

**A COMPARISON OF HISPANIC AND NON-HISPANIC  
STUDENT LIFE SKILLS DEVELOPMENT  
IN COLLEGE ENVIRONMENTS USING  
HEATH'S REASONABLE ADVENTURER  
TYPOLOGY MODEL**

**BY**

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## PREFACE

This study was conducted to provide new information applicable to university constituents, in particular student personnel professionals, in assessing life skills development of Hispanic students in collegiate environments. The study compares Hispanic life skills to a typology model designed by Dr. Roy Heath. Dr. Heath's "Reasonable Adventurer" model, depicts student development by studying traditional white Anglo-Saxon college students in an Ivy League university. Specific objectives that are presented include, 1) the recognition of Hispanic college students life skills area and 2) the comparison of Hispanic student life skills to those of predominately white college students' life skills.

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# Chapter I

## Introduction

### Background

This study concentrates on the perceptions of Hispanic students as they relate to a college environment. The study will present definitions, provide background and give new information that will assist college professionals in the continuous understanding of a rich and growing Hispanic population.

The definition of Hispanic as used by the U.S. Census Bureau and for the purpose of this study includes: Mexican American, American of Spanish Descent, Mexicano, Chicano, Mexican, Puerto Rican, Cuban, South and Central American and others who are of Hispanic origin.

The number of Hispanics is growing across the United States. By the year 2000, people of color, including Hispanics, will account for roughly 30 percent of America's population (US Bureau of the Census, 1990). The 1990 census indicated that the Hispanic population grew from 2.1 million or 1.2% of the total U.S. population in 1960 to 13.3 million or 5.4% of the U.S. population in 1990. The number of Hispanics has surpassed 20 million compared with the Black population of 28 million. By the year 2020, the nation will have an estimated 44 million Blacks and 47 million Hispanics. The total for Hispanics may be even higher if immigration increases (Hodgkinson, 1985). These population statistics project growth of the Hispanic minority from 6.1 percent of the total population in 1985 to 17.7 percent in the year 2020 (Hodgkinson, 1985).

According to Russell (1996), in the Official guide to Racial and Ethnic Diversity the following characteristics of Hispanics are presented:

1. The Hispanic population is projected to grow from 28 million in 1996 to more than 52 million by the year 2020. Hispanics will become the largest minority in 2009, when they begin to outnumber blacks.

2. Hispanics are more likely to be without health insurance than any other racial or ethnic group. In 1993, 32 percent did not have health insurance, double the proportion uninsured among the total population.
3. The married-couple share of Hispanic households varies widely by Hispanic ethnicity. Married couples account for fully 60 percent of Mexican American households versus just 38 percent of Puerto Rican households.
4. Eighteen percent of Hispanic households do not have a telephone, versus just 8 percent of households in the nation as a whole. Among Puerto Ricans, 24 percent have no telephone in their home.
5. The median income of Hispanic household fell by 7.5 percent between 1990 and 1994, the sharpest income decline among all racial and ethnic groups.
6. Hispanic households spend more than the average household on a number of items, including meats, fruits and vegetables, baby food, and hair care products.
7. Hispanics lag far behind the total population in educational attainment. In large part this is due to the fact that many are immigrants who came to the United States as adults with few years of schooling.
8. Overall, only 53 percent of Hispanics had a high school diploma in 1994, versus 81 percent of the total population.
9. The proportion of Hispanics who are high school graduates ranges from 47 percent of Mexican Americans to 68 percent of "other" Hispanics.
10. Only 9 percent of Hispanics have a college degree, versus 22 percent of the total population. Among Hispanic families with children aged 18 to 24, 26 percent have at least one child in college full-time. Over half of those with incomes of \$50,000 or more have a child in college full-time.
11. Hispanics earned over 45,000 bachelor's degrees in 1992-93 or 4 percent of all bachelor degrees awarded that year.

Moore and Pachon (1985), indicate that Hispanics are a very important culture that affects economic development. The lack of higher education among the Hispanic population could add to a continued environment of a poverty life style.

Many other reports have indicated that people of color, including Hispanics, are dramatically increasing in institutions of higher education. Reports reflect the rising enrollment of Hispanics in America's higher education institutions (Fuertas, et al 1991). Findings from The Condition of Education 1995 indicated that the percentage of Hispanics enrolling in college in October following high-school graduation was 5.8 percent in 1992, a difference statistically indistinguishable from that for white students. Hispanic students were nearly 7 percent of total enrollment at colleges and universities in 1992. The American Council on Education in a 1996 report indicated a 6.9 percent enrollment increase for Hispanics in 1994, the largest gain among the four major ethnic minority groups surveyed. Since 1990, the number of Hispanics enrolled in higher education has increased by 35 percent. At two-year public colleges, Hispanics made up nearly 10 percent of total enrollment compared to nearly 5 percent at four-year colleges and universities. With increasing enrollment numbers come questions about life skills development for Hispanic students in comparison to white students.

College and university student personnel professionals need to understand, to be sensitive to, and to fully embrace cultural backgrounds of the fastest growing minority in the United States in order to deliver quality dimensions in student development programs, club and organization opportunities and academic environments. Current test data provides some information regarding Hispanics and their success or lack of success in collegiate environments. This limited research does not provide adequate identification in describing the Hispanic student as a whole person. Aguirre and Martinez (1993), mention that to evaluate the persistence of Chicanos, as well as all Hispanics, in post secondary schools, one must examine at least one nontraditional factor, family networks, instead of relying solely on standardized test scores or high school GPA's.

## **Problem Statement**

Those individuals involved with Hispanic college students such as instructors, counselors and advisors, should have an understanding of life skills development of Hispanics attending an institution of higher learning. Chickering (1991), Miller & Prince (1977), and the University of Minnesota (1990), identified life skills as those including emotional, intellectual, physical, social, spiritual, vocational, sexual, cultural and political development. These competencies were based on samples of predominately white, Anglo-Saxon college students. There are studies by Elsasser, Mackenzie and Tixier Y Vigil (1980), Casso and Roman (1981), Olivas (1986), Aguirre and Martinez (1990), which indicate that not all of these life skills are being recognized in Hispanic students. For example, Dr. Roy Heath's "Reasonable Adventurer Typology Model," depicts student development by studying traditional white Anglo-Saxon college students in an Ivy League university.

These notions about life skills development conflict. The Life Skills Models may not apply and may not consider Hispanic students. For example these models do not consider the family dynamics and/or parental pressures which may limit the development of life skills with Hispanic students; they may not acknowledge the cultural obligations and/or traditional norms which shape life skills enhancement of Hispanic students; and they could reflect a combination of several of these conditions.

Two problems will be presented, investigated and discussed in this study. The first problem is the recognition of Hispanic college student life skill areas. The second problem will be the comparison of Hispanic student life skills to those of predominately white college students' life skills.

**Purpose Statement**

The purpose of this study is to provide first an analysis of life skills competency levels of Hispanic students at selected college environments in Oklahoma using a qualitative long-interview process and, second to compare interview results with Heath's Reasonable Adventurer Typology Model. The interview results for Hispanic students will be compared to Heath's model based on white Anglo-Saxon student samples. These results will be analyzed and recommendations made for embracing and enhancing life skill development opportunities for those Hispanic students enrolled in institutions of higher learning in Oklahoma.

## **Chapter II**

### **Review of the Literature**

#### **Hispanic Culture and Sub-Cultural Differences**

##### **Introduction**

Discussion of “Hispanic Culture” must initially acknowledge that the “Hispanic Culture” itself is multicultural. The rich diversity of the Hispanic people in the United States is an asset that Anglo-Saxons have frequently viewed as a liability. The recent arrivals of Hispanics to the United States from Central America, Cuba, and Latin America bring cultural backgrounds whose beauty enhances greatly this country’s resources. Hispanic populations that have longer histories in the United States have already made substantial contributions to its development. Hispanic culture of the Southwest for example, predates the Anglo-Saxon influence by several hundred years.

As the United States expanded its borders westward across the Appalachian Mountains and across the great plains, the Anglo-Saxon settler encroached and came into conflict with the previously established Hispanic communities of the Southwest. The Louisiana Purchase of 1803 annexed to the new nation (United States) the northern Mexican areas of Texas, New Mexico, Arizona and California. The concept of Manifest Destiny rapidly drew the Anglo-Saxon population into conflict with the Native American and Hispanic populations of the Southwest. The call for Texas independence, resulting in the Mexican War (1846-1848), and ensuing Peace Treaty of Guadalupe-Hildalgo (1848), added to the United States not only a vast amount of additional territory, but also a large

Spanish-speaking population, which became the forerunners of the Hispanic population in the United States today.

The Spanish-American War (1898), added another significant number of Hispanics to the population of the United States. As a result of the Treaty of Paris (1895), Puerto Rico became a territory of the United States, and with that came a connection that enabled the people of Puerto Rico to move freely between the United States and their island. Political instability as well as economic opportunity has led to greater Hispanic emigration from Cuba as well as Central and South America. Also, large numbers of Mexican nationals have come to the United States, legally and illegally, to seek better economic conditions for themselves and their families.

The Hispanic population of the Southwest and Far West, by far the largest, is primarily Chicano (Mexican) and Spanish in origin. The largest concentration of Hispanics is located in the South and Far West. The predominant Hispanic group in the Northeast is Puerto Rican. In Florida many Hispanics have Cuban origins. There are smaller pockets of Hispanics throughout the country. North Dakota, Illinois, Ohio, Iowa, and even Oklahoma have noticeable Hispanic enclaves.

The introduction gave a definition of the term "Hispanic" as being, relating to, or of a person of Latin American descent. The Encarta encyclopedia (1994), defines culture as "the sum total of all contributions of a groups of people, in a designated area within a given time. It represents, more specifically, the aesthetic or intellectual achievement or appreciation of an individual or society, and also the life style of a society as passed on from generation to generation."

Moore and Panchon (1985) claim that there are many formal references of culture which range from dress, diet, music, and food to the deepest possible assumptions that people make about their relationships with other people and their personal values and priorities.

Even though there are some fairly common characteristics of Hispanic culture there are also various subcultures that do exist. This study recognizes the distinctions of each subculture in its study but mainly refers to the common characteristics of the Hispanic people. Moore and Pachon (1985), claim that there is a great deal of regional diversity among Hispanics. The authors identify these regions as “home areas” that are located throughout the United States. These “home areas” are different economically, socially, and politically. Moore and Pachon (1985), claim that these differences are important in understanding the special characteristics of each Hispanic group. When other Hispanics do appear in the “home areas” they are forced to adapt to local circumstances and to the dominant Hispanic group. This is important in identifying Hispanics as a whole.

### **Sub-Cultural Differences**

In an U.S. News and World report (Robinson, 1997), Hispanics were broken down into state and regional subcultures. This report gives the reader a guide of the growing number of Hispanics and their regional characteristics.

The growing proportion of Hispanics in the U.S. population constitutes one of the most dramatic demographic shifts in American history. The number of Hispanics is increasing almost four times as fast as the rest of the population, and they are expected to surpass African-Americans as the largest minority group by 2005. It's projected that

nearly 1 of every 4 Americans will be Hispanic by the year 2050, up from 1 in 9 today. Yet other Americans often have no clear idea of just who these 29 million people are.

One reason is that the label *Hispanic* obscures the enormous diversity among people who come (or whose forebears came) from two dozen countries and whose ancestry ranges from pure Spanish to mixtures of Spanish blood with Native American, African, German, and Italian, to name a few hybrids. While a common language binds most Hispanics, many Hispanic-Americans speak only English. This diversity helps explain why Hispanics' political clout remains disproportionately slight. Hispanics even disagree on what they want to be called; most identify themselves by original nationality, while others prefer the term *Latino*.

A common Latino subculture does not really exist in the United States. True, there are some pockets of pan-Hispanic melding in major cities, and occasional alliances are struck on specific issues; with time, the differences may merge into a shared Latino identity. But for the present, it makes more sense to speak of Hispanics not as one ethnic group but as many. Mexicans are the largest, at 63 percent of the total Hispanic population, yet even they vary by region and experience.

How many Hispanic subcultures exist in the United States today? Ethnologists are bound to differ on this question, but Robinson (1997), in *U.S. News* puts the number at 17. The article has taken into account the largest communities as well as the smaller (yet, in unscientific judgment, most culturally distinct) ones. What follows is an overview and taxonomy of the 17 major Latino subcultures in the United States, listed by geographic region.

## CALIFORNIANS

Hispanics represent 30 percent of the population in California today and by 2020 are projected to outnumber non-Hispanic whites there. Many Latinos, of course, migrated to California when it was still a part of Mexico. But more than 80 percent of Southern California's Hispanics came after 1970. In 1996, newly naturalized Latinos voted at higher rates than the general population. The galvanizing event was 1994's passage of Proposition 187, which sought to end school and health services for illegal immigrants. (A federal judge has blocked implementation of Prop. 187; the matter is expected to be appealed up to the Supreme Court.)

