members of the panel were given a two-week deadline to complete the second survey. Two days before the deadline, the researcher called each non-respondent to remind them of the deadline. The response rate for the second round of questionnaires was 100% for the questionnaire regarding admissions and 91% for the questionnaire on retention.

A t-test was computed between the means of round one and round two for the questionnaire on access and admissions. Table 4.1 illustrates that there was no real difference found between the means of round one and round two. The differences between the means remained the same or were too small to calculate any significant

change. College admissions tests were identified as “hindering somewhat.” Loans were identified as “facilitates minimally.” All other items were identified as “facilitating greatly” or “facilitating somewhat.” Panelists remained constant in their ratings between rounds.

Table 4.1. Descriptive Analysis (t-Values, Means, and Standard Deviations) for Round One and Round Two Questionnaires on Items Identified as Affecting the Access and Admission of Hispanics in Higher Education, Texas Delphi Study 2004

Item	N	Mean*		Std. Deviation		t-value	Sig.
		Round 1	Round 2	Round 1	Round 2		
Recruitment Efforts ¹	11	7.8	7.8	0.40	0.40	N/A	N/A
Texas 10% Plan	11	7.1	7.3	8.31	4.67	1.00	0.34
College Admission							
Test	11	2.1	2.5	2.02	2.50	1.00	0.34
Affirmative Action ¹	11	7.7	7.7	0.47	0.47	N/A	N/A
Faculty Diversity ¹	10	7.7	7.7	0.48	0.48	N/A	N/A
Student Diversity ¹	10	7.8	7.8	0.42	0.42	N/A	N/A
Loans	11	5.3	5.3	3.06	2.90	1.00	0.34
Grants ¹	11	8.0	8.0	0.00	0.00	N/A	N/A
Work Study ¹	11	8.0	8.0	0.00	0.00	N/A	N/A

¹The correlation and t were not computed because the error of difference was 0.

*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

A t-test was computed between the means of round one and round two for the questionnaire on retention. Table 4.2 illustrates that there was no real difference found between the means of round one and round two. The differences between the means remained the same or were too small to calculate any significant change. Loans, ethnic studies, and use of remedial courses were identified as “facilitates minimally” or “facilitates little.” All other items were identified as “facilitating greatly” or “facilitating somewhat.” Panelists remained constant in their ratings between rounds.

Table 4.2. Descriptive Analysis (t-Test, Means, and Standard Deviations) for Round One and Round Two Questionnaires on Items Affecting the Retention of Hispanics in Higher Education, Texas Delphi Study 2004

Item	N	Mean*		Std. Deviation		t-value	Sig.
		Round 1	Round 2	Round 1	Round 2		
Student Diversity ¹	10	7.8	7.8	0.42	0.42	NA	NA
Faculty Diversity ¹	10	7.8	7.8	0.42	0.42	NA	NA
Faculty Mentoring of Students	10	7.9	7.8	0.32	0.42	-1.00	0.34
Seamless Aligned Curriculum ¹	10	7.7	7.7	0.48	0.48	NA	NA
Ethnic Studies ¹	9	6.9	6.9	0.93	0.93	NA	NA
Academic Counseling & Mentoring ¹	10	8.0	8.0	0.00	0.00	NA	NA
Career Counseling & Mentoring ¹	10	7.5	7.5	0.53	0.53	NA	NA
Social Support Activities ¹	10	7.8	7.8	0.42	0.42	NA	NA
Use of Remedial Courses ¹	10	5.7	5.7	2.83	2.83	NA	NA

Table 4.2 (continued)

Item	N	Mean*		Std. Deviation		t-Value	Sig.
		Round 1	Round 2	Round 1	Round 2		
Learning Communities	10	7.5	7.6	0.53	0.52	1.00	0.34
Diversity Training for Teachers ¹	9	7.2	7.2	0.97	0.97	NA	NA
Financial Aid ¹	10	8.0	8.0	0.00	0.00	NA	NA
Financial Aid ¹	10	8.0	8.0	0.00	0.00	NA	NA
Loans	10	6.3	5.6	2.83	3.20	-1.00	0.34
Work Study ¹	10	8.0	8.0	0.00	0.00	NA	NA
Work Study in Students Concentration of Study ¹	10	7.8	7.8	0.42	0.42	NA	NA
Grants ¹	10	7.9	7.9	0.32	0.32	NA	NA

¹The correlation and t were not computed because the error of difference was 0.

*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

Round Three

The questionnaires for round three included the same items from round two. No additional items were added to either questionnaire. Each questionnaire had an item that stated: "I am satisfied with my answers and do not wish to change any items"; or "I have changed items on my questionnaire." The panelists were given the analysis for round two and asked to make changes based on the analysis. Also, they were asked to submit their vitas to provide information regarding the experience in higher education.

A t-test was computed between the means of round one and round three for the questionnaire on access and admissions. Table 4.3 illustrates that there was no real

difference found between the means of round one and round three. The differences between the means remained the same or were too small to calculate any significant change. The means from round one to round three were virtually the same as those between round one and round two. Panelists remained constant in their ratings between rounds. College admission test was identified as “hinders somewhat,” and loans were rated as “facilitates minimally.” All other items were rated as “facilitates greatly” or “facilitates somewhat.”

Table 4.3. Descriptive Analysis (t-Test, Means, and Standard Deviations) For Round One and Round Three Questionnaires on Items Affecting the Access and Admission of Hispanics in Higher Education, Texas Delphi Study 2004

Item	N	Mean*		Std. Deviation		t-Value	Sig.
		Round 1	Round 3	Round 1	Round 3		
Recruitment Efforts ¹	10	7.9	7.9	0.32	0.32	NA	NA
Texas 10% Plan	10	7.0	7.3	0.82	0.48	1.00	0.34
College Admission Test ¹	10	2.2	2.2	2.09	2.09	NA	NA
Affirmative Action ¹	10	7.8	7.8	0.42	0.42	NA	NA
Faculty Diversity ¹	9	7.8	7.8	0.44	0.44	NA	NA
Student Diversity ¹	9	7.8	7.8	0.44	0.44	NA	NA
Loans	10	5.0	5.5	3.09	2.95	NA	0.34
Grants ¹	10	8.0	8.0	0.00	0.00	NA	NA
Work Study ¹	10	8.0	8.0	0.00	0.00	NA	NA

¹The correlation and t were not computed because the error of difference was 0.

*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

A t-test was computed between the means of round one and round three for the questionnaire on retention. Table 4.4 illustrates that there was no real difference found between the means of round one and round three. The differences between the means remained the same or were too small to calculate any significant change. The means from round one to round two were virtually the same as those between round two and round three. Panelists remained constant in their ratings between rounds. Loans, web-based instruction, and remedial courses were each rated as “facilitates minimally.” All of the remaining items were rated as “facilitates greatly” or “facilitates minimally.”

Table 4.4. Descriptive Analysis (t-Test, Means, and Standard Deviations) for Round One and Round Three Questionnaire on Items Affecting the Retention of Hispanics in Higher Education, Texas Delphi Study 2004

Item	N	Mean*		Std. Deviation		t-Value	Sig.
		Round 1	Round 3	Round 1	Round 3		
Student Diversity ¹	11	7.8	7.8	0.40	0.40	NA	NA
Faculty Diversity ¹	11	7.8	7.8	0.40	0.40	NA	NA
Faculty Mentoring of Students ¹	11	7.8	7.8	0.40	0.40	NA	NA
Seamless Aligned Curriculum ¹	11	7.2	7.7	0.47	0.47	NA	NA
Ethnic Studies	10	6.9	6.9	0.88	0.88	NA	NA
Academic Counseling & Mentoring ¹	11	7.9	7.9	0.30	0.30	NA	NA
Career Counseling & Mentoring ¹	11	7.5	7.5	0.52	0.52	NA	NA
Social Support Activities	11	7.7	7.6	0.47	0.50	-1.00	0.34

Table 4.4 (continued)

Item	N	Mean*		Std. Deviation		t-Value	Sig.
		Round 1	Round 3	Round 1	Round 3		
Use of Remedial Courses	11	5.8	5.7	2.75	2.68	-1.00	0.34
Learning Communities ¹	11	7.5	7.5	0.52	0.52	NA	NA
Web-based Instruction ¹	10	5.7	5.7	1.56	1.56	NA	NA
Diversity Training for Teachers ¹	10	7.2	7.2	0.92	0.92	NA	NA
Financial Aid ¹	11	8.0	8.0	0.00	0.00	NA	NA
Loans	11	6.4	5.6	3.00	2.69	-1.14	0.28
Work Study ¹	11	8.0	8.0	0.00	0.00	NA	NA
Work Study in Students Concentration of Study ¹	11	7.8	7.8	0.40	0.40	NA	NA
Grants ¹	11	7.9	7.9	0.30	0.30	NA	NA

¹The correlation and t were not computed because the error of difference was 0.

*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

Response Rate

A total of three rounds of questionnaires were used. For each round, there were two questionnaires: one on admissions and one on retention. The response rate for the first round for questionnaires was 100%. The response rate for the second round of questionnaires was 100% for the questionnaire regarding *admissions* and 91% for the questionnaire on *retention*; the response rate for the third round of questionnaires was

also 91% for the questionnaire regarding admissions and 100% for the questionnaire regarding retention. The round two questionnaires took place around the time universities were ending the semester and preparing for graduations. It was, therefore, difficult to collect the second round questionnaires during that time period. Round 3 was conducted during the time universities were ending the spring semester. Several panelists were on vacation during that period. The deadline was extended for panelists so that they could have more time to respond.

Eight of the panelists were responding to the questionnaires through the website. Three of the panelists chose to respond using the paper and pencil format. Those panelists who chose the website had some difficulty accessing their questionnaires. Three panelists contacted the researcher by phone and were guided through the process of accessing their questionnaires and saving them to the website. During the third round of questionnaires, the website was not accessible because of technical problems and, therefore, was conducted entirely using the paper and pencil format.

Changes in Ratings Between Rounds

A rating system was used for panelists to determine how they felt an item positively or negatively affects the access, admission, and retention of Hispanics in higher education. Each person was first asked to determine whether the item hindered or facilitated Hispanic students' access, admission, and retention. Secondly, they were asked to determine the degree to which it hindered or facilitated using: greatly, somewhat, little, or minimally.

Research Question #1

The first research question was: What policies and practices hinder the admission of Hispanics as identified by administrators in institutions of higher education in Texas? This section will discuss the results related to this question.

There were 16 items on the access and admission's questionnaires. If the mean score was between 1 and 4.9, the item was considered to hinder the access and admission of Hispanics in higher education. Three items shown in Table 6 were identified as impeding Hispanics in higher education: TASP (currently known as THEA), college admission tests, and tuition cost (identified in comments by several panelists as "rising tuition cost").

Table 4.5 lists two items that were identified by panelists during the third and final round as hindering Hispanics access and admissions to higher education. TASP was rated as "hinders somewhat," and college admission test and tuition cost were rated by members of the panel as "hindering little."