Immigrant Mexicans - Newcomers to Los Angeles traditionally settle in enclaves like East L.A., but in the past decade they have also poured into low-income black areas like South Central and Compton as well as Huntington Park, a formerly Anglo neighborhood that had become a ghost town. "*Ahora es México*," says a man standing with his son at the corner of Florence and Pacific while his wife buys tamales and chicken in *mole* from a huge takeout store. "None of this was here when I came 15 years ago," he says, nodding at the Spanish-named car dealerships, shoe stores, bridal shops, and supermarkets stretching for blocks.

Middle-class Mexicans - Many Mexican-Americans in California have moved up the socioeconomic ladder, sometimes in a single generation. Overall, two thirds of Latinos in the United States live above the poverty line; half of Southern California's native Latino families, and one third of those from abroad, are middle class. New arrivals often hold two jobs, leveraging themselves or their children into such middle-income occupations as police officer, manager, and executive secretary. They have migrated from

traditional ports of entry to more-prosperous neighborhoods and suburbs such as San Gabriel and Montebello. There, Mexican-Americans buy three- and four-bedroom tract houses next door to Asians. Farther east, in Hacienda Heights, Mexican-American families' yards are bigger, the driveways parked with BMWs and Jeep Cherokees.

Barrio dwellers - Many Mexicans move up and out, but a growing number of second- and third-generation kids are getting trapped in ghettos. Boyle Heights' housing projects are the largest west of the Mississippi; 60 gangs with 10,000 members ("homeboys") run rampant over 16 square miles of urban wasteland.

Central Americans of Pico Union - As tough as life may be in the Mexican barrios, it is even grimmer in Pico Union, a gang-ridden section of L.A. just east of MacArthur Park that serves as the principal U.S. port of entry for Central Americans, the fastest-growing segment of L.A.'s population. Nearby Koreatown is also now predominantly Central American. Greater L.A. is home to half of all the Salvadorans and Guatemalans who live in the United States.

Even though 97 percent of U.S. Central Americans are working, incomes in Pico Union commonly range from \$5,000 to \$10,000. Everyone works, kids and parents. Most parents have less than a sixth-grade education; their children who work full time risk remaining at society's lower rungs. Still, two thirds of the families manage to stay above the poverty line, running little markets and shops along Eighth Street.

## **TEJANOS**

Texas Mexicans argue with their California brethren over whose culture is more authentically Mexican-American. What is certain is the two groups could not be more different. In contrast to the majority of "Californios" who are recent arrivals, many

Tejanos have been here for generations. They have brewed a cowboy culture that is equal parts Texas and Mexico. Tejano music, a widely popular blend of country and *ranchera*, epitomizes the hybrid. Tex-Mex conservatism on issues from abortion to immigration shocks California Mexicans.

South Texans - The most Mexican part of the United States is the lower Rio Grande Valley. In Laredo and Brownsville, Mexicans form 80 to 95 percent of the population. Their roots go back to the 1700s, giving them a strong sense of belonging. Hidalgo County, one of the nation's poorest, is also a cradle of Mexican culture and scholarship. Like California, Texas was the scene of bitter battles over job and school discrimination in the 1970s, but anti-immigrant sentiment is far less virulent here. Many Anglos speak Spanish, and intermarriage is common.

Houston Mexicans - In Houston, Latinos are still a minority. Anglos make up 41 percent of the population and hold most positions of political and economic power. But Hispanics--mostly Mexicans, but also a growing number of Central Americans--have grown from 18 to 28 percent since 1980. (The remaining 31 percent of Houston is mostly African-American and Asian.) Houston's Mexican-Americans are mostly working-class residents of ethnic enclaves even though 56 percent of them are U.S.-born. "South Texans who go to see their relatives in Houston feel sorry for the barrio dwellers' quality of life," says Joel Huerta of the University of Texas's Center for Mexican American Studies.

Texas Guatemalans - Houston's urban sprawl could not be more foreign to the Mayan Indians of Guatemala, who grew up in the rural highlands speaking their native Indian language. Because they have little chance of upward mobility in their own highly

race- and class-conscious country, the Mayas have joined Houston's Central American working class. These short, full-blooded Indians tend to keep to themselves in their southwest Houston enclave--they have their own soccer leagues and Pentecostal churches--but they did join with African-American residents of one area they colonized, Stella Link, to form crime-watch groups and youth programs. In his new book, *Strangers Among Us: How Latino Immigration Is Transforming America*, journalist Roberto Suro recounts the trail of Guatemalans to Randall's, an upscale supermarket chain that ended up hiring 1,000 Mayas.

### **CHICAGO LATINOS**

Latinos followed Irish, Polish, and other European immigrants to this city of ethnic neighborhoods. Only Los Angeles and New York have larger Hispanic populations than Chicago, which is projected to be 27 percent Hispanic in the year 2000. And Chicago's mix of Hispanic subgroups is more diverse than that of L.A. or New York. Among U.S. cities, Chicago ranks second in the number of Puerto Ricans, fourth in the number of Mexicans, and third in the number of Ecuadorans. Guatemalans and Cubans are also there in force.

Chicago Mexicans - The first of Chicago's nearly 600,000 Mexicans arrived to work on the railroad just after the turn of the century; more came to man steel mills during World War II. "Chicago's weather is so harsh that the only reason Latinos come here is jobs," says Rob Paral, research director of the Latino Institute. Chicago has absorbed the steady influx fairly well: Its manufacturing base remains strong and unemployment is low. Its Latinos mirror the national profile in that 60 percent are native-born and two thirds lack high school diplomas. But only one fourth are poor. (The

national rate is 31 percent.) The commercial heart of Mexican Chicago, 26th Street, generates more tax revenue than any other retail strip except tiny Michigan Avenue. It is lined with hundreds of stores such as La Villita Dry Cleaner, a piñata shop, Nuevo León restaurant--but has just one Walgreen's.

Chicago Puerto Ricans - Two giant, steel Puerto Rican flags fly over Division Avenue by Roberto Clemente High School. They were erected to stake out the turf of Paseo Boricua, a strip of 80 mom and pop businesses, and the Puerto Rican-owned Banco Popular, the largest Hispanic-owned bank in the United States. Sitting in his sister's bakery across from the AIDS education center he founded, community leader Jose Lopez says that urban renewal plans are pushing Puerto Ricans into suburban ghettos instead of helping them prosper. He launched the flag project as part of his drive to bolster Puerto Rican pride and identity. One of the great paradoxes of *puertorriqueños* is that while they have the benefit of being born U.S. citizens, they have fared worse economically than any other Hispanic group. They have the highest rate of poverty (38 percent), unemployment (11.2 percent), and households headed by single females (41 percent).

## **MIAMIANS**

Miami is the one major city in the United States where Hispanics dominate numerically, politically, and economically. They make up about 60 percent of the population, a meteoric rise from only 5 percent in 1960. Miami is seen as a Cuban city, but other immigrants who have poured in since 1980 now make up 40 percent of Hispanics living here.

Cubans - Success stories are not hard to find among Miami's one million Cubans. Of the 80 Latinos in the United States worth \$25 million or more (according to a recent

survey in *Hispanic Business* magazine), 32 are of Cuban origin. Singer Gloria Estefan, the late exile leader Jorge Mas Canosa, and a handful of Miami builders made last year's list. Roberto Goizueta, the late head of Coca-Cola, topped it. U.S.-born Cubans have the highest incomes of any Hispanic subgroup, and over two thirds of them live in Florida.

For this influx of talented and successful immigrants, America has Fidel Castro to thank. The first wave of Cuban immigrants in the 1960s, following Castro's Communist takeover of Cuba, doubled their incomes in three years. Four thousand were doctors, and most had a good education. They started restaurants; clothing, furniture, and cigar businesses; and drive-up storefronts dispensing strong, sweet *café cubano*. They built subdivisions sprawling into the Everglades and provided jobs for tens of thousands of later, poorer Cuban immigrants. Alone among Hispanic subgroups, Cubans were warmly welcomed by the U.S. government throughout the cold war: They received financial assistance and, until 1995, automatic legal residency. As of 1990, 55 percent of Cubans had graduated from high school, and 20 percent held white-collar jobs. But one third do not speak English well or at all; many of them are older Cubans with little incentive to learn the language in a Spanish-speaking city.

Nicaraguans - During the 1980s, U.S.-backed rebel leaders plotted to overthrow Nicaragua's Communist government from offices near Miami's airport. As the war dragged on, young Nicaraguans came here to evade the military draft. After the Communists finally lost power in 1990, some 75,000 Nicaraguans remained in the United States. Congress recently granted them the right to stay, so many may eventually become U.S. citizens. Nicaraguan exiles were embraced by Cubans who sympathized with their flight from communism. They settled in Cuban areas such as Hialeah and East Little

Havana and found work in Cuban-owned businesses. Unlike Miami's Cubans, though, the Nicaraguan immigrants are mostly poor, rural folk, averaging 26 years of age and nine years of schooling. More than half do not speak English well or at all, and their median income of \$9,000 in 1990 is the second lowest of all ethnic groups in Miami. (The lowest-ranked group was the 20,000 Hondurans who moved to Miami when the Nicaraguan war unsettled their country.) South Americans - Miami's Hispanic upper crust is not just Cuban; it also includes Colombians, Peruvians, and other South Americans. These wealthy immigrants began coming to Miami when their countries' economies plunged into crisis in the 1980s. Business and professional people fled with their money, buying houses in Kendall, a Miami suburb, and condos in waterfront high-rises. They number well over 100,000.

### **NEOYORQUINOS**

Puerto Ricans used to represent the vast majority of New York's Hispanics; now they are roughly half. Immigrants from the Dominican Republic, Colombia, and Cuba have swelled the metropolitan area's multiethnic mix to 3.6 million Latinos.

Puerto Ricans - During the 1950s, the decade when *West Side Story* came to Broadway, New York was home to 80 percent of all Puerto Ricans in the United States. Cheap, frequent flights ferried the islanders back and forth. One million immigrated to New York after World War II, forming the backbone of the city's manufacturing work force. By the 1960s, Puerto Ricans also owned some 4,000 businesses. Many were in Spanish Harlem, which was dotted with restaurants serving chicken *asopao* and *pasteles*, the Puerto Rican version of tamales made with green bananas. In the 1970s Puerto Ricans' American experience turned sour. Newer immigrants began displacing them, and

then the industrial base of New York withered away. Unemployed Puerto Ricans headed back home, only to return to New York when they could not find jobs there either. In New York, they saw their median family income drop below that of African-Americans, which was rising. "Compared to the black community, our resources are so much weaker," says Angelo Falcón, director of the Institute for Puerto Rican Policy. "We don't have their church leaders or their colleges. We don't have a solid middle class."

Dominicans - Washington Heights is the expatriate capital of Dominicans, who now represent almost 10 percent of all Latinos in the New York area. They came to this rundown tip of upper Manhattan, named it Quisqueya--the Native American name for the Dominican Republic--and immediately went into business. They opened neighborhood stores called bodegas all over the city, and drove cabs that competed with yellow taxis. Some Dominicans also tapped their location by the George Washington Bridge to set up a huge drug distribution network serving the Atlantic Coast. Despite all this entrepreneurial activity and Dominicans' comparatively high median income (\$10,000 to \$15,000), their unemployment rate is 53 percent; 14 percent are on welfare; and 42 percent do not speak English well. New York's Dominicans have fared nearly as badly as Puerto Ricans, in part because they are overwhelmingly first-generation immigrants without high school degrees. They too suffer from a revolving-door syndrome that has kept them from putting down roots. Community leaders have yet to solve Quisqueya's many problems: discrimination against the mostly black and mulatto Dominicans, poor police relations (the 1992 killing of a Dominican immigrant sparked riots), drug-fueled crime, and high rents.

Colombians - Colombians have won the economic success that has eluded most Hispanics, but they are dogged by a stereotype that all Colombians are drug traffickers. Most are in fact legitimate businesspeople and successful professionals; yet to avoid stigma, some say they are from another country. New York is their principal U.S. destination, followed by Miami. Only 40 percent are U.S. citizens, although the number is increasing because Colombia now allows dual citizenship. Two thirds of Colombians have jobs, and their median income is close to that of non-Hispanic whites. One fifth of Colombian families earn \$50,000 or more, in keeping with their reputation as South America's best entrepreneurs. But arrests of major Colombian traffickers and grisly murders in their Queens enclave of Jackson Heights have cemented a negative image in the public's mind.

#### **ELSEWHERE IN THE U.S.**

New Mexico's Hispanos - Northern New Mexico is home to the nation's most unusual and least-known group of Hispanics. They are descendants of the original Spanish conquistadors and as such belong to the oldest European culture within U.S. borders. In the valleys of Rio Arriba they farm ribbon-like plots bequeathed to their ancestors by the Spanish crown; live in ancient adobe homes; and cook pork in red *chile* sauce in outdoor ovens. A proud, poor people, they call themselves Hispanos to emphasize that they are not immigrants from Latin America. The Spanish they speak is a dialect from the time of Coronado, and the holidays they celebrate are Spanish ones commemorating events such as the 1692 reconquest of New Mexico and the conquest of the Moors. A dwindling Catholic sect called the Penitentes practices self-flagellation in their ancestors' *moradas*, or temples. Another subgroup are descendants of *marranos*,

Spanish Jews who fled the Inquisition and continued to observe Jewish rites secretly. Centuries of subdividing their farmland have forced young Hispanos to seek seasonal work elsewhere or to move away entirely. Unemployment hovers around 20 percent and welfare dependence is high.

Migrant workers - For decades, the demand for temporary farmhands has sent Hispanics all over the United States. The migrant farmhands still travel from crop to crop, living in camps straight out of a Steinbeck novel, but farm mechanization has reduced their numbers to about 70,000 for the Midwest harvest. Meanwhile, a second stream of Mexicans is being drawn to work in chicken- and beef-packing plants in places such as Dodge City, Kan., where 4,000 Hispanics have arrived since 1990. In Maine, hundreds of Mexicans work on egg farms in Turner (pop. 5,000), which now has a bilingual school program. Siler City, N.C., had 200 Hispanics in 1990. Today, half its 6,000 residents are Hispanic, and the town has three churches offering services in Spanish and four Latin American grocery stores.

### **Myths of Hispanics**

Along with the description of the Hispanic people accompany the myths which falsely have identified Hispanics today. These myths are still recognized as part of the Hispanic culture in various societal environments.

A myth is defined (Merriam Webster's Collegiate Dictionary, 1994), as any fictitious story or theory, a popular belief or tradition that has grown up around something or someone. Traditional myths often present heroic pictures of fictional or real persons, but popular myths may portray a person or group of people in a negative

light. Such a negative myth may become widespread and accepted as a true depiction of the person or group.

An article reported by Robinson in the Dallas Morning News (September, 1997), there are several myths about the Hispanic culture. Those myths include:

1. Hispanic Heritage Month is only for Hispanics.

Easy assumptions long have burdened Hispanics with many misconceptions that cloak both their diversity and complexity. By celebrating a month, either in fall or spring anyone can appreciate one of the most influential populations to put the "multi" in U.S. culturalism. Within the Hispanic Heritage Month are several dates important to various Latin American nationalities: September 15 is Independence Day for Guatemala, El Salvador, Honduras, Costa Rica and Nicaragua. September 16 is Independence Day for Mexico. September 18 is a similar milestone for Chile. October 12 is the traditional Columbus Day for most of Latin America and in Spain as Dia de la Raza.

2. All Hispanics trace their ancestry to Mexico.

Mexican Americans maintain such a strong presence in Texas and throughout the U.S. Southwest that it sometimes may seem they make up this country's entire Hispanic population. Of the 22 million Hispanics in the United States, only six in 10 have their origins in Mexico. Twelve percent have roots in Puerto Rico, 5 percent in Cuba and 23 percent in the many other Central and South American countries. The culture of each of these countries is unique because of all the different Indian tribes and the variety of European and African colonists who mixed with them hundreds of years ago.

3. All Hispanics prefer to be called "Hispanic."

What people are called and what they choose to call themselves often are steeped in

political implication, and that is no less true for Hispanics. In the 1930s and 40s, Anglo prejudice against Mexican immigrants was so strong that "Latin American" was considered the most "polite" terminology. In the 1960s the slang "Chicano" came into vogue. People were saying, "We're not Mexican, because that implies that we are from Mexico and we are not." Latino, which seems most commonly used in California, is a term that refers more to the Spanish language. Hispanic refers to the mother country of Spain.

4. All Hispanics speak Spanish.

The article states that the generation of American raised during the 1950's and 60's was a time when Hispanics were discouraged and even punished for speaking Spanish in public schools. Even though many Hispanics kept the language, several lost the use of the Spanish language due to living in a predominantly English-speaking environment.

5. All Hispanics are Catholic.

The article states that "to be Hispanic was to be Catholic, because of the strong roots in Spanish Catholicism that pushed out anything that was not Catholic." Today, an estimated 75 percent to 85 percent of Hispanics in the United States consider themselves Catholic. The remaining population of religious Hispanics is affiliated mostly with mainstream Protestant churches, such as Methodist and Lutheran, and Pentecostal churches.

6. The only Hispanic music is made by Tejano artists or marachi troubadours performing in Mexican restaurants.

Spaniard Julio Iglesias, Cuban American Gloria Estefan and Selena, the late singer who popularized the Tex-Mex Tejano sound are often the only Hispanic artists known among

Anglos because all three crossed over into English lyrics. “And when you talk about mariachi, most people think of a group of fat guys at a restaurant.”

Among just the Mexican genre is a wide variety of styles, among them is banda, norteno, ranchera and conjunto. Each Latin country has its own brand of music. Various influences include American and European pop music, traditional Spanish and African music, Caribbean, reggae and a number of native folk sounds. Hispanic music covers a broad spectrum, and it is probably broader than English-language music at the moment according to the article.

7. All Hispanic food is spicy, greasy and covered in cheese sauce.

According to the article, cuisines of the different countries are as varied as the landscapes. Describing all the influences is very complicated. You are dealing with a part of the world where the imprint of Spain and Portugal is very strong. Add to that the Africans. Then you have all the other Europeans, Germans in Chile, Italians in Argentina. The article mentions that there are a few common themes in Hispanic cooking. Mainstays in most cultures include garlic, onions, parsley, oregano, cumin and tomato sauce.

The myths of Hispanic life have too often been unfavorable and individuals outside the Hispanic community may have come to believe them. One of the underlying causes of racial prejudice against Hispanics in the United States has been Latino myths and stereotypes.

According to Fannon (1967), such myths have characterized Hispanics as a chronically depressed socioeconomic class, marked by low educational level and a high degree of functional illiteracy, living in crowded and deteriorated housing with a high

incidence of communicable disease, limited employment potential and little political and/or economic power. In another study Ruiz (1980), identifies the following myths purported to represent the Hispanic population: having fewer years of education, holding menial positions, having higher rates of underemployment, and having smaller incomes than the majority population. In short, Ruiz (1980), found that the Hispanic is too often characterized as inarticulate, lazy, and dirty--a fatalistic voodoo practitioner with a criminal mentality.

A number of ethnic models have attempted to validate these myths of Hispanic life. Ruiz (1980), introduces a pathology model, sometimes called deviance model that attributes the plight of Hispanics to the pathology of Hispanic life rather than to social, economic, or political environments. According to Ruiz (1980), Hispanic children quit school early and seek menial employment because their families have transmitted cultural values that stress an aversion to education. Consequently, their children eventually held low-paying jobs that offered few opportunities for advancement. This explanation conveniently ignores environmental factors such as the failure of school systems to recognize students who are bilingual and bicultural. The economic realities of poverty, which require children to work at earlier ages in order to contribute to the support of the family, and the general lack of opportunity for minority advancement in a racist society are some of these ignored environmental factors.

Another myth about Hispanics cited by Ruiz (1980), is that of the "macho" Hispanic. To the non-Hispanic population, the word "macho" commonly connotes sexual hyperactivity, attraction to alcohol, and combative behavior. Ruiz (1980), however, defines Macho as denoting dignity and respect. According to Ruiz (1980), this

term does not imply a stiff formality but rather a sense of positive self-esteem, personal honor, and respect for truth. A corresponding myth portrays Hispanic women as submissive. In truth, however, Hispanic women today are just as involved with economic, political and family life as their male counterparts.

In contrast to the Hispanic myths, Mondragon (1986), cited the "Indo-Hispano" race as being a truly multicultural people. This conforms to a University of Minnesota committee (1985), definition of multiculturalism as "a posture which maintains that there is more than one legitimate way of being human without paying the penalties of second-class citizenship, and that this pluralism would enrich and strengthen each individual."

No other people combines European, African, Middle Eastern, Asian and North and South American ancestry as do Hispanics. The Hispanic value system prizes a strong family life, a solid religious foundation, and a prosperous future. Adaptive to and appreciative of various cultures, Hispanics sense that those things other cultures present to them ultimately stem from their own standards and beliefs (Hodgkinson, 1983).

In recent years, multiculturalism has been evidenced to a greater or lesser degree in the political and economic systems in the majority society. For example, Hispanic groups such as La Raza Unida and the League of United Latin American Citizens (LULAC) have shown strength through their success in placing Hispanic officials on school boards, city councils and county courts as well as in elected representatives in state and national governments.

Hispanics have found that economics determines how rapidly their objectives can be reached. Hispanic Chamber of Commerce officials have opened offices in various metropolitan areas to encourage businesses to unite and invest in Hispanic enterprises.

According to Zamora (1978), the Hispanic economic system is hindered when those who have achieved financial power are no longer concerned about the problems of other Hispanics. The Hispanic goal, Zamora says, has become acceptance by the Anglo-Saxon society.

The economic strength of the Hispanic people corresponds to the strength of their political systems. For the Hispanic, positive ideals, value systems, and purpose need to be supported in these systems if the Hispanic culture is to work successfully within a multicultural environment.

### **Higher Education and Hispanics**

While Hispanics are one of the most rapidly growing minority groups in the nation today, they are significantly under-represented in higher education. Hodgkinson (1985), estimates that only five to fifteen percent of Hispanic youth aged 18 to 24 attend college. Hispanic youth are also under-represented in high school graduating classes as well. According to a report on Minorities in Higher Education (1990), the high school completion rate for Hispanics was 56.6 percent in 1994. The rates for whites was 82.6 percent. The same report indicates that Hispanics continue to trail whites in their rates of college participation. Nearly 43 percent of white high school graduates ages 18 - 24 attended college, compared with 33.2 percent for Hispanics.

Flemming (1982), lists several social adjustment and intellectual influences that affect minorities in higher education. She argues that social isolation, racial prejudice, and separatism are pivotal in inhibiting students' social adjustments in their academic communities. In the area of intellectual influences, she lists as pivotal factors:

performance in biracial settings, the relationship of faculty with students, academic preparation, and relevance of the curriculum to minority youth.

In addition to these issues and obstacles, bilingualism may also hamper Hispanics. Hodgkinson (1986), reports that 65 percent of the five to seventeen year-olds of Hispanic descent speak Spanish. While the impact of bilingualism upon academic success is debatable, it is a fact that Hispanics must compete in an education system primarily oriented toward English-speaking students.

Redon & Hope (1996), state that higher education is not prepared for the reality of the next generation of college students. The authors go on to say that as the pool of potential white college student shrinks, the pool of students of color expands, especially the number of college aged Hispanics.

As the Hispanic population grows, this increase will be reflected in institutions of higher education across the country. In New York and Florida, the integration of Hispanics into the higher education system is almost as common as it is in New Mexico, Arizona, California and some parts of Texas and Colorado. According to Gose (1996), writing in the *Chronicle of Higher Education*, college enrollment for Hispanics grew from 535,000 in 1984 to 1,046,000 in 1994. Gose (1996), also reported in the *Chronicle of Higher Education* that Hispanic students showed the largest gain in enrollment of all minorities and that Hispanic student enrollment in 1995 was 1,094,000, a 4.6% increase over the previous year of 1994.

The American Council on Education (1998), reports that the number of Hispanics enrolled in higher education increased by 86.4 percent from 1986 to 1996; this increase was the largest among the four major ethnic minority groups. Hispanic enrollment has

increased by 33 percent since 1991. The report also lists the following five points on Hispanic enrollment:

1. A 5.3 percent increase in Hispanic enrollment from 1995 to 1996 was the largest one-year gain among four major ethnic minority groups. Hispanics also recorded the largest one-year enrollment gains at both two- and four-year institutions.
2. The number of Hispanics attending two-year colleges and university increased by 5.9 percent in 1996 compared to 4.7 percent at four-year institutions. Most Hispanic students – 56 percent, attended two-year colleges in 1996.
3. Hispanic women and men experienced one-year enrollment increases of 6.1 percent and 4.4 percent respectively in 1996. These increases were the largest among the four major ethnic minority groups.
4. Despite enrollment growth, Hispanics in 1996 represented only 8.7 percent of undergraduate students, 4.2 percent of graduate students and 4.7 percent of first-professional students. Hispanics represent 14.2 percent of the traditional college-age population.
5. Hispanics achieved nearly identical gains at public and independent institutions in 1996. However, lower cost, public institutions continue to enroll most Hispanic students (85.8 percent in 1996).