Table 4.5. Means for Three Items Identified as Hindering Hispanic Students' Admission to Higher Education, Texas Delphi Study 2004

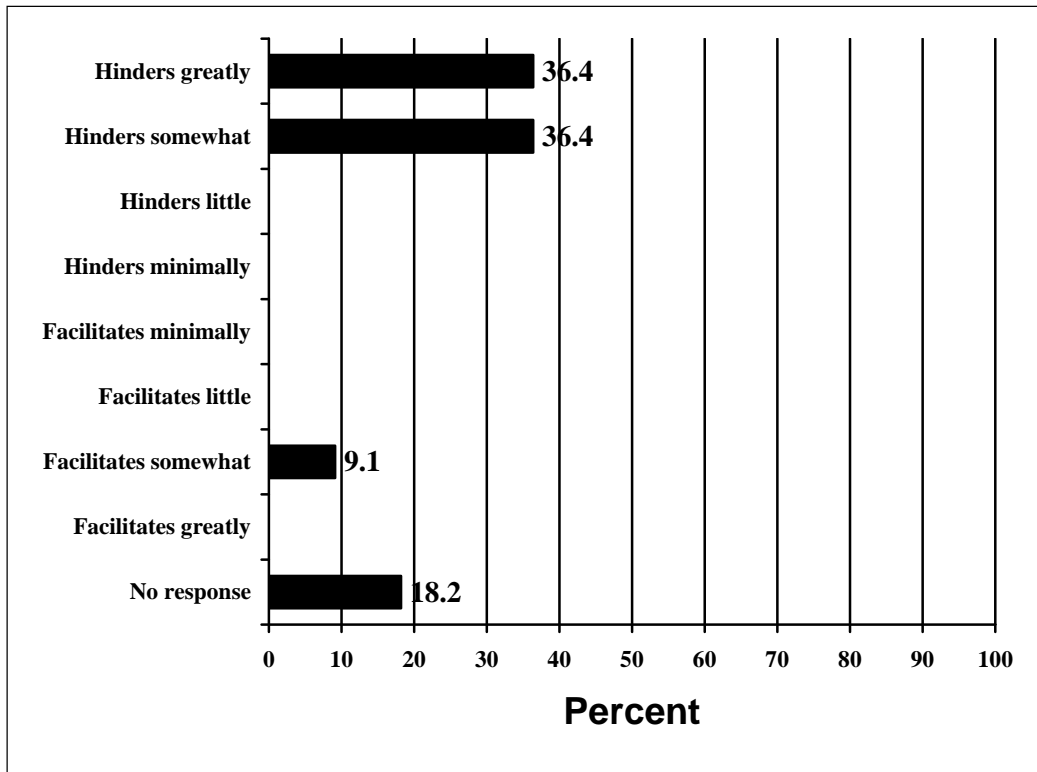
Item	N	Mean*	
		Round 1	Round 2
TASP	9	2.1	2.1
College Admission Test	10	2.7	2.2
Tuition Cost	10	3.4	2.6

*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

Texas Assessment of Skills Program (TASP)

The TASP received a mean score of 2.11. Seventy-three (72.7) percent of the panelists felt the TASP hindered access and admission for Hispanics in higher education. Thirty-six percent of the panelists rated the TASP as “hinders greatly”; 36.4% rated it as “hinders somewhat”; 9.1% rated the TASP as a “facilitates somewhat”; and 18.2% did not respond, one person (9.1%) did not respond to the question because he or she had recently come from a university outside of Texas to a new position and felt there was not enough information to rate that item. One survey (9.1%) was missing. One panelist stated that “at the heart of the issue is the fact that this type of testing becomes reductive. It makes the test the end all and be all, and intellectual development should be central to the educational process.” A second panelist stated that, “testing is not the only measure of learning and should not be the sole basis for passing or failure.” One panelist stated that, “TASP has been replaced by THEA. [I’m] not sure [the] degree to which THEA may help or hinder students academic progress.” Finally, a panelist commented that “The TASP test is probably the single largest hindrance. It forces many students to take un-credited remedial classes.” Figure 4.1 is a frequency chart that shows frequency values are skewed left. This chart utilizes analyzed results from round three.

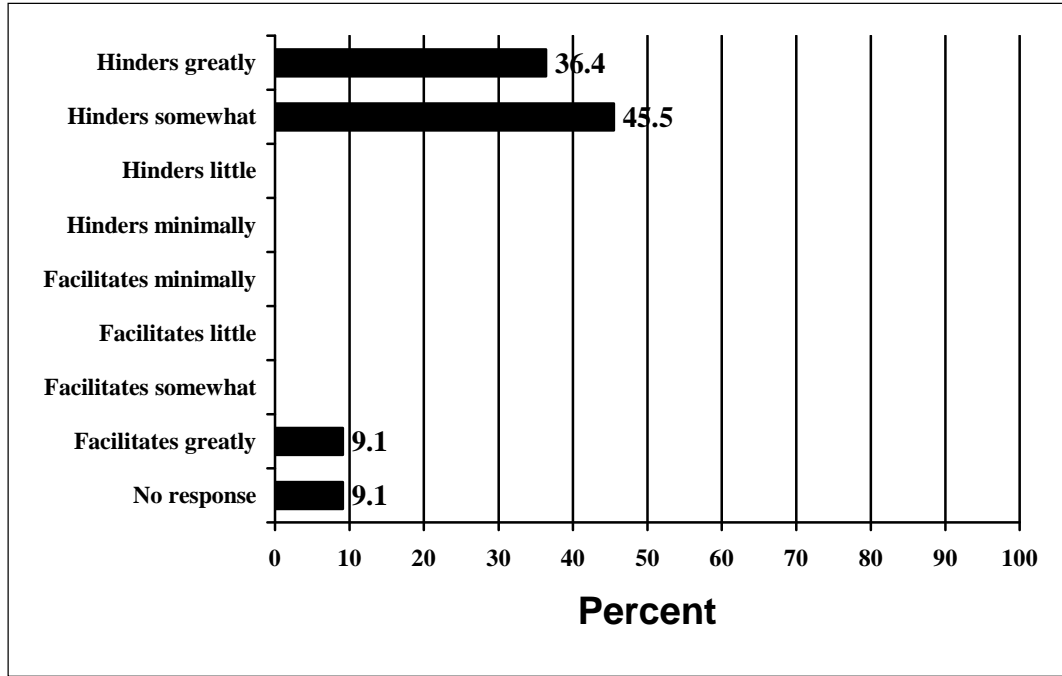
Figure 4.1. Frequency distribution from round three illustrating the degree that the TASP facilitates or hinders access and admission of Hispanic students in higher education, Texas Delphi Study 2004.



College Admission Tests

College admission tests received a mean score of 2.20. Eighty-two (81.8) percent felt that college admission tests hinder access and admissions to higher education for Hispanics. Thirty-six (36.4) percent felt the test “hinders greatly,” and 45.5% felt the test “hinders somewhat”; 9.1% felt it “facilitates greatly.” One survey (9.1%) was missing. Figure 4.2 is a frequency chart that shows frequency values are skewed left. This chart utilizes analyzed results from round three.

Figure 4.2. Frequency chart from round three illustrating the degree that college admission tests facilitate or hinder access and admission of Hispanic students in higher education, Texas Delphi Study 2004.



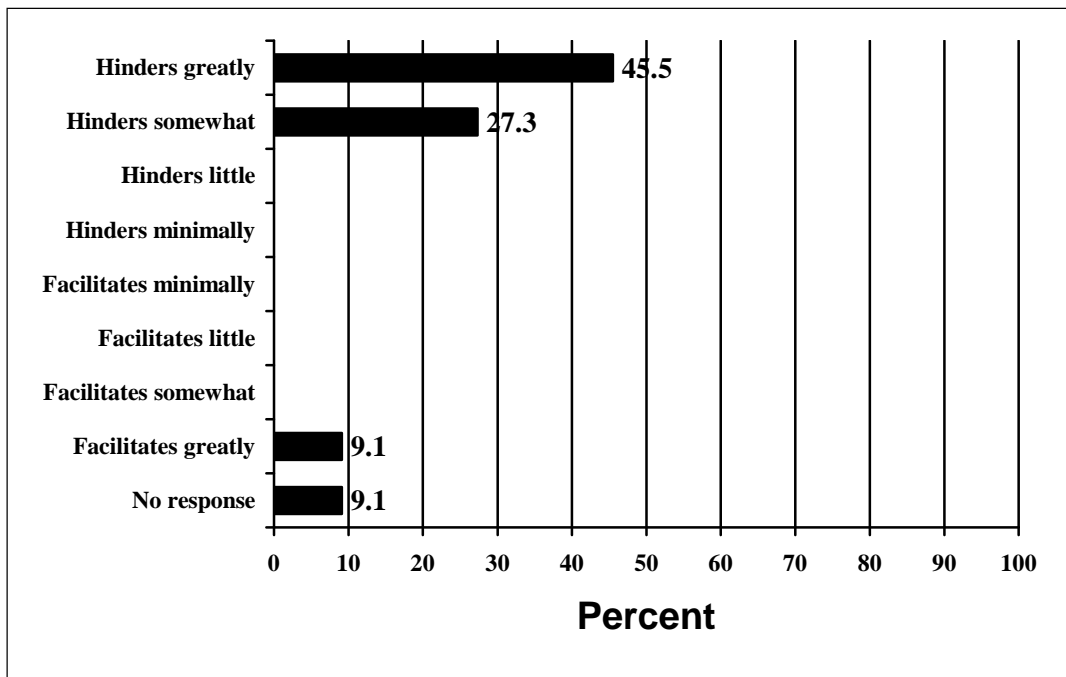
Tuition Costs

Tuition cost received a mean score of 2.60. Seventy-two percent of the panelists felt that tuition costs hinder the access and admission of Hispanics in higher education. Forty-six (45.5) percent of the panelists felt tuition cost “hinders greatly,” and 27.3% felt that tuition cost “hinders somewhat.” One panelist, 9.1%, felt it “facilitates greatly,” and one panelist, 9.1%, felt it “facilitates somewhat.” One survey (9.1%) was missing. One panelist commented that, “tuition costs are essentially eliminating working class students from pursuing higher education, unless they have the mentors, sponsors, godfathers and godmothers, etc. who can help them overcome the financial

barriers.” Figure 4.3 is a frequency chart that shows frequency values are skewed left.

This chart utilizes analyzed results from round three.

Figure 4.3. Frequency distribution for round three illustrating how tuition cost facilitates or hinders access and admission of Hispanic students in higher education, Texas Delphi Study 2004.



Research Question #2

The second research question was: What policies and practices facilitate the admission of Hispanics as identified by administrators in institutions of higher education in Texas?

There were 16 items on the access and admission’s questionnaires. If the mean score was between 5 and 8, the item was considered to facilitate the access and admission of Hispanics in higher education. Table 4.6 shows 12 items listed that were

identified in both round two and round three as “facilitates greatly” or “facilitates somewhat” the access and admission of Hispanics in higher education. One survey (9.1%) was missing in each of the items for admission during round three.

Table 4.6. Mean Scores for Round Two and Round Three Identifying Items That Facilitate the Access and Admission of Hispanic Students in Higher Education, Texas Delphi Study 2004

Item	N	Mean*	
		Round 2	Round 3
Affirmative Action	10	7.8	7.8
Texas 10% Plan	10	7.2	7.3
Involving Hispanics in Creating Admissions Policies	10	7.7	7.7
Recruitment Efforts	10	7.9	7.9
Summer College Experience	10	7.9	7.9
Dual Credit Courses in High School	10	7.5	7.5
Loans	10	5.5	5.5
Grants	10	8.0	8.0
Work Study	10	8.0	8.0
Faculty Diversity	10	7.8	7.8
Student Diversity	10	7.8	7.8
Communication Between 2 & 4-Year Institutions	10	7.9	7.2
K-16 Agreements That Smooth Transition	10	7.8	7.8

*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

Affirmative Action

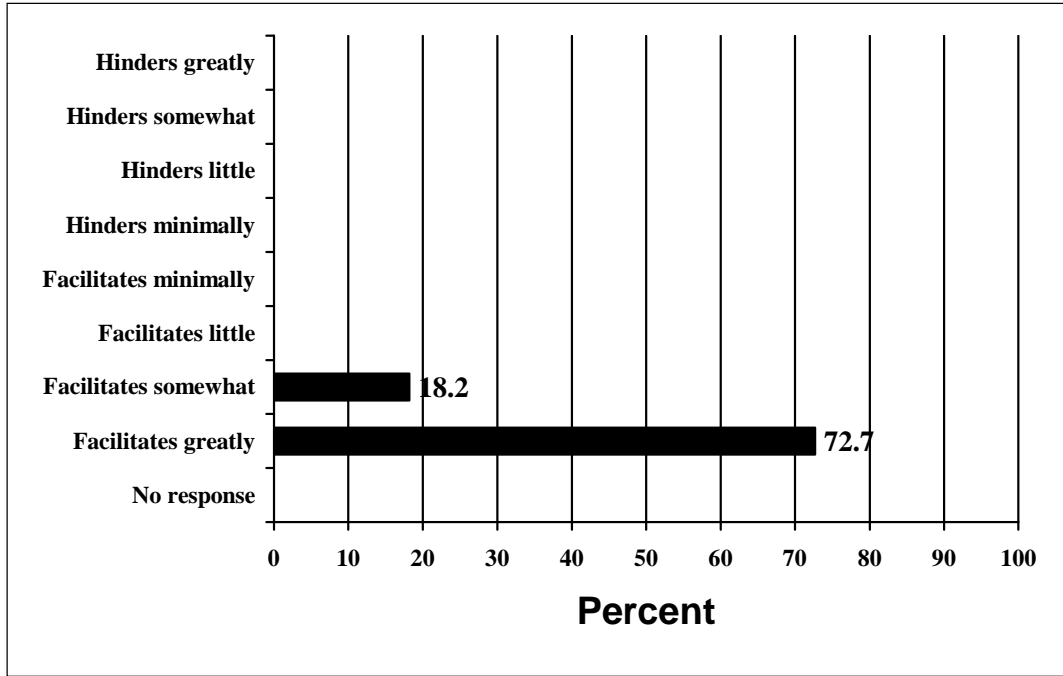
Affirmative action had a 7.80 mean score. Seventy-two (72.7) percent of panelists felt affirmative action “facilitates greatly,” and 18.2% of panelists felt it “facilitates somewhat.” One panelist stated that:

The legislature in Texas acting through the Texas Higher Education Coordinating Board has enacted policies requiring colleges and universities to increase minority (including Hispanic) representation at institutions of higher education. See, for example, the Texas Opportunity Plans dating back to the mid 1980s, including the Access and Equity Plan, Closing the Gap, and recruitment retention initiatives. These policies have not worked. Why? These so-called policies contain no requirements for compliance, i.e., there is no teeth to the requirement to increase diversity on the college campus... An additional hindrance has been the anti-affirmative action stance by the state [Texas] reinforced by the Hopwood decision. Although Hopwood was overturned by the Supreme Court, there is still resistance to affirmative action. Note what happened in your university [Texas A&M]. Texas A&M chose not to use race or ethnicity in its admission and scholarship award policies. [I] thought this was interesting considering that Texas A&M had a policy in place that supported legacy admits. This shows the hypocrisy of the system. Of course, Texas A&M eliminated the legacy admit policy only after it was forced to do so by [Texas] Senator Royce West and other liberal legislators. You would think that a university like Texas A&M with less than 3% Hispanic enrollment would want to target this population given the gross mismatch between Texas A&M Hispanic students and Hispanics in the overall Texas population (35%).