The academic success of Hispanic students in higher education may be attributed more to the support system of the local Hispanic community than to any institutional commitment. Until colleges and universities are committed to programs of recruitment and retention of Hispanics, it will be difficult for Hispanic students to realize their full academic potential.

In general, Hispanic counselors and educators in colleges and universities have been “imported” from the Southwest and West Hispanic communities. By bringing their administrative and communication skills to depressed Hispanic areas, these key figures create a sense of cultural awareness and identity in third- and fourth-generation Hispanics in the Midwest and Southeast. Efforts to recruit and retain Hispanic students have come, to a great extent, from committed individuals using personal, rather than institutional resources.

Hispanics must often struggle in colleges and institutions as students without any formal ethnic campus association. In Oklahoma and throughout the Midwest, college-age Hispanics enrolled in predominantly white institutions find that there is little or no funding for Hispanic cultural clubs, associations, or activities. In many instances, Hispanic associations on campus receive the lowest funding of any minority associations.

According to Rendon (1996), another important loss for Hispanic students is that of peer relationships, particularly with those who had decided not to pursue a college education. In assuming a new college identity, some students found that they were losing commonality with friends. Rendon (1996), also found that in addition to experiencing loss of peer support there was a disruption in family lives because of the new college life. Rendon (1996), reported in her works that for the adolescent, separation from parents represents a major experience of loss while providing the major development of assuming adult responsibility and status. As such, the college experience serves as a prototype for future separation experiences and proves to be an important transition in the life course. It is obvious, then, that a successful resolution of these tasks is essential for healthy development. Rendon (1996), mentions in her report that the family is the most

important variable that influences adolescent-parent separation. The family may generate problems while providing an effective place for intervention. A student's leaving home forces the family to reorganize, therefore creating turmoil and putting pressures on both children and parents to determine if separation or readjustment was desired or needed.

Culture shock, academic disadvantages or both affect some Hispanic students when entering and attending college. Myths that were reported earlier by Ruiz (1980), continue to surface in college and university environments. These myths still impact Hispanic student life skill development in attempting to fulfill academic goals and aspirations. Rendon (1996), states that for many first-generation students starting college means entering a new country, one where the culture, language, and habits are all unfamiliar. With many Hispanic students, particularly those from communities in which Hispanic culture predominates, a Hispanic college student may live between two cultures, the culture within and the surrounding culture. Rendon (1996), mentions that the Hispanic student may live a life in which English and Spanish coexist as commonly as the consumption of hamburgers and enchiladas. Rendon (1996), also mentions the term "*fronteriza*" which she believes many Hispanics become. This term identifies a time traveler with mental agility to maneuver environmental switching. A "*fronteriza*" negotiates his/her existence from those who are immersed in only one world.

In a discussion, a Hispanic student reported that a significant number of traditions and styles which were everyday normal assumptions in the Hispanic home environment were different in a predominately white college environment. A fellow classmate voiced his experience in growing up Hispanic. In his conversation, the Hispanic student stated that:

*Being Hispanic never seemed important to me. That is, until I started to attend schools in a white majority. I was curious as to why they were unfamiliar to things that I had known as normal. The traditions we had, the food we ate, the way we talked, and the skin we had. It made me wonder who was different, me or them.*

*I started to feel that I was the different one after time. About this time we moved out of our neighborhood and into a mostly white neighborhood. This only added the mixed emotions I was having. I started to see that they also had different life styles. Not only from me but from each other as well.*

*These differences didn't make any sense until we started to study history in school. At first it was just another boring class. Then we came to a chapter on Mexican history. Now the history itself was as new to me as the US history. But then we came across a couple of pages of Mexican tradition. I noticed that the life styles in the book and the life styles that I grew up in were very much the same.*

*It was at that point that I realized that I had a history. I started to wonder if the other kids had one too. As I grew up I saw that I had something that was rare to most people and it was my culture. I began to see that I'm not different. I'm unique, and that my heritage is very special. It's not just a heritage based around culture but also religion.*

Not all college students who are Hispanic realize the uniqueness they have in being Hispanic. Some Hispanics also do not fully realize the richness in their heritage until negative experiences occur. Some other college students who are listed as Hispanic may come from a background where either their mother or father is of a different race or they may come from an environment that was not influenced by Hispanic customs or traits. In

the book Las Mujeres (1981), Patricia Luna stated that her experiences in college were “shattering.” As she states:

*That's where I ran into blatant racism. My friends who were darker than I were discriminated against. Some were among the brighter students, and they'd make A's on tests and C's in courses. During those years (in college) my sense of outrage kept growing and growing. For a long time I felt there must be something wrong with me. There must be something wrong with us. Slowly I started to feel, "Hell no, there isn't anything wrong with us. But those were shattering experiences.*

Hispanic students must overcome myths, clichés and stereotypical labels that are placed on them by recognizing themselves as unique individuals with much to offer society. College and university environments need to learn to acknowledge strengths and contributions of Hispanic students and expand and provide them with an equitable education process.

Many Hispanic students, however, are academically under-prepared when entering college. Studies (The Condition of Education, 1995 and Minorities in Higher Education 1996), indicate that Hispanics have lower literacy levels than whites overall and whites with similar levels of education, yet these gaps in education are smaller for younger adults than older ones. Hispanics are about half as likely as their white peers to complete four years of college, and this gap has not diminished over time. It is also reported that Hispanics who complete college took longer time than whites. Although Hispanic and whites have similar college persistence rates, young adult Hispanics in general have much lower college attainment rates than young adult whites. In 1994, slightly more than half of Hispanic high-school graduates 25 to 29 years old had completed some college, compared to nearly two-thirds of their white counterparts. About 13 percent of Hispanic high school graduates in this age group had earned a degree or more compared to 30 percent of whites. These gaps had not closed between 1971 and 1994. Of 1990 college

graduates, 60 percent of Hispanics completed the degree program in five or fewer years, compared to 72 percent of whites. Taking longer may have been the result of changing schools or majors, stopping out, or taking a reduced course load.

From 1981 to 1993, the advantage of completing college increased for both Hispanics and whites. These advantages were evident in the workplace. However, Hispanic-white differentials in earning still existed at each level of educational attainment. White male college graduates 25 to 34 years old earned 23 percent more in 1993 than Hispanic male college graduates of the same age; white female college graduates in this age group earned 14 percent more than their Hispanic counterparts over the same period. Large gaps exist between literacy skills of Hispanics and whites both within and across levels of education. On the National Adult Literacy Survey, Hispanics tended to score similarly to whites with less formal education. In 1992, Hispanics with four-year college degree had prose literacy scores resembling those of whites with a high school diploma. However, the gap in illiteracy between Hispanics and whites is less for 16 to 24 year-olds than for 25 to 64 year-olds. Differences in labor-market opportunities of Hispanics and whites may be partially related to the differences in literacy levels of both groups at similar levels of educational attainment.

Even now, 27 percent of all students in all public school systems are minorities (Hodgkinson, 1986). The census also indicated that Hispanic Americans earnings are higher as higher educational levels are achieved. In 1990, over one million Hispanics 25 years and over had a bachelor's or higher-level college degree.

According to a report prepared by the Chicano/Latino Consortium at the University of California regarding the education of Chicanos in California, Hispanics remain conspicuously underrepresented in the recognized areas of power and influence. When compared to other ethnic groups, their numbers in the areas of government, education, business, science, health and the legal profession are deplorably low. If

Chicanos/Latinos continue to be poorly served by the educational process as they have in the past, the problem will continue to escalate.

According to an assessment report by the Oklahoma City Latino Development Agency (1993), trends in growth for Oklahoma Hispanic population in the United States grew 53 percent from 1980 to 1990. Among U.S. minority groups Hispanics rank second highest in percentage of growth following only the Asian population. The report goes on to state that the Hispanic population has more than doubled from 1980 to 1990. The Hispanic population for Oklahoma is 86,160 or 2.7 percent of 3,145,585, the state population. The Hispanic population of Oklahoma City is 22,033 or five percent of 444,719.

A 1996 report titled Minorities in Higher Education, sponsored by the American Council on Education, stated that Hispanics continued to trail whites in their rates of college participation in 1994. Nearly 43 percent of white high school graduates, ages 18 - 24 attended college compared with 33.2 percent for Hispanics, Hispanics experienced an enrollment gain of 7.1 percent at four-year institutions from 1993 to 1994. This gain was larger than the 6.7 percent increase in enrollment at two-year institutions during this one period. Nonetheless, a majority of Hispanic students' (56.2) was enrolled in two-year colleges in 1994. Enrollment of Hispanics has doubled at two-year institutions and has increased by 88.2 percent at four-year colleges and universities. Hispanics narrowly trail Asian Americans for the fastest rate of growth in higher education since 1984.

Findings from the Condition of Education in 1995 indicate that Hispanics who complete college take longer than whites. Hispanic-white differences in persistence at post secondary institutions vary by initial degree objective. Hispanic women earn substantially more bachelors degrees than Hispanic men, although degrees earned by both have increased since the early 1980's. Hispanics have lower literacy levels and educational aspirations than whites overall with similar levels of education, but these gaps are smaller for younger than older adults.

The Minorities for Higher Education (1996), reports that a 6.9 percent enrollment increase for Hispanics was the largest gain among the four major ethnic minority groups during 1994. Since 1990, the number of Hispanics enrolled in higher education increased by 35 percent.

Hispanic men and women in 1994 experienced enrollment increases of 6.3 percent and 7.3 percent, respectively. Since 1990, Hispanic men have recorded a 32.5 percent increase in enrollment and Hispanic women have recorded a 37 percent increase. Hispanics recorded nearly identical growth at public and independent institutions of higher education in 1994. Despite progress in enrollment, Hispanics continue to be underrepresented throughout higher education, making up only 3.7 percent of all graduate students, 8 percent of all undergraduate students, and 4.4 percent of professional school students. However, Hispanics still tend to rely heavily on lower-cost public institutions. Overall, 86.1 percent of Hispanic students attended public colleges and universities in 1994.

The sixteenth annual status report on Minorities in Higher Education – 1997-1998, published by the American Council on Education, provides information on Hispanics and their college participation level and the educational attainment. The report states the following:

1. The college participation rates of Hispanic high school graduate ages 18 to 24 remained nearly constant at 35 percent in 1996. However, Hispanics achieved gains of 6 percentage points since 1990.
2. Hispanic women posted an increase in their college participation rate for 1996, while Hispanic men did not.
3. The gender gap in higher education participation remains larger among Hispanics than among the other two groups.
4. Hispanics registered a decline of 3.3 percentage points in the “ever-enrolled-in-college” rate.

5. The proportion of Hispanic ages 25 to 29 with at least four years of high school increased from 57.1 percent in 1995 to 61.1 percent in 1996. However, Hispanics continue to trail whites and African Americans in the category, and the completion rate for Hispanics is comparable to those of the late 1980s.
6. Fewer than 10 percent of Hispanics ages 25 and older had completed four or more years of college as of 1996, a rate that trailed those for both whites and African Americans.

In other reports Hispanics and their educational and cultural background have not been recognized when it comes to standardized test taking. The National Assessment of Educational Progress (NAEP) has compiled test score results for Hispanics since 1973. In the NAEP assessment series, average Hispanic test scores consistently fall below the average scores for whites. The Congressional Budget Office study entitled "Trends in Education Achievement" (1986), summary noted improvement in Hispanic student test scores compared to non-minority whites. The study specifically states that Hispanic students who also typically have average scores well below those of non minority students, have showed relative gains over the last decade. The improvement appears to have been greater among Mexican-American students than among other Hispanics groups. These patterns are less clear-cut, however, because of more limited data, ambiguities in the classification of various Hispanic students, and the relatively small number of Hispanics in the test data.

According to Olivas (1986), Hispanics show a nearly 15 percent disadvantage in math and sciences experiences in comparison to whites. Most of the debate over standardized testing, according to Astin (1982), centers on what is called the construct validity of the testing instruments. Are they culturally biased? Do they accurately measure the academic abilities of people from other than white middle class backgrounds? These questions can be expanded to the total educational and academic success of Hispanic students. Astin (1982), states that a major purpose of higher

education institutions is to educate students to produce certain desirable changes in the student or, more simply, to make a difference in the student's life. These changes have not reflected the academic side of the Hispanic student yet they should do so, according to the Student Personnel Point of View report (1949), and acknowledged by several current student personnel theorists (Chickering 1993; Astin 1982; Miller & Prince 1977; Kuh 1995).

Some reasons for Hispanics attending college and their objectives in life were measured and presented in an American College Testing report. Its findings stated that Hispanics who are enrolled in college as freshmen tended to identify as "very important" the same reasons for attending college as cited by whites. Whites, Mexican Americans and other Hispanics gave greatest importance to the role of college in preparing them to get a better job and to expand their learning.