Figure 4.4 is a frequency chart that shows frequency ratings were skewed right.

This chart utilizes analyzed results from round three. Members of the panel rated affirmative action as “facilitates greatly” or “facilitates somewhat.”

Figure 4.4. Frequency distribution from round three illustrating the degree that affirmative action facilitates or hinders the access and admission of Hispanic students in higher education, Texas Delphi Study 2004.



Texas 10% Plan

The Texas 10% plan had a 7.30 mean score. Sixty-four (63.6) percent felt it “facilitates somewhat,” and 27.3% felt it “facilitates greatly.”

Involving Hispanics in Creating Admissions Policies

Involving Hispanics in Creating Admissions Policies had a mean score of 7.70. Sixty-four (63.6) percent of panelists felt involving Hispanics in creating admissions policies “facilitates greatly,” and 27.3% of panelists felt it “facilitates somewhat.” Comments by panelists included: “having Hispanics involved in the determination of college admissions process. This has helped in California.” A second panelist stated that the problem was the “election, selection, or inclusion of Latinos on college boards.

[The] lack of inclusion of Latinos in policy-making boards, committees, etc.” And finally, one panelist stated that, “the issue is not necessarily admissions policies, but the kind of guidance that schools provide to students. However, someone in the admissions office who is willing to advocate for them (pressuring colleges and universities to recruit Latino students in places they otherwise wouldn’t) would be helpful.”

Recruitment Efforts

Recruitment efforts had a 7.90 mean score. Eighty-two (81.8) percent agreed that it “facilitates greatly,” and 9.1% felt it “facilitates somewhat” the admission of Hispanics in higher education. Some comments made by panelists include: “Hispanic faculty and students [should] participate in recruitment and retention activities,” and a second person also stated “faculty recruiting students,” and finally “recruitment in high schools not traditionally served by institutions of higher education.”

Dual Credit Courses in High School

Dual credit courses in high school had a mean score of 7.50. Forty-six (45.5) percent of panelists felt that dual credit courses “facilitates greatly,” and 45.5% felt this item “facilitates somewhat” the admission and access of Hispanics into higher education. Dual credit courses was added as an item on the second round based on panelists’ suggestions as to items that influence the admission and access of Hispanics in higher education. One panelist stated that, “Hispanic students should be encouraged to enroll in dual credit courses while in high school. This credit they can apply to their undergraduate work.”

Summer College Experience

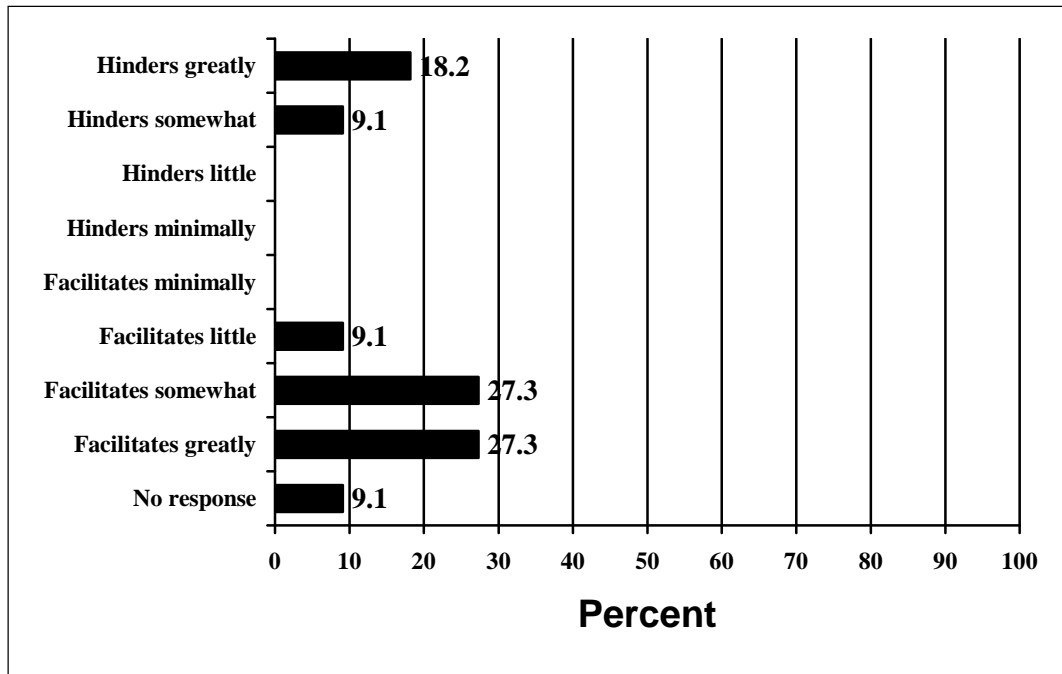
Summer college experience was added to the questionnaire after round one based on the comment section requesting panelists list other items they felt facilitated the admission of Hispanics in higher education. Summer college admission had a mean score of 7.90. During round three, 90.9% felt a summer college experience “facilitates greatly.” Comments made by panelists include: “summer kids college programs and any youth/academic/leadership programs held on college campuses”; “helping a student know what to expect of college campus life, etc. is very helpful to minority or low income students”; and “more outreach is needed to acquaint parents and kids with the college/university including admissions and financial aid.”

Grants, Work Study, and Loans

Grants and work study each had a mean score of 8. During all three rounds, 100% of the panelists rated grants and work study as “facilitates greatly” the admission of Hispanic students into college.

Loans had a mean score of 5.50. Twenty-seven (27.3) percent of panelists felt loans “facilitate greatly,” 27.3% felt it “facilitates somewhat,” 18.2% felt it “hinders greatly,” 9.1% felt it “hinders somewhat,” and 9.1% felt it “facilitates little.” Figure 4.5 is a frequency chart that shows frequency values are bimodal. There was little agreement between the panelists in rating loans. This chart utilizes analyzed results from round three.

Figure 4.5. Frequency distribution from round three illustrating the degree that loans facilitate or hinder access and admission of Hispanic students in higher education, Texas Delphi Study 2004.



Student and Faculty Diversity

Student diversity had a 7.80 mean score. Eighty-two (81.8) percent felt that it “facilitates greatly,” and 18.2% felt it “facilitates somewhat.”

Faculty diversity had a mean score of 7.80. Seventy-three (72.7) percent of panelists felt faculty diversity “facilitates greatly,” and 18.2% of panelists felt it “facilitates somewhat.”

Communication Between 2-year and 4-year Institutions

The communication between 2-year and 4-year institutions items was added to round two based on the comment section requesting panelists to list other items they felt facilitated the admission of Hispanics in higher education. Communication

between 2-year and 4-year institutions had a mean score of 7.20. Seventy-three (72.7) percent felt this item “facilitates greatly,” 9.1% felt it “facilitates somewhat,” and 9.1% felt it “hinders greatly” the admission of Hispanics in higher education. One panelist’s comments regarding 2-year and 4-year institutions include: “greater collaboration between the university and the community college. Why? Over 50% of Hispanic students are in community college. Many, according to research (e.g., see Pew Report and also the report from the Texas Higher Education Coordinating Board), do not transfer to 4-year schools.” A second panelist stated that “the misalignment of academic requirements between junior colleges and four-year universities hurts most. The percentage of students who enter junior colleges intending to transfer and actually transfer is pitiful.” Additional comments include: “provided that communication is continuous and involves academic entities rather than only administrative entities,” and “more work is needed in this area.”

Kindergarten-16 Agreements that Smooth Transition

Kindergarten-16 agreements that smooth transition had a 7.80 mean score. Seventy-three (72.7) percent felt it “facilitates greatly,” and 18.2% of panelists felt it “facilitates somewhat.” This item was added during the second round as a result of comments made by panelists suggesting additions to items that facilitate admissions for Hispanic in higher education. One panelist commented that:

Greater collaboration between IHEs and public schools, targeting Hispanics. Why? Hispanics in high school need to know about admission and financial aid opportunities; kids and their parents need to visit the college campus and recognize that attending and graduating from college is possible; students in Texas need to enroll in the recommended curriculum if they plan to go to college, including AP

classes; Hispanic students need to take part in summer programs at the college or university so they can experience college life first hand and, at the same time, receive career counseling, financial aid info; Hispanic students should also be encouraged to enroll in dual credit courses while in high school. This credit they can apply to their undergraduate work.

Research Question #3

The third research question was: What policies and practices hinder the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

There were 26 items on the retention questionnaires. If the mean was score was between 1 and 4.9, the item was considered to hinder the retention of Hispanics in higher education. Only one item, tuition cost, as seen in Table 4.7 shows how tuition cost with a mean score of six was identified as “hinders somewhat” the retention of Hispanics in higher education.

Table 4.7. Mean Score From Round Three That Identifies Tuition Cost as Hindering Retention of Hispanic Students in Higher Education, Texas Delphi Study 2004

Item	N	Mean*	
		Round 2	Round 3
Tuition Cost	10	2.8	2.1

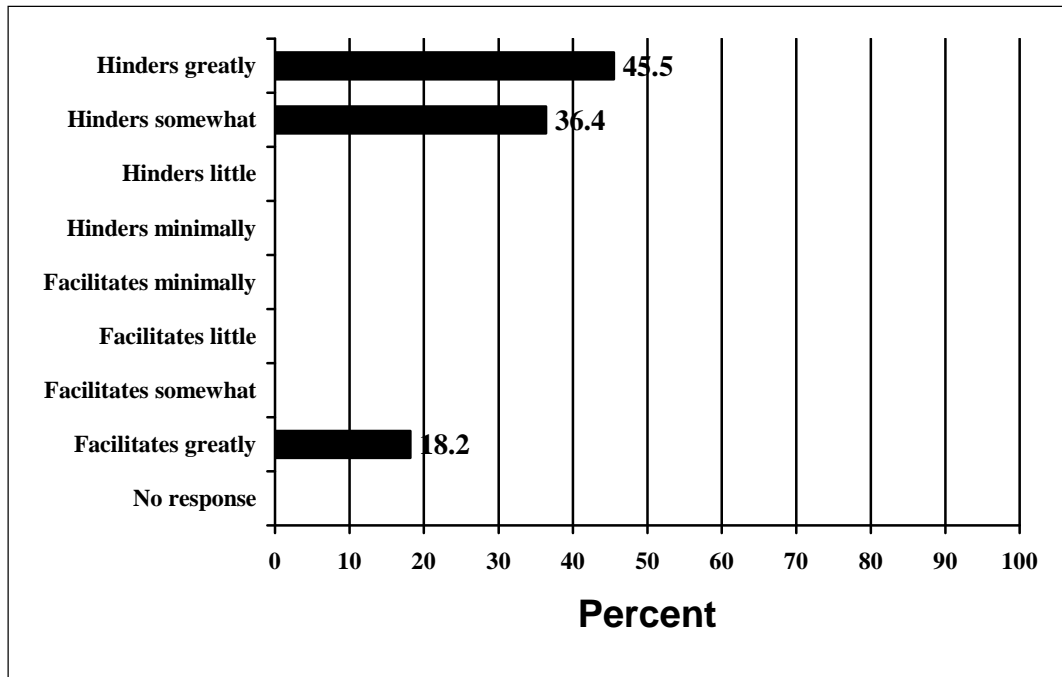
*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

Tuition Costs

Tuition cost received a mean score of 2.64. Eighty-two (81.8) percent of the panelists felt tuition cost hinder and 18.2% felt it facilitates Hispanics from continuing in school. Forty-six (45.5) percent of the panelists felt tuition cost “hinders greatly,” and 36.4% felt it “hinders somewhat.” Eighteen percent of the panelists felt that tuition cost “facilitates greatly.”