Non-Hispanic white, Mexican-American, and other Hispanic college freshmen all give similar weights to various objectives in life. Each group gives similar weight to objectives related to economic welfare and social status: 1) to become very well off financially, 2) to become an authority in my field, 3) to raise my family, 4) to gain recognition from peers.

The ACT report also found that the greatest difference between Hispanics and whites was on the measure of promoting racial understanding. Both Mexican-Americans and other Hispanics felt this is more important than do whites.

The Hispanic population of the United States is growing rapidly, due to both a high birth rate and immigration. Americans need to become more aware of Hispanic culture, which represents a significant facet of our national identity. Awareness of Hispanic culture and the identification with the richness of their own culture can increase Hispanic students' potential for success. The development of Hispanic cultural pride will enhance self-esteem, and this is an area in which Hispanics experience difficulties.

Strengthening Hispanic cultural pride will also help eradicate many of the myths and stereotypes that have been so historically damaging to the Hispanic population.

Hispanic peoples have already enriched the culture of the predominant society, yet they seldom recognize their own contribution. Conscious and continual recognition of Hispanic culture will benefit all people. On campuses, such efforts will heighten awareness of Hispanic culture among all elements of the university population while increasing the pride and involvement of Hispanic students. University leadership can enhance the sensitivity to Hispanic issues through the active recruitment and hiring of Hispanic faculty and staff, whose presence promotes a cultural perspective and provides role models to Hispanic students within the college environment.

As a philosophy, multiculturalism recognizes that many cultures are viable within a society. Steps toward achieving genuine multiculturalism strengthen and enrich all members of that society.

### **Models of life skills development**

Hispanics need to obtain higher education not just for survival but for their advancement into leadership in the society. The first Chicano chancellor at a University of California campus observed that the Chicano community has not developed as well as other elements within American society. The Hispanic community needs leadership in all areas (Rivera, 1982). Hispanics have problems and situations that need short- and long-range attention and solutions.

Olivas (1986), states that Hispanic education issues have not been sufficiently examined, even by equity researchers or bilingual educators. This is due to the fact that the systemic and structural disadvantages facing Hispanic students are so great at all levels of education and so intertwined with the politically powerless status of Hispanics that neither the nature nor the severity of the disadvantaged is fully understood. Aguirre and Martinez (1993), have found that in an examination of retention rate for Chicano

college students personal, nonacademic qualities such as self-esteem, leadership ability, and community involvement, are better predictors for their persistence in college than their scores on standardized tests. Information from Aguirre and Martinez may also strongly indicate similar responses to other Hispanic cultural subgroups.

Dr. Roy Heath's (1964, 1973), reasonable adventurer model describes personality typologies that suggest different types of students respond to different sources of support and accept different challenges for growth. This model is based on findings from 36 male graduates from Princeton University in the 1950's. Erickson's (1959), eight developmental crises, Chickering's (1969), seven vectors of development, W. Cross's (1971), model of black identity formation, D. Heath's (1968, 1978), maturity model and Josselson's (1987), pathways to identity development in women present no empirically significant research to demonstrate that Hispanics have linkages to or relationships to these developmental models. According to Barr, Upcraft and Associates (1990), twenty years ago, the typical college student was Joe College -- male, white, and between eighteen and twenty-two years of age. The majority of theories have based developmental findings on the "typical" students and only have added minorities, including Hispanics, as being somewhat similar with slight cultural differentiation of practices and language variance.

Feldman and Newcomb's The Impact of College Students (1969), Chickering and Reisser's Education and Identity (1993), Pascarella and Terenzini's How College Affects Students (1991), and Miller and Prince's The Future of Student Affairs (1976), stem from a collection of theories which are based on Euro-American perspectives. Chickering (1991), states that every student's self-definition is shaped by genetic predisposition, family norms, cultural traditions, and experiences as a member of majority or minority ethnic groups, and that little research has been done on minority, including Hispanic, student development. Chickering (1991), asks the question of how do traditional Hispanic

values about community, religion, family, and gender roles affect the student's evolving sense of self.

According to Wright (1987), minority college student development has been virtually ignored in the college literature. This included Hispanic students. While the 1960's and the 1970's brought voluminous research on minority students including Hispanics, that research was concerned largely with comparing minorities to white students on several psychological and social dimensions. Wright (1987), goes on to say that most theories presumed that all students experienced developmental phenomena similarly. Current theories or models of college student development also fail to account for the influence of culture on the developmental process; they lack sufficient understanding of minority students. These speculations took Hispanic students into consideration.

Pascarella and Terinzini (1991), indicated that in reviewing the research literature on identity formation, that the absence of studies dealing with identity development among minority students is clear. Wright (1987), states that most current student development theories presume that growth occurs within a monolingual, supportive living/learning environment. Yet many American ethnic minorities such as Hispanic subcultures live and learn in a bilingual/bicultural environment. This setting is coupled with languages, customs and value systems that differ from and often conflict with those found at college.

Atkinson, Morten, and Sue (1989), suggest a five stage model of minority identity development, which they feel is generic for various ethnic groups: (1) conformity stage: preference for the values of the dominant cultural system, (2) dissonance stage: confusion and conflict regarding the dominant cultural system and their own group's cultural system, (3) resistance and immersion stage: active rejection of the dominant system and acceptance of their own cultural group's traditions and customs, (4) introspection stage: questioning the values of both the minority and majority cultures, and (5) synergistic

articulation and awareness stage: developing a cultural identity that selects elements from the values of both the dominant and the minority cultures. Chickering (1991), correlates the model by Atkinson, Morton and Sue with his seven vectors of development by saying that a positive identity is enhanced by an awareness of one's cultural background, an immersion in the social world of one's ethnic group, a valuing of the rituals, traditions, and artifacts of one's extended family or adopted network, and a sense of one's lineage.

According to the Student Personnel Point of View document written in 1937 and revised in 1949, student development theory is an interpretation of the philosophy and practices of student personnel work in colleges and universities, the central concern of which is the development of the student as a whole person. These points include that

- The individual student must be considered as a whole.
- Each student is a unique person and must be treated as such.
- The total environment of the student is educational and must be used to achieve his or her full development.
- The major responsibility of student's personal and social development rests with the student and his or her personal resources.

Miller and Prince (1976), adds that to fulfill its mandate, an institution must act on the knowledge that each student arrives on campus with many developmental needs which must be met in a variety of ways, both formal and informal, and that no two students have the same requirements. The college, according to Miller and Prince (1977), does not prescribe what the student shall learn. Rather, the College provides resources and opportunities and helps students use them to the best advantage.

Chickering (1991), presents a theory of human development that identifies various levels of maturation and growth while in college. Chickering believes that a new developmental period should be defined in response to the increasing complexity of our time, the fact that a high percentage of college-age population is enrolled because of the increasing demand for skilled and specialized personnel, and the fact that universal

higher education is approaching. Chickering postulates seven major developmental vectors.

1. **Achieving competence.** This involves the development of intellectual and social abilities as well as physical and manual skills. The sense of competence is defined as the confidence individuals have in their ability to cope with what comes and to achieve successfully what they set out to do.
2. **Managing emotions.** Development in this realm involves increasing awareness of one's feelings and integration of feelings which allows flexible control and expression. The young adult's initial task is to become aware of personal feelings and to recognize that they provide information relevant to contemplated behavior or to decisions about future plans. As a larger range of feelings is fully expressed, new and more useful patterns of expression and control can be achieved.
3. **Developing Autonomy.** The development of autonomy is a major psychosocial issue in young adulthood and includes three facets: establishing emotional autonomy, attaining instrumental autonomy and ultimately, the recognition of one's interdependence.
4. **Establishing Identity.** This vector involves increased ability to integrate the many facets of one's experience and negotiate a realistic stable image. Identity is confidence in one's ability to maintain inner sanity and continuity; to reach this state one must understand one's physical needs, characteristics, and personal appearance and assured sexual identification and sex-appropriate roles and behavior.
5. **Freeing Interpersonal Relationships.** As one matures one should be able to express greater trust, independence and individuality in relationships, becoming less anxious and defensive and more friendly, spontaneous, warm and respectful. Developing tolerance for a wide range of persons is a significant aspect of this task. This vector of development involves increased tolerance and acceptance of differences between individuals and increased capacity for mature and intimate relationships.
6. **Developing Purpose.** The development of purpose involves assessment and clarification of interests, educational and career options, and life style preference. A choice prior to extensive clarification of interests, options and life style factors may create future stumbling blocks. Effective development of purpose reflects and is integrated with one's sense of identity.
7. **Developing integrity.** This task involves making one's values both personal and more human. In personalizing of values, the student begins to erect a personal code that reflects his personal assessments and directions and that serves as a flexible guide to behavior. With personalizing of values comes a third phase of this vector, increased awareness of the relationship between values held and behavior and increased ability to attain congruence between values and actions.

Miller and Prince (1977), state that student development is the application of human development concepts in post-secondary setting, so that everyone involved can master increasingly complex developmental tasks, achieve self direction, and become interdependent. Miller and Prince (1977), provide additional statements which consist of (1) Human development is continuous and cumulative process of physical, psychological, and social growth which can cultivate itself in an orderly series of life stages. Each stage is characterized by certain developmental tasks that require the human to alter his or her present behavior and master new learning. (2) Development is most likely to occur in an environment where change is anticipated, where individuals and groups work together to actively influence the future rather than just reacting to it after the fact. (3) Systematic integration of cognitive, affective, and psychomotor experiences produces the most effective development. (4) Several abilities and skills that facilitate growth in others have been identified; these can be learned, used and taught by student development educators. (5) The individual's development can be advanced by exposure to an organized problem solving process that enables him or her to complete increasingly complex developmental tasks. (6) Development is enhanced when students, faculty members and student affairs practitioners work collaboratively to promote the continuous development of all.

According to Dickson (1991), Chickering's model encourages the student affairs generalists to take a comprehensive, systematic and collaborative approach to academic and programming objectives. Many of Miller and Prince's statements of development also are contributing factors toward the enhancement of the college student. Dickson (1991) goes on to say that theory based research models subsequently evolves into a more practical state using a lifestyle framework.

The University of Minnesota developed a Lifestyle Model in 1990. This model is based on a combination of student development models that provide a framework for working with students. In addition to providing students with a safe, clean and

productive environment, the lifestyle model emphasizes a balanced approach to life. It is holistic in that it embraces all of the different aspects of ourselves which make us all unique. The Lifestyle model includes nine dimensions that include: intellectual, emotional, social, political, vocational, physical, spiritual, cultural, and sexual areas of development.

**Intellectual:** This dimension of wellness contains the elements of excitement, curiosity and creativity. It involves thinking logically and conclusively, learning new facts through observation and deduction, and recognizing that answers often generate more questions. Inherent in this dimension is the ability to express oneself articulately and to be a self-directed individual. Intellectual growth not only promotes competence in technical and professional fields but also encourages an appreciation for the complexities of the universe

**Major issues:** Learning skills and thinking skills

**Key Developmental Concerns:** Establishing Competence - Intellectual, Establishing Instrumental Autonomy, Establishing Goals, Problem Solving and Self Direction.

**Emotional:** This dimension involves an awareness and acceptance of personal feelings while being sensitive and responsive to the emotional states of others. Basic to emotional health is the ability to put the past in perspective and plan for the future, while living in the present. Health in this dimension also includes a sense of autonomy, a recognition of personal limitation, the skill to deal effectively with stress and the ability to form satisfying relationships.

**Major Issues:** Expressing feeling, emotional autonomy, stress.

**Key Development Concerns:** Managing emotions, aggression, anxiety, and depression. Developing autonomy - emotional. Recognition of interdependence. Freeing interpersonal relationships.

**Physical:** The physical dimension involves exercising regularly, following a healthful eating plan, properly utilizing the health care system and practicing appropriate self care. The physically well person recognizes and avoids the potential dangers of substance abuse. The ability to recognize and apply factual information is particularly important in this area.

**Major Issues:** Fitness, nutrition, substance abuse and body image.

**Key Development Concerns:** Establishing Competence - Physical/Manual Establishing Identity - Coming to terms with physical self.

**Spiritual:** A healthy lifestyle involves a search for the meaning of life through which a system of internalized values, beliefs and attitudes are formed. This would include the ability to discover and articulate one's own basic purpose in life; learning how to experience love, joy, peace and fulfillment; and knowing how to help ourselves and others achieve their full potential.

**Major Issues:** Values development and behavior integrity.

**Key Developmental Concerns:** Developing integrity and related appropriate behavior. Developing values.

**Social:** The social dimension involves contribution to the common welfare of the community. Development in this dimension includes an increased ability to balance the needs of self with the needs of others. Socially healthy people strive for harmony and stimulation in their relationships. They appreciate a balance between being alone, being with others, and being in a crowd.