In the comments, one panelist stated that, “the second most serious barrier (the first being academic preparation) for a number of Latino college students completing a degree is tuition. One panelist stated that, “there is a direct inverse relationship with tuition and retention – the higher the tuition, the more difficult for our students to stay in college.” Two panelists felt the item “tuition cost” was unclear and in their comments stated that “the question regarding tuition is confusing. I assume you are asking whether HIGH tuition is a hindrance to retention.” A second panelist clarified their response by putting “high tuition” on the comment section. Figure 4.6 is a frequency chart that shows frequency values are skewed left. Most panelists felt tuition cost hindered the retention of Hispanic students in higher education. This chart utilizes analyzed results from round three.

Figure 4.6. Frequency distribution from round three of how the panel of experts rated the degree that tuition cost facilitates or hinders retention of Hispanic students in higher education, Texas Delphi Study 2004.



Research Question #4

The fourth research question was: What policies and practices facilitate the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

There were 26 items on the access and admission's questionnaires. If the mean score was between 5 and 8, the item was considered to facilitate the retention of Hispanics in higher education. The following 22 items shown in Table 4.8 were identified as facilitating the retention of Hispanics in higher education with a mean score of five or more.

Table 4.8. Mean Scores for Round Two and Round Three That Identify Items That Facilitate the Retention of Hispanic Students in Higher Education, Texas Delphi Study 2004

Item	N	Round 2	Mean*	Round 3
Academic Counseling & Mentoring	10	8.0		8.0
Career Counseling & Mentoring	10	7.5		7.5
Grants	10	7.9		7.9
Loans	10	5.6		5.5
Work Study	10	8.0		8.0
On-Campus Workstudy	10	7.9		7.9
Work Study in Students Concentration of Study	10	7.8		7.8
On-Campus Internships	10	7.6		7.6
Programs That Connect Students with professors	10	7.9		7.9
Faculty Mentoring of Students	10	7.9		7.9
Hispanic Administration, Faculty, & Staff	10	7.7		7.7
Student Diversity	10	7.8		7.8
Faculty Diversity	10	7.8		7.8
Social Support Activities	10	7.8		7.7

Table 4.8 (continued)

Item	N	Mean*	
		Round 2	Round 3
Hispanic Student Organizations	10	7.6	7.6
Student to Student Mentoring Programs	10	7.4	7.4
Seamless Aligned Curriculum	10	7.7	7.7
Validating Students	10	7.6	7.6
Learning Communities	10	7.6	7.5
Web-based Instruction	9	6.0	5.9
Ethnic Studies	10	6.9	7.0
Use of Remedial Courses	10	5.7	5.6

*Hinders is a mean score between 1 and 4.9. Facilitates is a mean score between 5 and 8.

Academic and Career Counseling and Mentoring

Academic counseling and mentoring had a mean score of 7.91. Ninety-one (90.9) percent of the panelists agreed that this item “facilitates greatly,” and 9.1 felt it “facilitates somewhat” the retention of Hispanics in higher education.

Career counseling and mentoring had a mean score of 7.55. Fifty-five (54.5) percent of panelists felt it “facilitates greatly,” and 45.5% felt it “facilitates somewhat” the retention of Hispanics in higher education.

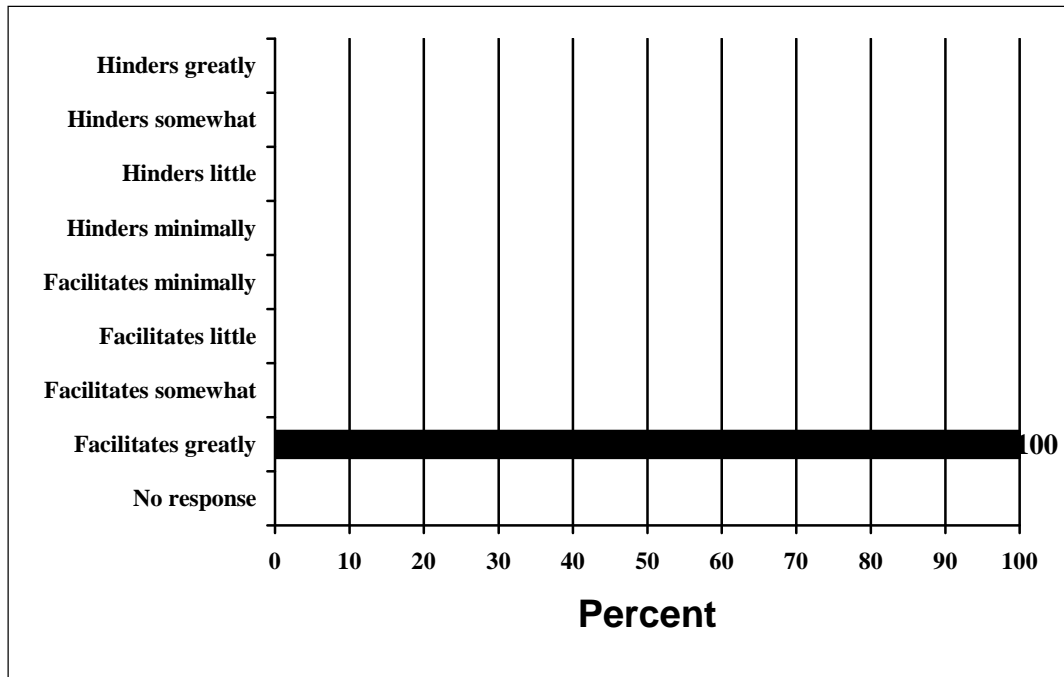
Financial Aid

Financial Aid Packages

Financial aid may influence the retention of Hispanic students in higher education, especially those from low-income families. How does the type of financial aid affect retention? The panelists were asked to rate how they felt certain types of financial aid helped Hispanic student retention in higher education. Panelists ranked the item “financial aid packages” with a mean score of 8. All of the panelists agreed that this item “facilitates greatly” the retention of Hispanics in higher education.

Loans, work study, and grants were listed on the round one survey. Three items new items associated with financial aid – on campus work study, work study in student’s concentration of study and campus internships – were added to the round two questionnaires as a result of panelists’ recommendations for other items that facilitate the retention of Hispanics in higher education. Figure 7 is a histogram whose frequency values are skewed right. There was 100% agreement that financial aid “facilitated greatly.” Figure 4.7 is a frequency chart that shows frequency responses that are skewed right. In this figure panelists agreed 100% that financial aid “facilitates greatly” the retention of Hispanic students in higher education. This chart utilizes analyzed results from round three.

Figure 4.7. Frequency distribution from round three of how the panel of experts rated the degree that financial aid facilitates or hinders the retention of Hispanic students in higher education, Texas Delphi Study 2004.



Grants and Loans

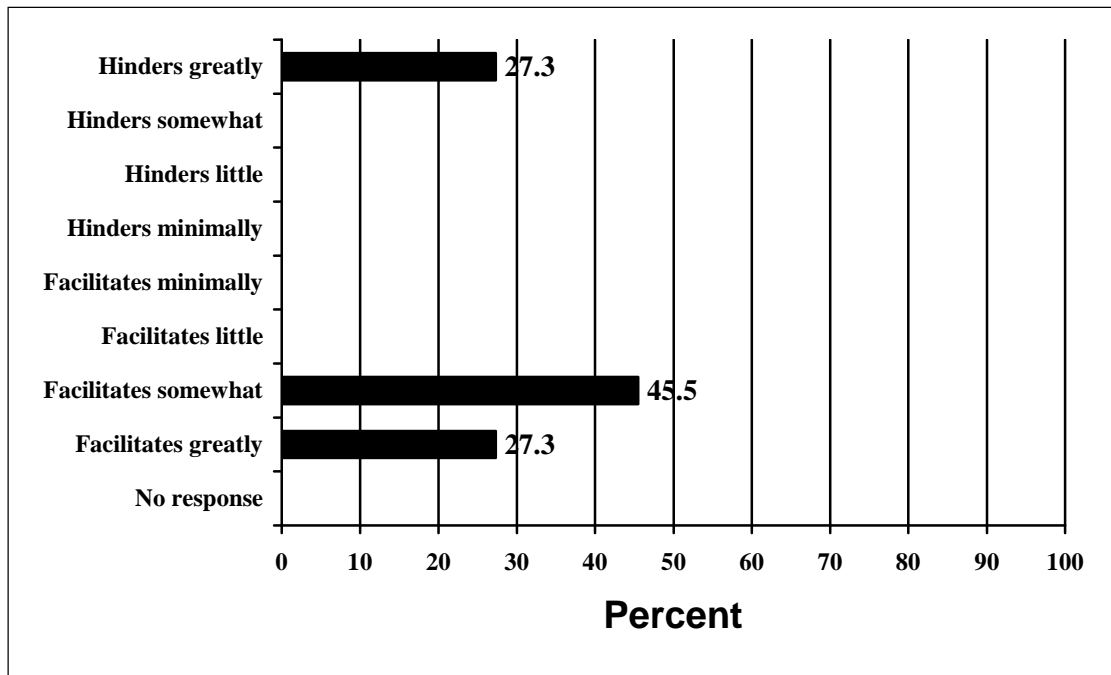
Grants had a mean score of 7.91. Ninety-one (90.9) percent of the panelists felt grants “facilitates greatly, and 9.1% felt it “facilitates somewhat” the retention of Hispanics in higher education.

Loans had a mean score of 5.64. Forty-six (45.5) percent of panelists felt it “facilitates somewhat,” 27.3% felt it “facilitates greatly, and 27.3% felt it “hinders greatly” the retention of Hispanics in higher education. One panelist stated that “a dependence on student loans and off-campus work limits the amount of time undergraduates dedicate to their studies. Furthermore, loans limit the number of

students that pursue graduate education because they need to work to pay off loans.”

Figure 4.8 is a frequency chart that is bimodal. Members of the panel had a vast disagreement about whether loans hindered or facilitated. This chart utilizes analyzed results from round three.

Figure 4.8. Frequency distribution from round three of how the panel of experts rated the degree that loans facilitate or hinder the retention of Hispanic students in higher education, Texas Delphi Study 2004.



On- and Off-Campus Work Study and Internships

Work study had a mean score of 8. All (100%) of the panelists agreed that this item “facilitates greatly” the retention of Hispanics in higher education. Work study in student’s concentration of study had a mean score of 7.82. Eighty-two (81.8) percent of

the panelists felt it “facilitates greatly,” and 18.2% felt it “facilitates somewhat” the retention of Hispanics in higher education.

On-campus work study had a mean score of 7.9. Ninety-one (90.9) percent of the panelists felt on-campus work study “facilitates greatly,” and 9.1% felt it “facilitates somewhat” the retention of Hispanics in higher education.

On-campus internships had a mean score of 7.6. Sixty-four (63.6) percent of panelists felt it “facilitates greatly,” and 36.4% felt it “facilitates somewhat” the retention of Hispanics in higher education. One panelist stated that on-campus internships facilitate retention “assuming they do not distract students from their primary work” of being students. A second panelist commented that, “the disadvantage here is that we have so few internships on campus.”

Faculty Support Programs for Students

Academic support of students by faculty both inside and outside of courses had a mean score of 7.9. Eighty-one (81.8) percent of the panelists felt Academic Support of Students by Faculty “facilitates greatly,” and 18.2% felt it “facilitates somewhat” the retention of Hispanics in higher education.

Programs that connect students with professors had a mean score of 7.9. Ninety-one (90.9) percent of the panelists felt programs that connect students with professors “facilitated greatly,” and 9.1% felt it “facilitates somewhat” the retention of Hispanics in higher education.

Faculty mentoring of students had a mean score of 7.8. Eighty-two (81.8) percent of panelists rated faculty mentoring of students as “facilitates greatly,” and 18.2% “facilitates somewhat” the retention of Hispanics in higher education.

Hispanic administration/faculty/staff act as role models had a mean score of 7.7. Seventy-three (72.7) percent felt it “facilitates greatly,” and 27.3% felt it “facilitates somewhat” the retention of Hispanics in higher education

Diversity

According to Nettles and Harris (1996) in *Ensuring Campus Climates That Embrace Diversity*, factors specific to both the student and institutional level should be addressed to make the climate of predominately White campuses more appropriate for minority students. Commitment to university diversity will require that institutions create programs and environments that foster diversity for students, faculty, and staff. For this survey, there were three items that were related to diversity on university campuses and how they influence the success of minorities, particularly Hispanic students in higher education. Each of the items was rated by panelists as facilitating the retention of Hispanic students.

Student diversity and faculty diversity both received a mean score of 7.8. Each respectively had 81.8% of the panelists rate these items as “facilitates somewhat,” and 18.2% felt it “facilitates greatly” the retention of Hispanics in higher education.

Diversity training for faculty had a mean score of 7.2. Thirty-six (36.4) percent of panelists felt it “facilitates greatly,” 54.5% felt it “facilitates somewhat,” and 9.1% felt it “facilitates minimally” the retention of Hispanics in higher education.

Ethnic studies had a mean score of 7. Fifty-five (54.5) percent of panelists felt it “facilitates somewhat,” 27.3% felt it “facilitates greatly,” 9.1% felt it “facilitates little,” and 9.1% felt it “facilitates minimally” the retention of Hispanics in higher education.

Student Initiatives

There were three items that were initiatives directed specifically at students being involved in on-campus programs. These three items included social support activities, student-to-student mentor programs, and Hispanic student organizations and clubs.

Social support activities had a mean score of 7.8. Sixty-four (63.6) percent of panelists felt the item “facilitates greatly,” and 36.4% felt it “facilitates somewhat” the retention of Hispanics in higher education.

Hispanic student organizations and clubs had a mean score of 7.6. Fifty-five (54.5) percent of panelists felt it “facilitates greatly,” and 36.4% it “facilitates somewhat” the retention of Hispanics in higher education. One percent (9.1%) did not respond to the item.

Student-to-student mentor programs had a mean score of 7.4. Sixty-four (63.6) percent felt it “facilitates greatly,” and 54.5% felt it “facilitates somewhat” the retention of Hispanics in higher education.

Other Retention Initiatives

Seamless aligned curriculum, i.e. 2+2 programs, had a mean score of 7.7. Seventy-three (72.7) percent rated the item “facilitates greatly,” and 27.3% felt it “facilitates somewhat” the retention of Hispanics in higher education.

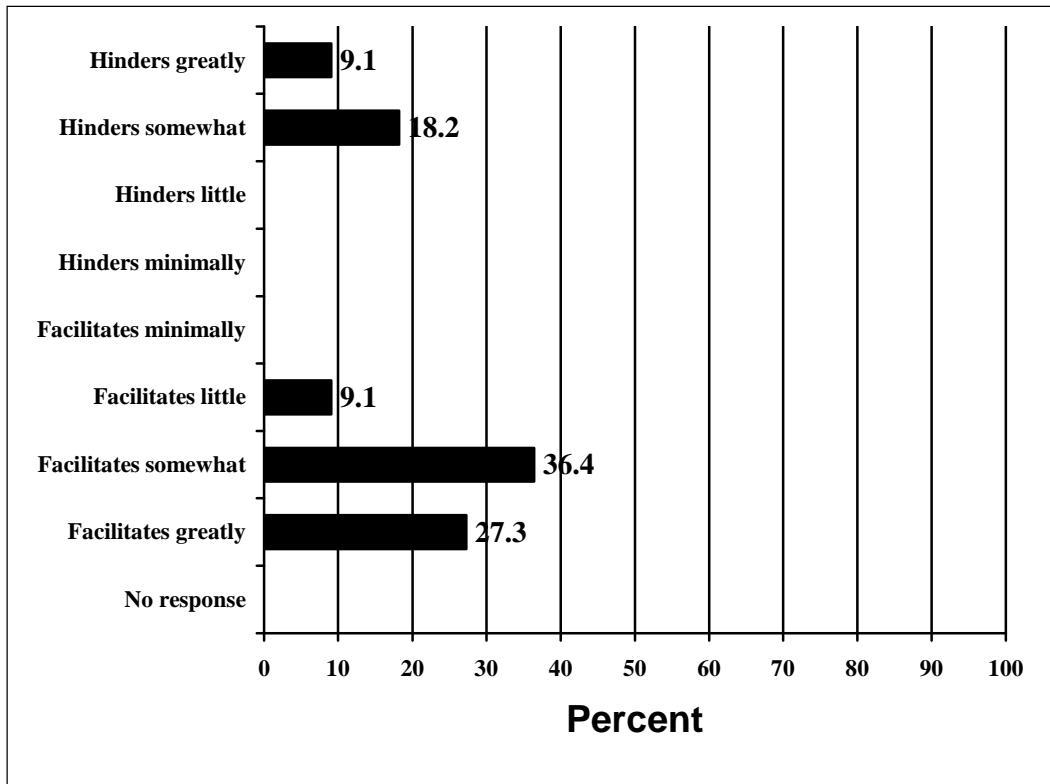
Validating students by communicating to them they are capable had a mean score of 7.6. Sixty-four (63.6) percent of panelists felt it “facilitates greatly,” and 36.4% felt it “facilitates somewhat” the retention of Hispanics in higher education.

Learning communities had a mean score of 7.6. Fifty-five (54.5) percent of panelists felt it “facilitates greatly,” and 45.5% felt it “facilitates somewhat” the retention of Hispanics in higher education.

Web-based instruction had a mean score of 5.8. Thirty-six (36.4) percent of panelists felt it “facilitates somewhat,” 45.5% felt it “facilitates little,” 9.1% felt it “hinders minimally,” and 9.1% felt it “hinders somewhat” the retention of Hispanics in higher education.

Use of remedial courses had a mean score of 5.7. Thirty-six (36.4) percent of panelists felt it “facilitates greatly,” 27.3% felt it “facilitates somewhat,” 9.1% felt it “facilitates little,” 18.2% felt it “hinders somewhat,” and 9.1% felt it “hinders greatly” the retention of Hispanics in higher education. Figure 9 is a histogram whose frequency values are bimodal. For this item it shows that members of the panel had little agreement. Figure 4.9 is a frequency chart that is bimodal. For the issue of remedial courses, there was a disagreement as to whether it facilitated or hindered. This chart utilizes analyzed results from round three.

Figure 4.9. Frequency distribution from round three of how the panel of experts rated the degree that remedial courses facilitate or hinder the retention of Hispanic students in higher education Texas, Delphi Study 2004.



Summary

Results from the third and final survey provided the following results: Of the 16 items listed on the questionnaire regarding access and admissions, TASP, college admission tests, and tuition costs were identified by panelists as hindering the access and admissions of Hispanic students in higher education. The remaining 12 items: affirmative action, the 10% plan, involving Hispanics in creating admissions policies, recruitment efforts, summer college experiences, dual credit courses in high school, grants, loans, work study, student diversity, faculty diversity, communication between

2- and 4-year institutions and K-16 agreements that smooth transition were identified as facilitating Hispanic students access and admission to higher education.

There were 25 items on the questionnaire regarding retention. Tuition was the only item identified by panelists as hindering the retention of Hispanic students in higher education. The remaining 24 items were rated as facilitating the retention of Hispanic students in higher education. The 24 items include student diversity, faculty diversity, faculty mentoring of students, seamless aligned curriculum, ethnic studies, learning communities, academic counseling and mentoring, career counseling and mentoring, social support activities, use of remedial courses, web-based instruction, diversity training for faculty, financial aid packages, loans, work study, work study in student's concentration of study, student-to-student mentoring programs, Hispanic student clubs and organizations, academic support of students by faculty inside and outside of courses, validating students' capabilities, on-campus internships, on-campus work-study, programs that connect students with professors, Hispanic administration, and faculty and staff as role models.

The panel of experts rated each item. Members of the panel's responses did not change or changed little from round to round. They remained steadfast in their first choices despite the analysis they were provided between rounds.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to identify policies and practices that impact the admission and retention of Hispanics in higher education. The study did this by identifying those policies and practices that are currently being used and that facilitate or hinder institutions of higher education in the recruitment, admission, retention and graduation of Hispanic students.

Relying on qualitative and quantitative analysis, the study was designed to answer four research questions. The research questions are considered to be the heart of the study since all questionnaires are developed to produce analyzed results that will respond to the questions. The research questions are as follows:

1. What policies and practices hinder the admission of Hispanics as identified by administrators in institutions of higher education in Texas?
2. What policies and practices facilitate the admission of Hispanics as identified by administrators in institutions of higher education in Texas?
3. What policies and practices hinder the retention of Hispanics as identified by administrators in institutions of higher education in Texas?
4. What policies and practices facilitate the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

Summary

The survey method identified by the researcher that could best collect the opinion of individuals (experts) in the admission and retention of Hispanic students in higher education was the Delphi technique. This is a survey method that “obtains the most reliable consensus of opinion from a group of individuals identified as experts” in a given area (Linstone & Turoff, 1975, p. 10). Delphi is a method of combining the judgments of knowledgeable individuals. It is relevant when there is no determinate answer (e.g., hard data or well-established theory) available. It is especially useful in the common case of disagreements among experts. The premise of the Delphi method is that “two heads are better than one” (Dalkey et al., 1972, p. 15).

The Delphi method utilizes three to four structured rounds of questionnaires to survey a panel of experts. For this study, three structured surveys were conducted. Each round of surveys had two questionnaires: (a) policies and practices that positively or negatively impact the admission of Hispanics in higher education and (b) policies and practices that positively or negatively impact the retention of Hispanics in higher education.

The researcher utilized two major approaches to identify and assess policies and practices currently being used in colleges and universities in Texas for the recruitment, admission, retention, and graduation of students, particularly Hispanic students. The researcher:

- conducted a review of the literature and identified policies and practices currently being used by colleges and universities;

- identified additional policies and practices by surveying individuals (experts) currently working in the area of higher education;
- provided a list of all of the policies and practices identified to the panel of experts and had them classify those policies and practices into those that hinder or those that facilitate.

The population for this study included 11 expert panelists from Texas. Nine of the panel of experts currently work in a college and/or university setting. One of the experts works in an educational private, non-profit organization that deals with kindergarten to university (K-16) issues. One of the panelists is a Texas legislator who votes on legislative issues dealing with colleges and universities. The end result of the study, through the literature review and through a survey of the panel of experts, provides a listing of policies and practices that facilitate and/or hinder Hispanics in higher education.

Descriptive statistics (frequency, mean, median, standard deviation, and t-test) were used to analyze the three rounds of surveys. The median as well as the mean were utilized because sometimes the mean did not depict the typical outcome. According to Gall et al. (1996), if there is one score that is very far from the rest of the data (called an outlier), or the scores are skewed by extreme scores, then the mean is strongly affected by this outcome. Therefore, using the median, the middle score is sometimes more useful. The median is a measure of the central tendency corresponding to the middle point in a distribution of scores. When a distribution is highly skewed both the mean and the median should be reported.

There were t-tests conducted to determine whether there was a statistically significant change in the means for each item between round one and round two, round two and round three, and round one and round three. The t-test is a procedure that is used to determine whether the observed differences between the variances of mean scores are statistically significant between any two groups (Gall et al., 1996; Norušis, 1990). The panelists' responses were coded so as enhance descriptive analysis. The panelists were each identified using a numerical code to allow for anonymity.

Conclusions

Access to college education has never been more important for individuals and for society. In today's knowledge-based economy, college graduates earn substantially higher incomes than do non-graduates (Kipp, Price, & Wohlford, 2002). There are occupational, monetary, and other societal awards of education that are conditional upon earning a college degree (Tinto, 1993).

Colleges and universities originally were designed to serve a privileged population. The curriculum was primarily Euro-centered and designed to serve a population whose families had a well-established history of going to college. Students who have not fit the traditional college student profile have had a difficult time integrating into colleges and universities. Beginning in the 1990's until now, higher education has begun to try and accommodate the non-traditional student who will be the new college-going majority (Rendon, 1994).

“A comprehensive review of practices and policies that support or hinder student success is key to transformation. Areas of policy that need to be assessed include outreach strategies, assessment and placement practices, curricular and instructional requirements, and access and graduation” (Rodriguez & Villarreal, 2002, p. 6).

Some select policies and practices that this study reviewed that affect access and admissions for Texas Hispanic students include a discussion of affirmative action, percentage plans, TRIO programs, community colleges, college admission tests, rising tuition costs, and TASP. Some policies and practices that affect the retention of Hispanic students in higher education include a look at students and educators as mentors, learning communities, financial aid, and the effect of validating students’ capabilities and aspirations. A review of the study’s four research questions and data concerning them is presented below.

Research Question #1

What policies and practices hinder the admission of Hispanics as identified by administrators in institutions of higher education in Texas?

There were 16 items on the access and admission’s questionnaires. If the mean score was between 1 and 4.9, the item was considered to hinder the access and admission of Hispanics in higher education. Three items listed were identified as impeding Hispanics in higher education: (a) TASP (currently known as THEA), (b) college admission tests, and (c) tuition costs (identified in by several panelists in their comments as “rising tuition cost”).

The TASP received a mean score of 2.11. College admission tests received a mean score of 2.20. Both TASP and college admission tests were rated as “hinders somewhat.” Tuition cost received a mean score of 2.60. This identified it between “hinders somewhat” and “hinders little.”

Implications. College admission tests (SAT) and college assessment instruments (THEA) should be used to help Texas colleges and universities assess students’ strengths and weaknesses. The college admissions tests can aid Texas universities in targeting students’ weaknesses and provide help to them through tutorial and mentoring programs. If students are placed in minimal (one to three) courses to strengthen their basic skills and they successfully complete those courses, that should be sufficient to allow them to continue their college course work.