**Major Issues:** Friendships and intimacy.

**Key Developmental Concerns:** Establishing competence -- social, Freeing interpersonal relationships, Capacity for mature/intimate relationships, Recognition of interdependence.

**Vocational:** The vocational dimension involves discovering and maintaining a balance between the personal, social and vocation aspect of one's daily life. Development in this area includes the ability to assess personal strengths and skills. Based on this assessment, choices will be made which are enriching to the total self. A person healthy in this dimension strives to express personal values through work and other activities which are rewarding to the self and valuable to the community.

**Major Issues:** Career choices and lifestyle choice.

**Key Development Concerns:** Clarifying purpose - vocational and avocation interests.

**Sexual:** A healthy sexual lifestyle involves recognition, acceptance, and satisfaction with one's sexual identity. It focuses on making informed choices and taking responsibility for one's actions. A sexually healthy person is non-exploitive of others and tolerant of alternate sexual orientations.

**Major issues:** Body shape, gender, sexuality.

**Key Developmental Concerns:** Managing emotions - sex, Establishing identity - coming to terms with sexual self freeing interpersonal relationships - greater capacity for mature/intimate relationships.

Cultural: The cultural dimension involves recognition, acceptance and appreciation for racial, ethnic, cultural and lifestyle differences. Development in this dimension includes seeking opportunities to understand and appreciate the differences and similarities between people. This is accomplished through observation and interaction with others different from oneself, as well as experiencing awareness through the arts.

Major issues: Appreciation and peaceful co-existence; aesthetics.

Key Developmental Concerns: Aesthetic development - broadened appreciation. Freeing interpersonal relationships - tolerance and acceptance of others.

Political: The political dimension of the model involves increasing one's knowledge of events around the world, nation and community. It includes an understanding of the responsibilities and privileges of citizenship. Inherent in this dimension is the need for participation in the events and decision that impact and shape one's life.

Major issues: Leadership development and awareness of current events.

Key Developmental Concerns: Developing competence and clarifying purpose.

These two sections which refer to Chickering's vectors of development and the University of Minnesota's identification of development can assist in recognizing life skills development among Hispanic college students. Hispanic students need to have their competency levels fully understood and compared with models sensitive to Hispanic characteristics. Hispanics, identified through the vectors of development and student development concepts, which reflect Hispanic awareness, may show enhanced leadership and life-long skills development while attending college.

### **Heath's Model "Reasonable Adventurer"**

The "Reasonable Adventure Model" by Roy Heath (1964), will be used in analyzing Hispanic College students. The model is based on Heath's own intensive case studies of thirty-six white male Princeton University undergraduates as they progressed through college experiences in the early 1950's. According to Knefelkamp (1978), the work of Roy Heath (1964), serves both as a reminder of the importance of individual differences and as a descriptive model of how those differences can affect an individual's movement toward maturity. Knefelkamp goes on to say that Heath's model is a product

of the assumptions, experiences, observations, and synthesis of its creator. According to Knefelkamp the study has been regarded as one of the best examples of the case study method and the usefulness of its findings.

Dr. Patricia Cross in an address at the American College Personnel Association National Conference in 1994 stated that the model is accurate in assessing maturing and individual style of students but demands more diversity in testing other groups of students. Dr. Roy Heath (1964), also states that research needs to be done to determine whether or not the model is applicable to women and as well as men of other cultures and if it is still appropriate for the college population two decades after its original formation.

The Reasonable Adventurer model, according to Heath (1964), is based on the interfacing of two dimensions. The first dimension is that of “ego functioning” or maturity level of the individual, “the manner in which the self interacts with the world, achieves satisfaction and defends itself from threats to its survival.” Heath (1973), goes on to say that the individual moved through a series of three developmental maturity levels (low, medium, high) on the way to achieving an idealized level of maturity referred to as a “Reasonable Adventurer.”

The second dimension is that of individual style or type, the person’s basic temperamental approaches to life. Three personality types are based on the manner in which the individual regulates the “dynamic tension” between the inner, instinctual, feeling self and the outer, more rational self. Each type proceeds toward maturity in an individualistic manner, and each may achieve the maturity level of the Reasonable Adventurer. The model integrates developmental (maturity) level with temperamental style (personality type) presenting a holistic picture of the self. Heath divides the maturity level and personality type into categories. These categories are listed as X, Y, and Z provided nomenclature in better identifying students in the study.

## Reasonable Adventurer Model (Appendix C)

### Temperament Type

- Type X – Constricted Filter
  - Low – Has difficulty responding to inner self and being aware of inner feelings.
  - Medium – Has begun to be more aware of self and has begun to learn how to cope with the presence of conflict in relationships and diversity options in the academic, social and work worlds.
  - High – Has developed a more aware and integrated self.
- Type Y – Semi Constricted Filter
  - Low – Is a “pseudo self” striving to be a composite of all of the successful things he thinks others want him to be.
  - Medium – Has begun to experience the legitimacy of points of view that differ from his own and no longer holds quite so firm to his dichotomous rules.
  - High – Remains achievement oriented but will also take the risk of participating in activities for fun or the newness of the experience.
- Type Z – Porous Filter
  - Low – Is aware of his impulses and feeling states but is neither insightful about nor in control of them.
  - Medium – Has begun to learn how to control and regulate his impulses so that he is more consistent performer in social and academic realms.
  - High – Has learned to direct his creativity in ways that will promote the completion of a project and to provide the structure that will enable others to more easily understand him.

As reported by Attinasi (1989), “a student’s interaction with others is important for his or her persistence in college not simply or primarily because it leads to the sharing of general values and orientations, but because it assists the student in developing specific strategies for negotiating the physical, social, and cognitive/academic geography’s.” According to Wolff (1992), in The Ideal of the University, one of the three views that a college experience needs to provide is the opportunity for an intellectual, cultural and emotional experience which is neither a mere continuation of what went before nor a mere foretaste of what is to follow. Quevedo-Garcia (1987), states that if practitioners are to be successful in structuring environments that will help Hispanic college students

develop to their full potential as individuals, they must more fully understand and appreciate various cultural, economic, social, and political backgrounds that these students bring with them to our campuses. Without that understanding and appreciation, practitioners will remain naive and will fail to retain Hispanics on their campuses.

Hispanic students, through student development concepts, should enhance leadership and life-long skills while attending college. The investigation will provide information for student personnel professionals as they strive to better understand Hispanic students and their human developmental levels.

## **Chapter III**

### **Methodology**

#### **Introduction**

The problem of this study is to assess life skills of Hispanic students and compare those skills with white Anglo male college students and current student development theories and concepts. A qualitative research process has been selected due to the cultural aspects of potential knowledge to be gained, analyzed and interpreted from responses given. A long interview method will be conducted for the purpose of this study.

According to McCracken (1988), the long interview method is one of the most powerful methods in the qualitative armory. The method can take us into the mental world of the individual, to glimpse the categories and logic by which he or she sees the world. McCracken (1988), introduces four steps that assist the researcher in developing a strong sense of awareness of a particular group or culture. The four steps include: 1) review of analytic categories, 2) review of cultural categories and interview design, 3) interview procedure and the discovery of cultural categories, and 4) interview analysis and the discovery of analytical categories. Steps are listed with information on how the investigator incorporated the method of inquiry as it relates to the topic of this presentation.

#### **Review of analytic categories and interview design**

In the first step the investigator provided a review of the literature. This review consists of understanding the group and not to be taken by surprise of any information given. This further acquaints the investigator of the culture in order to construct a questionnaire and to identify other significant cultural idiosyncrasies that may play a part in the study. The review of the literature included a key word search in higher education libraries in the review of textbooks, professional publications and journals. The use of

search engines from the internet was implemented, investigating additional sources for cultural perspectives. Conversations with faculty and staff were also generated in order to get a more focussed picture of the Hispanic culture.

Additional information was sought out to identify other student development models. These models describe student life-skills development among college students. Other models researched will also assist with identifying Hispanic student life-skills development as it compares with Heath's model.

### **Review of Cultural Categories and interview design**

A second part of the review helps with the construction of the questionnaire. McCracken (1988), states that this begins to establish a domain that the interviewer will explore. The second step according to McCracken (1988), is the review of the cultural categories. This is where the investigator begins the process of using the self as an instrument of inquiry. This step gives the investigator a more detailed and systematic appreciation for his or her personal experience with the topic of interest. The investigator must inventory and examine the associations, incidents, and assumptions that surround the topic in his or her mind.

### **Discovery of cultural categories and interview**

The third step according to McCracken (1988), is the discovery of cultural categories. The questionnaire is designed to allow the respondents to tell their own story in their own terms. The investigator also must seek to keep a low profile to prevent any distractions while keeping an eye on key terms for categorical development.

The purpose of the stated questions to be asked is to establish an interviewing environment where the respondent does most of the speaking. Occasional acknowledgment by the interviewer is expected. Failure to provide open-ended and non-leading questions by the interviewer may direct the interviewee to respond in a marked

fashion and skew any type of personal experiences which are crucial in describing the culture of Hispanic students life skill development measures.

The construction of the questionnaire was conducted based on a developmental investigation and skill building inquiry such as: 1) What are the experiences and expectations as a Hispanic student involved with in a collegiate environment? 2) How do perceptions relate with cultural practices, beliefs and surroundings of being a Hispanic college student? Specific interview questions asked are to be open ended and non-leading questions. The construction of the questionnaire (Appendix D) will include: What is it like to be a college student?, What do you as a college student do?, What do you enjoy about being a college student?, What do you not enjoy about being a college student? and What else do I need to know about you as a college student?

It is noted that logical key words, phrases and subjects are listed throughout the interview process for the purpose of this assessment. Key words and phrases include role of education, activities, living arrangements, spirituality, traits, beliefs, customs, family, parents, financial assistance, self-identity, myths, and relationships.

### **Discovery of analytical categories and interview**

The fourth step is the discovery of Analytical Categories. The object of this step, states McCracken (1988), mentions that this section is to determine the categories, relationships, and assumptions that informs the respondent's view of the world in general and in the topic in particular. In following McCracken (1988) this inductive process is conducted in a natural setting where no threats that might intimidate interviewees might exist. After the processing and assessment of all the information provided is completed, the interviewer becomes the resident expert in meticulously describing the characteristics of the population interviewed.

## **Procedures and Analysis**

Two comprehensive higher education institutions in the state of Oklahoma are selected for the purpose of this study. The selection of Oklahoma State and the University of Oklahoma were selected due to the similarities of being a comprehensive research institution. This will compare similarly to the institution used in Heath's model.

Permission for interviews was granted through the minority student affairs representative of each institution. A cover letter explaining the purpose of the study, dates for the interviews, and the initial opening questions was provided to the minority student affairs representative. The representative was informed that students participating for the interview should allow for an approximate time of one and half-hours.

The sample population was composed of six Hispanic male and six Hispanic female students with three traditional, three commuter and three resident type sub-cohorts. Commuters will be defined as those students living off-campus in non-university owned or supervised housing. Resident students are defined as those living in on-campus housing or in residence halls. Undergraduates participating are of senior class status. Traditional students will be described as Hispanics 18 to 24 years of age.

Each participant had the option of receiving a \$10.00 cash allowance for participating in the study. Ten of the twelve accepted the offer. Allowance was paid in cash or check and documented.

Follow up phone calls will be conducted to the minority student affairs representative of each institution acknowledging receipt of approved student list for interview study. Interviews commenced within two to four weeks after permission had been granted.

Each interview was held in a comfortable, natural setting. A statement of confidentiality (Appendix A) was recited to the interviewee together with a written copy of the confidentiality statement that is to be signed and available at any time. A tape recorder was used to collect verbal information with the comments of the student

participant. Interviewers will have pencil and note pad available for coding and highlighting specific messages given by the interviewee. Non-verbal cues may also be registered on note pad for future reference. Demographic information was collected by the interviewer from the interviewee and recorded on a designed data entry form (Appendix B). Demographic information consists of location of interview, interviewee current academic and living arrangements. This included: year graduated from high school, current year in school, travel distant of commute, off-campus living arrangements (with parents, relatives, friends or self), type of on-campus resident setting (limited/24-hour visitation, co-ed, private or shared room). Compiled information is made available to each individual who participated in the interview process if requested. All of the participants indicated that they would like final observation information.

A word processing file management system was used to transcribe and classify data. This section followed MaCracken's (1998) suggestions in the use of computer technology process. In this method the investigator entered the transcript with a personal computer and word processing software. An IBM Think Pad was used with Windows 95' accessing Microsoft Word software. Using this technological process allowed the investigator to mark inserted passages and suppress them easily in screen, disk or print versions of the file. This gave access to both the text and a record of the observation situated in the text exactly where they suggest themselves. After all of the interviews were transcribed an examination of each interview began. As each transcription was analyzed observations were sited and marked. Key words were recognized and highlighted in order to establish a pattern among the interviews. This phase eliminated sections of the interview towards the indication of similar styles and types of maturation passages Hispanic student go through during collegiate life. A modified version of each transcription was created in order for better identification of patterns of the sample students. Some words and themes that seldom were identified were omitted in the identification of patterns.

As the process of identification began to materialize, the use of conceptual trees were introduced to fully identify thematic linkages of key phrases. The conceptual tree method is identified in a qualitative research course titled the Long Interview offered at Oklahoma State University.

The investigator created three trees that categorized an environment which Hispanic students go through in college. The three trees that were identified after intense review are the role of education, cultural perspectives and self-identification. Each conceptual tree was broken down into levels. A chart (found in each tree section of Chapter IV) was developed to further illustrate the identification of the conceptual trees. The trees identify a first or main level, a second or sub level, and a third or sub-sub level. During this process the investigator made contact with the advisor of the study to insure instruction, guidance and direction. The investigator with the advisor of the study utilizing office visits electronic mailings and postal services established continual contact.

It is noted in MaCracken (1988) that at the conclusion of key words, tree identification and concluding analysis that everything can be brought together into final study. At this point one is now talking about the world as it appears to the analyst from the special analytic perspective of the social sciences.

Information collected from the conceptual trees was then compared to Heath's "Reasonable Adventurer Model" in terms of similarities and/or differences of Hispanic college students maturity level and individual type. The investigator that describes the "Reasonable Adventurer Model" created a second chart. This chart (Appendix C) diagramed where Hispanic students would compare within the model. The investigator then incorporated the conceptual trees into the model to seek out a placement of typologies of Hispanic college students and compare them with white college students.

Comparisons were made, listed and restudied to ensure additional verification. Notes were added to each conceptual tree report as to indicate differences for further

study. At the end of each conceptual tree portrayal is a summary report of compared findings.

## Chapter IV

### Results of Study

#### 1.0 The Role of Education - Introduction

This section will describe some major experiences Hispanic students who were interviewed go through in attending college. Hispanic students indicated in this section refer to the students who were interviewed. Direct quotes from students interviewed are inserted and analyzed. The analysis will diagram this process into levels. The main level has been identified as the “Role of Education” (Table I). This level is broken down into six different areas in identifying a Hispanic college student in a collegiate environment. Those sub-level areas include: 1.1 Academic Progression, 1.2 Entrance and Admittance, 1.3 Classes, 1.4 Financial Assistance, 1.5 Extra Curricular Activities, and 1.6 Living Environment. Additional sub-sub-areas are incorporated and as part of the sub-level description and analysis. The use of numbers on the chart will indicate the levels listed, such as “the role of education” or main level =first level, sub-level = second level, and sub-sub level = third level.

The third level classifications are listed under each category. For example under the second level of entrance and admittance are the third level classifications of recruitment - 1.2.1, admissions – 1.2.2, advisement – 1.2.3, and orientation – 1.2.4. Examples on what interviewed Hispanic student experience are submitted in each of the areas. Interpretations of the each category are presented in establishing a pattern of maturation while in a college environment.

The summary will include an analysis and the comparison of interviewed Hispanic students as they fit into Heath's typology theory of development using a maturity process in analyzing students call the Reasonable Adventurer.

<b>Table I</b>					
<b>Role of Education Tree Chart</b>					
<b>(First level – main level)</b>					
<b>1.0 Role of Education</b>					
<b>(Second level – Sub level)</b>					
1.1 Academic Progression	1.2 Entrance and Admittance	1.3 Classes	1.4 Financial Assistance	1.5 Extra Curricular Activities	1.6 Living Environ.
<b>(Third Level – Sub-Sub Level)</b>					
1.1.1 Perception	1.2.1 Recruitment	1.3.1 Learning Environments	1.4.1 Scholarships	1.5.1 Student Organizations	1.6.1 On - Campus
1.1.2 Recognition	1.2.2 Admissions	1.3.2 Study	1.4.2 Grants/Loans	1.5.2 Greek	1.6.2 Off – Campus
1.1.3 Understanding	1.2.3 Advisement	1.3.3 Assignments		1.5.3 Varsity Sports	
	1.2.4 Orientation			1.5.4 Other Activities	

### 1.1 Academic Progression

The results of the research indicate that Hispanic students in this study do realize the vast possibilities an education could provide for them. Interviewed Hispanic students, particularly those where no one in their family has gone to college before, identify that the education process is an opportunity to better himself or herself.

### 1.1.1 Perception

*Eloisa - P1 Ln 4 Well, I must say it wasn't what I thought it would be... I thought it would be because no one in my high school encouraged me to go to college I always thought ohh. that's for Anglo students it's not for some one like my self ummm My parents are uneducated Mexican people and a their not to keen on education themselves not being educated. So I don't think I have that support to give me an idea what college is.... so when I got here I thought this is it? .... I mean cause when I went through high school with no effort I mean toward the end of my high school I start participating in academic decathlons and doing stuff.*

The student perception was skewed due to the fact that no one in her high school encouraged her to even attempt to look at college as a option for her future. The student therefore did not have a clear perception of college and thought is was for Anglo students.

### 1.1.2 Recognition

*Patrick - P.1 Ln.2 – being a college student is an opportunity to better myself...especially where I've grown up in a family where no one has gone to college before.*

The student recognizes that college is an opportunity to better himself. This is especially realized in an environment that no one else in the family has gone to college before.

### 1.1.3 Understanding

*Debbie - P 5 Ln 20 All of it ... ummm there's the people that you meet the opportunities.... that are given to college students everyday ummm the attention you get for being in school for continuing your education ummm.. it's not something that ...that people that don't do that people take lightly. umm .... it's like you tell them that you are a college student they listen they ... it's I guess it has a certain status to it.. You might not be where you want to be but your working at it. Umm I've been...*

The student understands the impact of college by way of the attention one receives claiming the continuing of one's education in a college environment. A certain amount of status is perceived in attending college. The understanding does come with the process of goal achievement.

Hispanic students in the study realize the possibilities an education can provide for their future. This recognition comes even though there has been no prior family track record of any family member attending college. Students may find the realization in the benefits of college through friends who are or will be attending or other family members who have some type of positive collegiate experiences. Local community support agency counselors or area high school faculty and staff may have also influenced Hispanic students in attending college. One student however, indicated that she was not "encouraged" by her high school counselor or any other high school teacher or administrator to pursue college. This non-support of college added to her mind set that college was just for Anglo students.

## **1.2 Entrance and Admittance**

Interviewed Hispanic students indicate many different mind-sets that one goes through in experiencing and dealing with issues during the introductory process of collegiate life. The student's upbringing and background probably influence these perceptions.

### **1.2.1 Recruitment**

*Eloisa - P1 Ln 5 I actually started doing stuff and a but still no one ever approached me about that ... no one ever asked me ... Erika you ever thought about going to college... no one ever said that to me and I don't consider myself stupid I have a 3.7*

*right now and I don't think that's bad with two years in accounting and working on a masters as well.*

The student expresses the fact that no one prior to going to college asked her if she wanted to pursue higher education. The student never felt that she had a low level of intelligence. The student is very content that now she has completed two year of accounting and is working on some courses that will count towards a masters program.

### **Admissions 1.2.2**

*Mario - P 19 Ln 120 A lot of it has to do with the recruiting tactics...and the fact that there is that National Hispanic Scholarship out there and the National Achievement and the National Merit and that has a lot to do with the new students here. And I'm real glad that. What I'm not glad for is the current attitude but it was the attitude of the National Merit office that it wasn't hostile but it wasn't open and friendly to Hispanics students...things that we...for Hispanics it wasn't an achievement for the University. An achievement that it wasn't something bad it was and then to have all these Hispanic student come and drain all these resources away from the National Merit ...the director she wasn't happy about that she wasn't happy she had to give all these monies to all these Hispanics to her University but she couldn't turn them away because Mr. \_\_\_ or because she was told she couldn't turn them away or something to that effect. But then Hispanic students started to stay here and have the highest GPA and we're making you know...news on campus and then she started to change her attitude and say that we're so wonderful...*

In regards to the admissions process the interviewed students felt that it was great that Hispanic students received scholarships for attending college. Certain individuals disseminating the scholarship money because of presumption that Hispanic students were not able to meet the standards of the scholarship criteria however dampened the feeling of achievement. After the Hispanic students did excel it was noted by the students that individuals who managed the recruitment tactic involving scholarships changed their outlook of Hispanics who received scholarships.

### 1.2.3 Advisement

*Patrick - P 23 Ln 70 Well ummm...as a student... I guess I had visions on what college would be like before I entered and now...now that I look at it ...it's really just a one step above high school ....when I left high school I was envisioning college to be like super hard to a point that I couldn't understand anything at all and you start that way... I was expecting to jump into something over my head and you know I would of never learned it. It was a pleasant surprise for me....ummm and that I can attribute to discipline in high school... that I was always told in English class...If I were to get a C you would get a grade lower in college because there would be a lot tougher. I was getting a B and I was like man I am going to get a C...I went in my English class and it was totally easy. It wasn't over my head and a I was understanding ...it was so great that all of my classes I had a grasp on this I'm not behind and overtime you get to a point that you really have to work hard and you see the people in the movies that are studying all the time and you say oh that's me. There some things that I can say oh boy I can relate to that. I'm not sure it's more than anything college has expanded my whole way of thinking, living anything that is me ... I became me here.*

Some interviewed Hispanic students have visions that classes are "super hard" and that completion would be too difficult to handle. Hispanic students who pursue higher education are disciplined from college preparation courses and activities they learn in high school.

### 1.2.4 Orientation

*Sammy - P1-2 Ln1 And so, no matter what you expect.... its just sorta different... that you meet so many people, you see so many different things .... years go by and you start focusing on other things ... you know ...you get more involved or you know, in some way or another like... academics, it's just ....a... I really... it's different..... different... um....*

The student expresses the many different mind-sets one goes through in experiencing meeting people and dealing with issues. Some Hispanic College students come from a conventional style of living and being in a college setting may overwhelm Hispanic students in terms of the number of people and activities. When Hispanic students do get involved it somewhat bewilders them in the beginning because of the new

experience college has to offer. Through the well organized orientation programs offered, future possibilities of growth and development with the Hispanic student are very promising.

This could lead the Hispanic student to assimilate college life and life outside of college as two separate lifestyles and that Hispanic students who were interviewed, are alarmed yet learn to understand two separate surroundings. In this study, the Hispanic students are eager to embrace and accept college life in a predominately white college and in exchange want to be accepted individually as a person without any preconceptions. The Hispanic student does not want to let go of the good times of the past and would like to demonstrate to his or her family that education and maturity can develop in still keeping of traditions, values and practices. The Hispanic student is continually searching for ways to have both worlds of college life and outside of college life co-exist and intertwine together.

*Sammy - P1-2 Ln1. It seems like I'm a world apart from that ... than the world going on outside... It's like college is like a bubble and your in it and the world is another bubble and you know.... when you go home it's like a time warp it's like an environment warp ....you go back home to visit and stuff and its like a new world.*

Hispanic students in the study assimilate collegiate life and life outside of college as to two separate bubbles. The student explains that going from one bubble to another results in behaving and understanding in two separate surroundings. Hispanic students' strong family ties and traditional practices have the student living in two separate worlds. This may not be detrimental to the students learning process but it does pay respect to the Hispanic student in wanting to keep certain traditions and routines on-going while in college.

In the admissions process, interviewed Hispanic students indicate the stressful experiences one has in examining the level of intelligence in preparation for college entrance. Many Hispanic students feel somewhat intimidated with the fact that they would be competing with other students of other races for entrance to a college. Another feeling may come from the possibility that Hispanic students are already at a disadvantage due to the complaint that college entrance exams are slanted towards predominantly white students with tests being culturally biased.

Hispanic students interviewed are grateful that scholarships are available but again feel that some administrators have the opinion that these scholarships are provided to meet a racial quota and not awarded based on educational or intelligence merit. Administrators, however found that Hispanics do achieve a high level of understanding and intelligence and surpass scholarship criteria and in turn diminish the negative feeling in awarding these scholarships.

In high school the push for some Hispanic students who were interviewed, was not evident. As reported earlier, some Hispanic students fall under the assumption that going to college is not for them. The fact that parents did not pursue higher education did not present a support system for Hispanic students to continue higher education after high school.

Some Hispanic students in the study claim that there is still the assumption that Hispanic students of certain backgrounds cannot excel towards achieving a college education. Many Hispanic students however, can go into an environment feeling confident when in the past they were already are presumed to fail. This information supports the rapidly growing indication that Hispanic students are shedding the negative

myths of past assumptions and being accepted and encouraged towards achieving unlimited educational goals.