Texas universities should look to the state legislature for ways to help Texas students cover their tuition costs other than through loans. The rising tuition cost is placing a financial burden on all students and families in Texas. But for Hispanic students, historically a non-traditional college-going population, it presents a huge roadblock. As Hispanics become the largest student population and become our Texas workforce, Texas should find ways to assure they become a college-educated population.

Research Question #2

What policies and practices facilitate the admission of Hispanics as identified by administrators in institutions of higher education in Texas?

There were 16 items on the access and admission's questionnaires. If the mean score was between 5 and 8, the item was considered to facilitate the access and admission of Hispanics in higher education. Twelve items listed were identified as facilitating Hispanics in higher education. One survey (9.1%) was missing in each of the items for admission during round three.

The items were divided into five categories: (a) admission policies' criteria, (b) pre-college experiences, (c) financial aid, (d) diversity, and (e) communication between K-16 pipeline institutions.

Admission policies' criteria. The admission policies' criteria category included three items. Affirmative action had a 7.80 mean score. The Texas 10% plan had a 7.30 mean score. Involving Hispanics in creating admissions policies had a mean score of 7.70. The three items were identified by members of the panel as being between "facilitates greatly" and "facilitates somewhat."

Pre-college experiences. The pre-college experience category had three items. Recruitment efforts had a 7.90 mean score. Dual credit courses in high school had a mean score of 7.50. Summer college experience had a mean score of 7.90. The three items were identified by members of the panel as being between "facilitates greatly" and "facilitates somewhat."

Financial aid. The financial aid category included three items. Financial aid was ranked as "facilitating greatly" overall. Grants and work study each had a mean score of 8. During all three rounds, 100% of the panelists rated grants and work study

as “facilitates greatly.” However, loans had a mean score of 5.50, which based on the third round of responses, indicated it “facilitated little.”

Diversity. There were two listed under this category. Student diversity had a 7.80 mean score. Faculty diversity had a mean score of 7.80. Both were rated by members of the panel as being between “facilitates greatly” and “facilitates somewhat.”

Communication between K-16 pipeline institutions. Communication between 2-year and 4-year institutions had a mean score of 7.20. Although this item received an overall rating between “facilitates greatly” and “facilitates somewhat,” one person rated it as “hindering greatly.” I believe this one member of the panel was interpreting the questions as currently there is little communication, and therefore, it “hinders greatly,” while the other members of the panel were interpreting the item to mean “if there were communication between 2-year and 4-year institutions” it would “greatly facilitate.”

Kindergarten – Sixteen Agreements that Smooth Transition had a 7.80 mean score. Seventy-three (72.7) percent felt it “facilitates greatly” and 18.25 of panelists felt it “facilitates somewhat.”

Implications. There were 13 items that were identified by a panel of experts that would facilitate Hispanic students’ access and admission to Texas higher education institutions. Texas colleges and universities should look at the list of 13 items identified by this study and evaluate whether these programs and initiatives are currently being implemented on their campuses. Based on this study, Texas

institutions could make their campuses more accessible to Hispanic students if they would implement them on their campuses.

Research Question #3

What policies and practices hinder the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

There were 26 items on the access and admission's questionnaires. If the mean score was between 1 and 4.9, the item was considered to hinder the retention of Hispanics in higher education. Only one item was identified as hindering the retention of Hispanics in higher education with a score of less than 4.9 points. Tuition cost received a mean score of 2.64. Members of the panel rated tuition cost between "hinders somewhat" and "hinders little."

Implications. Research indicates, and this study substantiates, that tuition cost influence a student's decision to attend a particular college and, in some cases, the decision to attend college at all. But tuition cost as identified through this study also influences a student's decision to stay in college. Research indicates that the transition year from freshman to sophomore year is critical for students. Students' financial aid awards that include large amounts of loans often become the cause students to leave college. Thus, Texas institutions should look to the Texas legislature to help provide financial aid support through grants and work study and less on loans.

Research Question #4

What policies and practices facilitate the retention of Hispanics as identified by administrators in institutions of higher education in Texas?

There were 26 items on the access and admission's questionnaires. If the mean score was between 5 and 8, the item was considered to facilitate the retention of Hispanics in higher education. Twenty-five items were identified as facilitating the retention of Hispanics in higher education with a mean score of 5 or more. These 25 items were subdivided into seven categories: (a) academic and career counseling and mentoring, (b) financial aid, (c) on-and off campus work study and internships, (d) faculty support programs for students, (e) diversity, (f) student initiatives, and (g) other retention initiatives.

Academic and career counseling and mentoring. Two items were identified under counseling and mentoring as facilitating Hispanics in higher education. Academic counseling and mentoring had a mean score of 7.91. Career counseling and mentoring had a mean score of 7.55. Members of the panel rated this item as being between "facilitates greatly" and "facilitate somewhat."

Financial aid. Financial aid, loans, work study, and grants were listed on the round one survey. Members of the panel ranked "financial aid packages" with a mean score of 8. All of the panelists agreed that this item "facilitates greatly." Grants had a mean score of 7.91. Loans had an overall mean score of 5.64, indicating it was rated between it "facilitates little" and "facilitates minimally." Forty-six (45.5) percent of panelists felt that loans "facilitate somewhat," 27.3% felt they "facilitates greatly," and 27.3% felt they "hinder greatly" the retention of Hispanics in higher education. One member of the panel stated that "loans limit the number of students that pursue graduate education because they need to work to pay off loans."

On-and off-campus work study and internships. Three new items associated with financial aid – on campus work study, work study in student’s concentration of study, and campus internships – were added to the round two questionnaires as a result of panelists’ recommendations for other items that facilitate the retention of Hispanics in higher education.

Four items were identified under this category. First, work study overall had a mean score of 8. All (100%) of the panelists agreed that this item “facilitates greatly” the retention of Hispanics in higher education. Second, work study in student’s concentration of study had a mean score of 7.82. Eighty-two (81.8) percent of the panelists felt it “facilitates greatly” and 18.2% felt it “facilitates somewhat.” Third, on-campus work study had a mean score of 7.9. Ninety-one (90.9) percent of the panelists felt on-campus work study “facilitates greatly” and 9.1% felt it “facilitates somewhat.” Finally, on-campus internships had a mean score of 7.6. Sixty-four (63.6) percent of panelists felt it “facilitates greatly” and 36.4% felt it “facilitates somewhat.” One panelist stated that on-campus internships facilitate retention “assuming they do not distract students from their primary work” being students. A second panelist commented that “the disadvantage here is that we have so few internships on campus.” One panelist stated that “a dependence on student loans and off-campus work limits the amount of time undergraduates dedicate to their studies.”

Faculty support programs for students. Four items are listed under this category. Academic support of students by faculty both inside and outside of courses had a mean score of 7.9. Programs that connect students with professors had a mean

score of 7.9. Faculty mentoring of students had a mean score of 7.8. Hispanic administration/faculty/staff act as role models had a mean score of 7.7. All of these items were rated by members of the panel as “facilitates greatly” and “facilitates somewhat.”

Diversity. According to Nettles and Harris (1996) in *Ensuring Campus Climates That Embrace Diversity*, factors specific to both the student and institutional level should be addressed to make the climate of predominately White campuses more appropriate for minority students. Commitment to university diversity will require that institutions create programs and environments that foster diversity for students, faculty, and staff. For this survey, there were three items that were related to diversity on university campuses and how they influence the success of minorities, particularly Hispanic students in higher education. Each of the items was rated by panelists as facilitating the retention of Hispanic students.

- Student diversity and faculty diversity both received a mean score of 7.8.
- Diversity training for faculty had a mean score of 7.2.
- Ethnic studies had a mean score of 7. All three items were identified by members of the panel as being between “facilitates greatly” and “facilitates somewhat.”

Student initiatives. There were three items that were initiatives directed specifically as students being involved in on-campus programs. These three items included social support activities, student-to-student mentor programs, and Hispanic student organizations and clubs. Social support activities had a mean score of 7.8.

Hispanic student organizations and clubs had a mean score of 7.6. Student-to-student mentor programs had a mean score of 7.4. All three student initiative items were rated as “facilitates greatly” and “facilitates somewhat.”

Other retention initiatives. Five items were identified as other retention initiatives that facilitate the retention of Hispanics in higher education. These include: (a) seamless aligned curriculum, (b) validating students, (c) learning communities, (d) web-based instruction, and (e) use of remedial courses.

- *Seamless aligned curriculum*, i.e., 2+2 programs, had a mean score of 7.7.
- *Validating students* by communicating to them they are capable had a mean score of 7.6.
- *Learning communities* had a mean score of 7.6. These three items were rated by members of the panel as “facilitates greatly” and “facilitates somewhat.”
- *Web-based instruction* had a mean score of 5.8. Use of remedial courses had a mean score of 5.7. These two items were rated by members of the panel as “facilitates little” to “facilitates minimally.” Some members of the panel felt that web-based instruction was not widespread enough amongst Hispanic students to greatly influence retention.
- *Use of remedial courses* brought about a mixed reaction. Eight members of the panel felt they “facilitate,” and three members of the panel felt they “hinder.”

Implications. The panel of experts from this Delphi study identified 25 items that they felt were essential in keeping Hispanic students enrolled in college. Texas colleges and universities need to examine the 25 items to determine whether any of these items can be found on their campuses or how many of these can be found on their campuses. Financial aid packages where loans make up only a small percentage was very important; programs that brought faculty and students together and students with other students together in a meaningful way comprised a number of the items (student-to-student and faculty-to-student mentoring, learning communities, Hispanic social and academic groups, etc.). Keeping Hispanic students in Texas colleges can be accomplished if Texas colleges and universities are prepared to take a proactive approach.

Recommendations

These are some recommendations based on the results of the study that include the analysis of the data and the review of the literature. The recommendations are based only on those items that were rated by members of the panel in this study as hindering Hispanics' access, admission, and retention in higher education.

1. Colleges and universities in Texas should look closely at whether the TASP is affecting the admissions of Hispanic students into their institutions and also how it affects the placement of students into remedial courses.
2. Colleges and universities in Texas should look at whether college admissions tests are hindering the admission of Hispanic students into their

institutions. Also, they should look at how college admissions tests affect scholarship awards.

3. Colleges and universities in Texas should look closely at the type of financial aid that is being awarded to its students. Tuition costs, particularly where students depend heavily on loans, are keeping students from entering college, from continuing in college, and from pursuing graduate and post-graduate degrees.

Recommendations for Further Study

1. Based on the literature review, there is a lack of research on each of the items that were listed in the study and how they affect Hispanic students. Each item merits individual study.
2. Replicate this study with a single survey approach and survey a larger population.
3. Replicate this study and have panelists prioritize the items listed.
4. Create a study on how each item currently affects Hispanic students in higher education.
5. Review how TASP/THEA is impacting the retention of Hispanic students in higher education. The research on TASP was very limited and suspect regarding how it affects Hispanic students.

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APPENDIX A
INITIAL PACKET OF INVITATION
TO CANDIDATES FOR THE PANEL OF EXPERTS



INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

MARÍA "CUCA" ROBLEDO MONTECEL, PH.D.
EXECUTIVE DIRECTOR

My name is Linda Cantu and I am a doctoral student completing my dissertation at Texas A&M University. I am also a staff member at the Intercultural Development Research Association (IDRA).

The purpose of my dissertation study is to identify policies and practices that facilitate or hinder the admission and retention of Hispanics in higher education. The study will look at factors in recruitment, admission, retention and graduation in institutions of higher education.

You were one of twenty people identified as being knowledgeable about Hispanics in higher education. I am putting together a panel of experts to participate in a Delphi study (three structured surveys) over an eight week period. I am contacting you to request your participation on this panel. I have attached an information sheet that describes the study and your participation. I hope you will agree to participate. I will contact you by March 5, 2004 to request your participation.

If you agree to participate, I will send you the first questionnaire by regular mail and by email. (You do not need to respond to both. Please choose the method that best suits you.) You can respond to this email to agree to participate. I will also contact you by phone. My email is linda.cantu@idra.org.

Sincerely,

Linda Cantu
TXAM Doctoral Student

An Identification of Policies and Practices That Impede and Facilitate the Admission and Retention of Hispanics in Institutions of Higher Education

Information Sheet

My name is Linda Cantu and I am a doctoral student completing my dissertation at Texas A&M University. I am also a staff member at the Intercultural Development Research Association (IDRA).

The purpose of the study is to identify policies and practices that facilitate or hinder the admission and retention of Hispanics in higher education. The study will look at factors in recruitment, admission, retention and graduation in institutions of higher education.

- This study will use the Delphi technique, a method of “obtaining the most reliable consensus of opinion from a group of individuals identified as “experts” in a given area.
- Because of your experience and contributions to the formation of policies and practices in the area of higher education, you are identified as one of the individuals to be on the panel of experts.
- The survey will be sent to 20 people who been identified as experts in the education of Hispanics in higher education in the state of Texas.
- Panelists include educators in higher education, policy makers at the state and local level, community activist involved in higher education issues.
- You will be surveyed three different times using a structured survey instrument. Each round of surveys is analyzed using descriptive statistics. After survey one, the surveys are analyzed. The results of the statistical analysis of survey one are sent with survey two to the panelist to provide feedback. The same approach is used after survey two. By the third survey panelist responses are stabilized. The final responses are utilized to create a list of policies and practices that impact the admission and retention of Hispanics in higher education that can be used by universities to help them assess policies and practices at the university level.
- This is a two part survey; each part will take 20 minutes to complete. You will be surveyed three different times over a period of eight weeks.
- The survey will be web-based. A paper copy of the survey is also available.
- This study is confidential. All identifiers and links will be removed from the data.
- You may choose not to continue with the survey at any time.
- There will be no negative consequences for not continuing.
- The survey will be completed by April 30, 2004.

This research study has been reviewed by the Institutional Review Board – Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects’ rights, you can contact the Institutional Review Board through Michael W. Buckley, Director of Research Compliance, and Office of Vice President for Research at 979-845-8585 or mwbuckley@tamu.edu .

Dr. Clifford Whetten, 210-208-9308 or cwhetten@tamu.edu

Associate Professor, Director Center for Community Education, Texas A&M
Dissertation Committee Chairperson

Linda Cantu, 210-887-8449 or linda.cantu@idra.org

Principal Investigator

By filling out the paper and pencil survey you have agreed to participate in the study. If you decide to respond to the paper and pencil copy, you will not need to go to the webpage.

See instruction sheet on the next page for webpage instructions.

Survey Instruction Sheet

1. Print this instruction sheet.
2. Go to URL cited below for the questionnaire.
3. There are two questionnaires:
 - a. *Access & Admissions Policies and Practices Survey*
 - b. *Retention Policies and Practices Survey*
4. Click on the first survey: *Access & Admissions Policies and Practices Survey*; respond to survey and then save and close. At the very top of the page return “Home” for the second survey.
5. Now click on the second survey: *Retention Policies and Practices Survey*; respond to the survey and then save and close.
6. You have completed both surveys. There is no emailing involved. Your responses are automatically entered with save and close. Thank you.
7. By clicking ACCEPT below, you have voluntarily agreed to participate in the survey and you will go directly to the survey.

Press control and click on: [ACCEPT](#)

APPENDIX B
ROUND ONE E-MAIL PACKET



INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

MARÍA "CUCA" ROBLEDO MONTECEL, PH.D.
EXECUTIVE DIRECTOR

To: Dissertation Panel

Topic: Policies and Practices that Facilitate or Hinder the Admission and Retention of Hispanics in Higher Education.

Date: March 4, 2004

Thank you for agreeing to participate on the panel of experts for my dissertation study.

You were one of twenty people identified as being knowledgeable about Hispanics in higher education. The panel of experts will participate in a Delphi study (three structured questionnaires) over an eight week period. I anticipate the three part survey process to be completed by April 30, 2004.

I have emailed you this first questionnaire and you will also receive the questionnaire through regular mail with a stamped, self-addressed envelope for your convenience. (You do not need to respond to both. Please choose the method that best suits you.)

**The deadline for returning this first survey is March 19, 2004.*

Thank you again
Linda Cantu
TXAM Doctoral Student
Education Associate, IDRA

Survey Instruction Sheet

1. Print this instruction sheet.
2. Go to URL cited below for the questionnaire.
3. There are two questionnaires:
 - a. *Access & Admissions Policies and Practices Survey*
 - b. *Retention Policies and Practices Survey*
4. Click on the first survey: *Access & Admissions Policies and Practices Survey*; respond to survey and then save and close. At the very top of the page return “Home” for the second survey.
5. Now click on the second survey: *Retention Policies and Practices Survey*; respond to the survey and then save and close.
6. You have completed both surveys. There is no emailing involved. Your responses are automatically entered with save and close. Thank you.
7. By clicking ACCEPT below, you have voluntarily agreed to participate in the survey and you will go directly to the survey.

Press control and click on: [ACCEPT](#)

An Identification of Policies and Practices That Hinder and Facilitate Admission and Retention of Hispanics in Institutions of Higher Education

**Round One Survey:
Access and Admissions Policies and Practices Survey**

Name: _____

Mark whether you think the practice or policy listed facilitates or hinders the retention of Hispanics in higher education. Mark the degree to which your selection facilitates or hinders (8 being the greatest and 1 being the least)

1. Recruitment Efforts

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

2. Texas 10 percent plan

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

3. College Admission Test (i.e. ACT/SAT)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

4. Affirmative Action

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

5. Faculty diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

6. Student diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

7. Loans

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

8. Grants

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

9. Work Study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

10. List any additional policies or practices you feel facilitate the access and admission of Hispanic students in higher education.

11. List any additional policies or practices you feel hinder the access and admission of Hispanic students in higher education.

12. Comments about overall survey or items listed above.

**An Identification of Policies and Practices That Hinder and Facilitate Admission and Retention of
Hispanics in Institutions of Higher Education
Round One Survey:
Retention Policies and Practices Survey**

Name: _____

Mark whether you think the practice or policy listed facilitates or hinders the retention of Hispanics in higher education. Mark the degree to which your selection facilitates or hinders (8 being the greatest and 1 being the least)

1. Student Diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

2. Faculty diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

3. Faculty Mentoring of students

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

4. Seamless/aligned curriculum (2+2 programs; other, please note in comments)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

5. Ethnic Studies

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

6. Learning Communities

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

7. Academic Counseling and Mentoring

- | | |
|--|---|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 1 Hinders Greatly |
| <input type="checkbox"/> 5 Facilitates Minimally | |
| <input type="checkbox"/> 4 Hinders Minimally | |

8. Career Counseling and mentoring

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

9. Social Support Activities (campus-based ethnic, cultural, social, or concentration of study activities)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

10. Use of remedial courses

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

11. Learning Communities

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

12. Web-based instruction

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

13. Diversity training for faculty

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

14. Financial aid packages

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

15. Loans

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

16. Work study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

17. Work study in student's concentration of study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

18. Grants

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

19. List any additional policies or practices you feel facilitate the retention of Hispanic students in higher education.

20. List any additional policies or practices you feel hinder the retention of Hispanic students in higher education.

21. Comments about overall survey or items listed above.

APPENDIX C
ROUND TWO PACKET

Survey Instruction Sheet

1. Print this instruction sheet.
2. Go to URL cited below for the questionnaire.
3. There are two questionnaires:
 - a. *Access & Admissions Policies and Practices Survey*
 - b. *Retention Policies and Practices Survey*
4. Click on the first survey: *Access & Admissions Policies and Practices Survey*; respond to survey and then save and close. At the very top of the page return “Home” for the second survey.
5. Now click on the second survey: *Retention Policies and Practices Survey*; respond to the survey and then save and close.
6. You have completed both surveys. There is no emailing involved. Your responses are automatically entered with save and close. Thank you.
7. By clicking ACCEPT below, you have voluntarily agreed to participate in the survey and you will go directly to the survey.

Press control and click on: [ACCEPT](#)

**The Impact of Policies and Practices on the Admission and Retention of Hispanics in Higher Education
Access & Admissions Survey
Round One Analysis**

Item	Respondents (n = 11)												Range		Mean	Std. Deviation
	n	3	4	5	6	8	9	10	11	13	16	17	Min.	Max.		
1. Recruitment	11	8	8	8	8	8	8	7	7	8	8	8	7	8	7.8182	0.4045
2. Texas 10 Percent Plan	10	7	7	8	7	8	7	7	8	7	7		5	8	7.0909	0.8312
3. College Admission Test	11	1	2	2	2	1	2	1	1	8	1	2	1	8	2.0909	*2.0226
4. Affirmative Action	11	8	8	7	8	8	8	8	7	7	8	8	7	8	7.7273	0.4671
5. Faculty Diversity	10	8	8	7	8	8	7	8	7	8		8	7	8	7.7	0.4831
6. Student Diversity	10	8	8	7	8	8	7	8	8	8		8	7	8	7.8	0.4216
7. Loans	11	1	8	8	2	2	7	8	8	7	1	6	1	8	5.2727	*3.06891
8. Grants	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0
9. Work Study	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0

Key for numbers 1 - 8

1. Hinders greatly
2. Hinders somewhat
3. Hinders little
4. Hinders minimally
5. Facilitates minimally
6. Facilitates little
7. Facilitates somewhat
8. Facilitates greatly

*Std. Deviation: The closer to "0" the standard deviation the greater the consensus of responses from the panel. The larger the number, the lower the consensus. i.e., Grants had a "0" standard deviation, there was 100% agreement; Loans had a 3.0+, there was a lack of agreement on this item.

Call me for questions at:
Linda Cantu

**An Identification of Policies and Practices That Hinder and Facilitate Admission and Retention of
Hispanics in Institutions of Higher Education
Round Two Survey:
Access and Admissions Policies and Practices Survey**

Name: _____

Mark whether you think the practice or policy listed facilitates or hinders the retention of Hispanics in higher education. Mark the degree to which your selection facilitates or hinders (8 being the greatest and 1 being the least)

1. Recruitment Efforts

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

2. Texas 10 percent plan

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

3. College Admission Test (i.e. ACT/SAT)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

4. Affirmative Action

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

5. Faculty diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

6. Student diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

7. Loans

- | | |
|--|---|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 1 Hinders Greatly |
| <input type="checkbox"/> 5 Facilitates Minimally | |
| <input type="checkbox"/> 4 Hinders Minimally | |

8. Grants

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

9. Work Study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

10. Texas Academic Skills Program (TASP)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

11. Tuition Cost

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

12. Summer College Experiences that target Hispanic Students

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

13. K-16 Agreements that Smooth Transition

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

14. Involving Hispanics in creating admissions policies

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

15. Dual Credit Courses in High School

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

16. Communication between 2-year institutions and 4-year institutions

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

17. List any additional policies or practices you feel facilitate the access and admission of Hispanic students in higher education.

18. List any additional policies or practices you feel hinder the access and admission of Hispanic students in higher education.

19. Comments about overall survey or items listed above.

**The Impact of Policies and Practices on the Admission and Retention of Hispanics in Higher Education
Retention Policies and Practices Survey – Round One Analysis**

Item	Respondents (n == 11)													Range		Std. Deviation*
	n	4	5	6	7	8	9	10	11	12	13	14	Min.	Max.	Mean	
1. Student Diversity	11	8	8	8	7	8	8	7	8	8	8	8	7	8	7.8182	0.40452
2. Faculty Diversity	11	8	8	8	7	8	8	7	8	8	8	8	7	8	7.8182	0.40452
3. Faculty Mentoring of Students	11	8	8	8	8	8	8	8	7	7	8	8	7	8	7.8182	0.40452
4. Seamless/Aligned Curriculum	11	8	7	7	8	8	8	7	8	8	8	8	7	8	7.7273	0.4671
5. Ethnic Studies	10	8	7	7	5	7	7	6	7	7		8	5	8	6.9	0.8756
6. Learning Communities	10	7	8	8	8	8	7	8	7	8		8	7	8	7.7	0.48305
7. Academic Counseling & Mentoring	11	8	8	8	8	8	8	8	8	7	8	8	7	8	7.9091	0.30151
8. Career Counseling & Mentoring	11	8	8	7	8	8	7	8	7	8	7	7	7	8	7.5455	0.52223
9. Social Support Activities	11	8	8	8	8	8	7	8	7	7	8	8	7	8	7.7273	0.4671
10. Remedial Courses	11	2	8	7	8	8	8	6	1	7	2	7	1	8	5.8182	*2.75021
11. Learning Communities	11	7	8	8	8	8	7	8	7	8	7	8	7	8	7.5455	0.52223
12. Web-based Instruction	10	7	7	7	7	2	6	6	6	4		6	2	7	5.7	*1.56702
13. Diversity Training for Faculty	10	8	7	7	5	8	8	8	7	7		7	5	8	7.2	0.91894
14. Financial Aid Packages	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0
15. Loans	11	8	1	7	8	1	8	7	8	7	1	7	1	8	6.3636	*2.69343
16. Work Study	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0
17. Work Study in Students Career	11	8	8	8	8	8	7	7	8	8	8	8	7	8	7.8182	0.40452
18. Grants	11	8	8	8	8	8	7	8	8	8	8	8	7	8	7.9091	0.30151

Key for numbers 1 - 8

1. Hinders greatly
2. Hinders somewhat
3. Hinders little
4. Hinders minimally
5. Facilitates minimally
6. Facilitates little
7. Facilitates somewhat
8. Facilitates greatly

*Std. Deviation: The closer to "0" the standard deviation the greater the consensus of responses from the panel. The larger the number the lower the consensus. i.e., Workstudy had a "0" standard deviation, there was 100% agreement; Loans had a 3.0+, there was a lack of agreement on this item.

Call me for questions at:
Linda Cantu

**An Identification of Policies and Practices That Hinder and Facilitate Admission and Retention of
Hispanics in Institutions of Higher Education
Round Two Survey:
Retention Policies and Practices Survey**

Name: _____

Mark whether you think the practice or policy listed facilitates or hinders the retention of Hispanics in higher education. Mark the degree to which your selection facilitates or hinders (8 being the greatest and 1 being the least)

1. Student Diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

2. Faculty diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

3. Faculty Mentoring of students

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

4. Seamless/aligned curriculum (2+2 programs; other, please note in comments)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

5. Ethnic Studies

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

6. Learning Communities

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

7. Academic Counseling and Mentoring

- | | |
|--|---|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 1 Hinders Greatly |
| <input type="checkbox"/> 5 Facilitates Minimally | |
| <input type="checkbox"/> 4 Hinders Minimally | |

8. Career Counseling and mentoring

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

9. Social Support Activities (campus-based ethnic, cultural, social, or concentration of study activities)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

10. Use of remedial courses

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

11. Learning Communities

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

12. Web-based instruction

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

13. Diversity training for faculty

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

14. Financial aid packages

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

15. Loans

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

16. Work study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

17. Work study in student's concentration of study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

18. Grants

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

19. Student to Student Mentoring Programs

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

20. Hispanic students organizations and clubs

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

21. Academic support of students by faculty inside and outside of courses

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

22. Validating students by communicating to them that they are capable and belong in college

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

23. On Campus Internships

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

24. On-campus Workstudy

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

25. Programs that connect students with professors

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

26. Hispanic administration, faculty and staff to act as role models for students

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

27. Tuition Cost

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

28. List any additional policies or practices you feel facilitate the retention of Hispanic students in higher education.**29. List any additional policies or practices you feel hinder the retention of Hispanic students in higher education.****30. Comments about overall survey or items listed above.**

APPENDIX D
ROUND THREE PACKET

Survey Instruction Sheet

1. Print this instruction sheet.
2. Go to URL cited below for the questionnaire.
3. There are two questionnaires:
 - c. *Access & Admissions Policies and Practices Survey*
 - d. *Retention Policies and Practices Survey*
4. Click on the first survey: *Access & Admissions Policies and Practices Survey*; respond to survey and then save and close. At the very top of the page return “Home” for the second survey.
5. Now click on the second survey: *Retention Policies and Practices Survey*; respond to the survey and then save and close.
6. You have completed both surveys. There is no emailing involved. Your responses are automatically entered with save and close. Thank you.
7. By clicking ACCEPT below, you have voluntarily agreed to participate in the survey and you will go directly to the survey.

Press control and click on: [ACCEPT](#)

Access & Admissions Survey – Round TWO Analysis

Item	Respondents (n = 11)												Range		Mean	Std. Deviation
	n	3	4	5	6	8	9	10	11	13	16	17	Min.	Max.		
1. Recruitment efforts	11	8	8	8	8	8	8	7	7	8	8	8	7	8	7.82	0.405
2. Texas 10 percent plan	11	7	7	8	7	8	7	7	8	7	7	8	7	8	7.27	0.467
3. College admission test	11	1	2	2	2	1	2	1	1	8	1	2	1	8	2.55	2.505
4. Affirmative action	11	8	8	7	8	8	8	8	7	7	8	8	7	8	7.73	0.467
5. Faculty diversity	11	8	8	7	8	8	7	8	7	8	8	8	7	8	7.73	0.467
6. Student diversity	11	8	8	7	8	8	7	8	8	8	8	8	7	8	7.82	0.405
7. Loans	11	1	8	8	2	2	7	8	8	7	1	6	1	8	5.73	2.901
8. Grants	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8.00	0.000
9. Work study	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8.00	0.000
10. TASP	10	1	2	2	7	1	1	2	1	2		1	1	7	2.00	1.826
11. Tuition cost	11	1	1	7	2	2	1	1	1	2	8	2	1	8	3.18	2.926
12. Summer college experiences that target Hispanic students	11	8	8	8	8	8	8	7	8	8	8	8	7	8	7.91	0.302
13. k-16 Agreements that smooth transition	11	8	8	8	8	8	8	7	8	8	7	8	7	8	7.82	0.405
14. Involving Hispanics in creating admissions policies	11	7	8	8	8	8	8	8	8	7	8	7	7	8	7.73	0.467
15. Dual credit courses in high school	11	7	8	8	8	8	7	7	8	8	7	7	7	8	7.55	0.522
16. Communication between 2-year and 4-year institutions	11	8	8	8	8	8	7	8	8	8	8	8	7	8	7.91	0.302

Key for numbers 1 - 8

- 1. Hinders greatly
- 2. Hinders somewhat
- 3. Hinders little
- 4. Hinders minimally
- 5. Facilitates minimally
- 6. Facilitates little
- 7. Facilitates somewhat
- 8. Facilitates greatly

*Std. Deviation: The closer to "0" the standard deviation the greater the consensus of responses from the panel. The larger the number the lower the consensus. i.e., Workstudy had a "0" standard deviation, there was 100% agreement; Loans had a 3.0+, there was a lack of agreement on this item.

Call me for questions at:
Linda Cantu

An Identification of Policies and Practices That Hinder and Facilitate Admission and Retention of Hispanics in Institutions of Higher Education

**Round Three Survey:
Access and Admissions Policies and Practices Survey**

Name: _____

Mark whether you think the practice or policy listed facilitates or hinders the retention of Hispanics in higher education. Mark the degree to which your selection facilitates or hinders (8 being the greatest and 1 being the least)

1. Recruitment Efforts

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

2. Texas 10 percent plan

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

3. College Admission Test (i.e. ACT/SAT)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

4. Affirmative Action

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

5. Faculty diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

6. Student diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

7. Loans

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

8. Grants

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

9. Work Study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

10. Texas Academic Skills Program (TASP)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

11. Tuition Cost

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

12. Summer College Experiences that target Hispanic Students

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

13. K-16 Agreements that Smooth Transition

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

14. Involving Hispanics in creating admissions policies

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

15. Dual Credit Courses in High School

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

16. Communication between 2-year institutions and 4-year institutions

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

17. I have reviewed the analysis for this questionnaire

- I am satisfied with my responses and did not make changes.
- I have made some changes.

18. List number of years you have worked in higher education issues. List 3 to 5 positions you have held in higher education or any IHE related activities (or you can email or mail a copy of your vita).**19. Comments about overall survey or items listed above:**

**Retention Policies and Practices Survey
Round TWO Analysis**

Item	Respondents (n = 11)													Range			Std. Deviation*
	n	4	5	6	7	8	9	10	11	12	13	14	Min.	Max.	Mean		
1.Student Diversity	11	8	8	8	7	8	8	7	8	8	8	8	7	8	7.800	0.42164	
2.Faculty diversity	11	8	8	8	7	8	8	7	8	8	8	8	7	8	7.800	0.42164	
3.Faculty Mentoring of Students	11	8	8	8	8	8	8	8	7	7	8	8	7	8	7.800	0.42164	
4.Seamless/aligned curriculum (i.e.,2+2 programs)	11	8	7	7	8	8	8	7	8	8	8	8	7	8	7.700	0.48305	
5.Ethnic Studies	11	8	7	7	5	7	7	6	7	7	8	8	5	8	6.900	0.87560	
6.Learning Communities	11	7	8	8	8	8	7	8	7		7	8	6	8	7.500	0.70711	
7.Academic Counseling & Mentoring	11	8	8	8	8	8	8	8	8	7	8	8	8	8	8.000	0.00000	
8.Career Counseling & mentoring	11	8	8	7	8	8	7	8	7	8	7	7	7	8	7.500	0.52705	
9. Social Support Activities (ethnic, cultural, etc.)	11	8	8	8	8	8	7	8	7	7	7	8	7	8	7.800	0.42164	
10.Use of remedial courses	11	2	8	7	8	8	8	6	1	7	2	7	1	8	5.700	2.86938	
11.Learning Communities	11	7	8	7	8	8	7	8	7	8	7	8	7	8	7.600	0.51640	
12.Web-based instruction	11	7	7	6	7	2	6	6	6	4	8	6	2	7	6.000	1.58114	
13.Diversity training for faculty	11	8	7	7	5	8	8	8	7	7	7	7	5	8	7.222	0.97183	
14.Financial aid packages	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8.000	0.00000	
15.Loans	11	8	1	7	8	1	8	7	8	7	1	7	1	8	5.600	3.20416	
16.Work study	11	8	8	8	8	8	8	8	8	8	8	8	8	8	8.000	0.00000	
17.Work study in student's concentration of study	11	8	8	8	8	8	7	7	8	8	8	8	7	8	7.800	0.42164	
18.Grants	11	8	8	8	8	8	7	8	8	8	8	8	7	8	7.900	0.31623	
19. Student to Student Mentoring Programs	10	8	8	8	7	8	7	7	7		7	7	7	8	7.400	0.51640	
20. Hispanic student organizations and clubs	10	8	8	8	7	8	7	7	7		8	8	7	8	7.600	0.51640	
21. Academic support of students by faculty	10	8	8	8	8	8	8	8	7		8	8	7	8	7.900	0.31623	
22. Validating students communicating they are capable	10	7	8	8	7	8	8	7	8		8	7	7	8	7.600	0.51640	

**Retention Policies and Practices Survey
Round TWO Analysis**

Item	Respondents (n = 11)													Range		Mean	Std. Deviation*
	n	4	5	6	7	8	9	10	11	12	13	14	Min.	Max.			
23. On Campus Internships	10	8	8	8	8	7	7	7	8		7	8	7	8	7.600	0.51640	
24. On-campus Workstudy	10	8	8	8	8	8	8	8	7		8	8	7	8	7.900	0.31623	
25. Programs that connect students with professors	10	8	8	8	8	8	8	8	7		8	8	7	8	7.900	0.31623	
26. Hispanic administration/faculty/staff to act as role models	10	8	8	8	7	8	8	7	8		8	7	7	8	7.700	0.48305	
27. Tuition Cost	10	1	8	1	2	2	2	1	1		8	2	1	8	2.800	2.78089	

Key for numbers 1 - 8

1. Hinders greatly
2. Hinders somewhat
3. Hinders little
4. Hinders minimally
5. Facilitates minimally
6. Facilitates little
7. Facilitates somewhat
8. Facilitates greatly

*Std. Deviation: The closer to "0" the standard deviation the greater the consensus of responses from the panel. The larger the number the lower the consensus. i.e., Workstudy had a "0" standard deviation, there was 100% agreement; Loans had a 3.0+, there was a lack of agreement on this item.

Call me for questions at:
Linda Cantu

An Identification of Policies and Practices That Hinder and Facilitate Admission and Retention of Hispanics in Institutions of Higher Education

**Round Three Survey:
Retention Policies and Practices Survey**

Name: _____

Mark whether you think the practice or policy listed facilitates or hinders the retention of Hispanics in higher education. Mark the degree to which your selection facilitates or hinders (8 being the greatest and 1 being the least)

1. Student Diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

2. Faculty diversity

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

3. Faculty Mentoring of students

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

4. Seamless/aligned curriculum (2+2 programs; other, please note in comments)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

5. Ethnic Studies

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

6. Learning Communities

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

7. Academic Counseling and Mentoring

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

8. Career Counseling and mentoring

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

9. Social Support Activities (campus-based ethnic, cultural, social, or concentration of study activities)

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

10. Use of remedial courses

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

11. Learning Communities

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

12. Web-based instruction

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

13. Diversity training for faculty

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

14. Financial aid packages

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

15. Loans

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

16. Work study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

17. Work study in student's concentration of study

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

18. Grants

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

19. Student to Student Mentoring Programs

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

20. Hispanic students organizations and clubs

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

21. Academic support of students by faculty inside and outside of courses

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

22. Validating students by communicating to them that they are capable and belong in college

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

23. On Campus Internships

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

24. On-campus Workstudy

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

25. Programs that connect students with professors

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

26. Hispanic administration, faculty and staff to act as role models for students

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

27. Tuition Cost

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

28. I reviewed the analysis for this questionnaire

- | | |
|--|--|
| <input type="checkbox"/> 8 Facilitates Greatly | <input type="checkbox"/> 4 Hinders Minimally |
| <input type="checkbox"/> 7 Facilitates Somewhat | <input type="checkbox"/> 3 Hinders Little |
| <input type="checkbox"/> 6 Facilitates Little | <input type="checkbox"/> 2 Hinders Somewhat |
| <input type="checkbox"/> 5 Facilitates Minimally | <input type="checkbox"/> 1 Hinders Greatly |

29. Comments about overall survey or any item listed above:

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