### 1.3 Classes

While in college some students indicate that classes are enjoyable but a serious part of college life and understand that this is where learning takes place. Some Hispanic students self identify in being very studious individuals and by-pass other collegiate activities in exchange for studying.

*Pauline -P8 Ln 23 . I enjoy the fact that I'm challenged. I mean like I said it's all up to me I'm going to do what they want... go to class ... when that alarm sounds I'm going to go ... wake up ...do everything and then go to class....Make sure I can graduate. That's it make sure I can graduate...that's what I enjoy about college is the fact that ...it's a place where you can meet different people that all have the same common goal ... I mean we are all there to get educated.*

*Eloisa - P5 Ln 14 I think for me being a college student. It's seems so beauracatic to me cause it's just something you got to go through ... you know... I mean... I think ... I've learned a lot but not necessarily from classes I mean... it's cool to know like in my geology class. It's cool to know the theory of platetechtomics (?) It's nice ... which is very interesting to me by the way... I really like that stuff but I think I don't learn. I think I learn more from being in college than just that... I think it's just a step to take to go through a better life ...*

Hispanic students in the study indicate that they are serious about their classes and use their classes primarily to learn but also to make contacts in bettering their lifestyle. One student self-identifies as a nerd, an individual who forgoes other pleasures to study a lot because studying in enjoyable. Other Hispanic students indicate the utilization of people to assist in studying. These students suggest that this involvement of others is the best way for them to excel at a high level.

### 1.3.1 Learning Environment

*Annie - P4 Ln 24 Well in the classroom it's a little different but basically listen and then repeat it. Make sure that I know it...read it and then repeat it. Read it again until I get sick of it but mostly repeating it just over and over. Ummm trying to apply it to every day situations.*

*Vincent - P5 Ln 23 . I'm pretty serious about school. I kind of enjoy it ... I like going to class I like learning ... I'm your typical nerd I study a lot... I do enjoy it! I really like it I like to go to speakers. It takes a lot of time because I take it so seriously I guess...but I enjoy it. I'm in honor classes...which always tend to be smaller so you always make better friends in smaller classes you know cause like one class a literature class it's just nine people. We're bound to make friendships. . So it's like I guess you would have a lot of stuff in common and I guess and you would have a little more discussion than in your bigger classes tend to have cause you get to know people better....*

The student seemed to enjoy the learning environment of the classroom and lecture halls. Some Hispanic students claim to be very serious about school. The student also mentions his enjoyment of hearing presentations of speakers and the fact of his honor classes being of small size add to the enjoyment. The small size of classes increases chances in making long lasting friendships.

Interviewed Hispanic students did experience interpretation complexities during the beginning part of laboratory type classes. This feeling was dissolved after the student and faculty member established a better student learning environment through after class and office hour communications. Hispanic students express the importance of knowing that status of their learning ability at all times.

*Pauline - P9-10 Ln 28-30 They were telling me that oh it wasn't just you that didn't know what he was talking about that first day. Cause that made me feels better the fact that I wasn't the only one. It's not just the struggle but just the fact that I'm not behind the rest. I guess that's really important. I have to know how I'm doing all the time.*

The student indicated relief when it was brought to her attention that she was not the only student who felt lost at the beginning of laboratory instruction. The student expressed that it is important to know the status of learning ability all the time. Hispanic students may feel that they are still needing to prove either to themselves or others that they can be successful in a predominately white environment. The interviews indicate that many Hispanic students do go to instructors in order to find out educational information concerning their academic status.

During internships interviewed Hispanic students reflect on how they can truly impact on human oriented environments. Hispanic students who work in people oriented internships express disappointment in societal situations that affect everyone and more in particular high school students.

### 1.3.2 Studying

*Mario - P4 Ln 23 I go to my ...I definitely go to classes all the time ...most of the time I mean. Most of the time I study. That takes up a lot of time especially this one class...structural analysis, it's only worth four hours but it takes up four hours every day. I think they said... if it's worth four hours ...it's supposed to take up 12 hours. It might take 12 hours ...you know...on Mondays when my homework is not due until Thursday*

*Mario - P1-2 Ln 5 So for me that's what it's like. I have to be on top of my classes and make sure that I have read what the instructors say read. Um So that's what I'm talking about as far as being constantly .... it means. I need to be one step ahead of the game in order to be in control.*

The amount of seriousness this student has for school is exemplified in his study habits. The student's dedication in keeping focussed and on top of his studies adds to the serious outlook he takes regarding college. Studying as indicated in the quotes takes a great deal of time. One Hispanic student claims that by studying he is one step ahead of the game.

### **1.3.3 Assignments**

*Pauline - P 1 Ln 1 - It's fun and exciting and it's like a totally different experience than from high school. You get to meet different people and hopefully people that get you contacts. Over all its more dependent on yourself. It's like you have to push yourself like go to class and do your homework. The teacher doesn't call home anymore and say you didn't show up to class today.*

The student enjoys the fun and excitement of the collegiate environment. She expresses the meeting of new people and different faces in hope of establishing strong acquaintances. The student relies on self-discipline in the completion of class assignments. The pressure of not calling home as such in the high school environment seems to relieve the student in finishing class assignments. The student pressures herself in identifying a stronger sense of self-discipline for class attendance and studying.

### **1.4 Financial Assistance**

In regards to financial assistance Hispanic students interviewed feel that even though college is expensive, the process of seeking and obtaining a college education is worth it. Hispanic students noted that some scholarship awards should not be limited to four years so as to enjoy with more thoroughness the collegiate experience with more patience and not being so rushed. Hispanic students express that if money were limitless, college life would be taken at a slower pace in order to grasp at all opportunities in obtaining knowledge. Hispanic students indicate a strong desire to attend the many programs that are offered but cannot due to time and expense.

### 1.4.1 Scholarships

*Patrick - P3 Ln 13 - I'm not a normal student of always just going to school. I was going to school and running which was basically two jobs cause if I did one or the other I couldn't do one or the other. I was running so I could get a scholarship. For me as a college student I was training and going to school at the same time now I'm not.*

*Patrick - P 19 L64 People say do the five year plan and yeah that would work...that would work great for me. Five-year plan ...that means five years of your money. And when you got to start paying that your self that's ...to me that really tough.*

Some Hispanic students in the study, state that people have suggested that a five-year plan of attending and finishing a degree would work. Hispanic students though express the additional expense in attending the extra year. Hispanic students will utilize their talents and seek out scholarships to assist in their college expenses. Hispanic students though indicate that they treat the additional scholarship assistance as a second job.

### 1.4.2 Grants and Loans

*Annie - P1Ln6Ummm it's a lot of hard work and it takes a lot of money to go to school. So we have to always apply for scholarships, grants, financial aid and stuff. And it's very rewarding...what you learn and stuff. And I learned a lot more than if I didn't go.*

Interviewed Hispanic students feel that even though college is a lot of hard work and is expensive, the process of seeking additional financial aid resources toward a collegiate education is rewarding in itself. Hispanic students who were interviewed indicate that the amount of knowledge gained in attending college as opposed to not attending college. Some Hispanics in the study do have the possibility of continuing their college degree plan with scholarship aid. Hispanic students do express the hard climb in

obtaining a degree in four years. Hispanic students indicate the ownership of financial obligations. Hispanic students understand that college is expensive and do not want parents to be burdened with collegiate costs. Some Hispanics claim of being financially independent from parents. Hispanic students who have been awarded athletic and academic scholarships interpret this as two jobs which pays for college tuition.

### **1.5 Extra Curricular Activities**

Hispanic students indicated in the study that they do enjoy extra curricular activities. Hispanic students who do get involved in student activities relate their involvement with their major. Hispanic students who do get involved with clubs and organization expand on organization and managerial skills. Hispanic students feel that they are missing out on potentially important information in not attending programs.

*Paul - P 13-14 Ln 52 I really like it I like to go to speakers. It takes a lot of time because I take it so seriously I guess...but I enjoy it. I'm in honor classes...which always tend to be smaller so you always make better friends in smaller classes you know cause like one class a literature class it's just nine people. We're bound to make friendships. . So it's like I guess you would have a lot of stuff in common and I guess and you would have a little more discussion than in your bigger classes tend to have cause you get to know people better....*

Some Hispanic students' in the study express pleasure in attending student activities such as speakers. Hispanic students realize a great amount of time and seriousness is involved with college but enjoys the challenge. Some Hispanic students feel that as being involved is important and is seen as a self-challenge to see if the task of involvement can be accomplished in a positive manner. Hispanic students are involved in intramural activities to build social relationships with fellow students in competitive

fashion. Other Hispanic students that are involved with technology with the discovery or creation of various computers programs.

*Eloisa - P 9 Ln 20. I have no social life. I have no time to be a member of any organizations I have no time for that...because the way I see it is... say like HSA. I mean it's a good organization you know... great... great... I just don't have the time for that. I value my GPA cause that's what feeds me this semester. That's what pays my college tuition thus I value that more plus I think that when as a student ... I tried this... don't get me wrong I tried to go to community service route and it doesn't work. There's a lot of people that don't really appreciate what you you do and so therefore the little bit that I can do as a student can really do much. I mean I still tutor and I mentor a lot like at elementary schools... underprivileged children ... just for that reason ... to try to let them know what I'm trying to let my siblings know. That there are other ways in life. Just because you go out for it doesn't mean you got to stay for it... like people want you to think. That you can go another route.*

Other Hispanic students in the study claim that they have no social life or time to get involved with student activities due to the amount of time spent with their academic course work. These Hispanic students indicate that they value their GPA at a much higher level than to sacrifice time to participate in non-academic activities.

### **1.5.1 Student Organizations**

*Annie - P. 2 Ln14 I am involved in activities, I am involved in the Hispanic Student Association and in the Psychology Club the Spanish Club.*

*Sammy - P5 Ln 24 I work, two jobs ... I ... am president of a... Hispanic Student Association...I'm on several other committees. I take classes (laugh). Oh yeah I'm taking classes..oh yeah. Umm. I help people out ... with diversity on campus. I try to make it enjoyable for other people .. umm I try to fill out my options....all my opportunities and take advantage of them um.... I study ... sometimes I eat... sometimes I sleep. Ummm.... I don't know.*

Some Hispanic students who associate themselves with student activities are involved in multiple clubs or organizations. This multiple involvement may not last for one semester but could continue until graduation. Some Hispanic students consider this out of class experience similar to employment.

### 1.5.2 Greek

Some Hispanics are involved with sorority groups, there were some exposure to activities that was not considered to be enjoyable experiences. Hispanic students feel that the selection process of joining a sorority is based on what you look like and not who you are. Interviewed Hispanic students in the sorority system are familiar with and welcome disciplined order through rules and regulation that is employed in the house.

*Veronica - P9 Ln 39 Sororities are very beneficial and I guess they helped me make a network and they help you cause they have a lot of rules to live by....to keep you in line... to keep you doing your grades well and help with tutoring and stuff like that. Cause it can help a lot of people and stuff like that. I can help a lot of people it has a lot of good benefits but....ummm there's also aaa I don't know I just though it was a pretty downer to it. But it's so....they pick people so quickly it's soo....and I don't care how many times ... I mean every one will say that it doesn't matter what you look like or what you say....but it does! I mean that's how ... I think it does ... I mean what I've seen it...*

Hispanic students in the study claim that being a part of a sorority assisted with the networking of friends and future contacts. Sororities implement rules and regulations in which a form discipline was present for building a systematic academic life. Hispanic students indicated that the form of socializing and the provision of peer mentoring assisted in developing communication and programming skills by working on the organization of activities. Not only do Hispanic students indicate their involvement with culturally based clubs and organizations but also are involved with intramural sports.

It was noted that students do not enjoy the selection process of joining a sorority. One student reported that the selection process was not done based on who you are but what you look like. Many Hispanics feel that sororities are a part of the predominantly white college tradition and may recognize and participate in its activities in order to be accepted. Once involved in the group some Hispanic students are frustrated with its procedures and practices. There was no indication by Hispanic students involved in

fraternities or sororities of long term friendships being developed with other white students. It is indicated through other studies that long-term friendships are developed in fraternity and sorority groups.

### 1.5.3 Varsity Sports

Other interviewed Hispanic students occupied themselves with varsity athletics. The excitement of varsity athletics came with more stringent time schedules in order to accommodate class assignments and studying time. Some interviewed Hispanic students felt that the involvement of both varsity athletics and the degree plan that they were seeking was not a smooth combination. Hispanic student-athletes interviewed missed out in socializing with fellow friends due to a stringent academic and varsity schedule.

*Patrick - P5 Ln 19 The reason why I saw it wasn't working out with running is that because I wasn't able to interact with anyone because my schedule was way different that anybody else that was going to college here.*

*David - P2 Ln 10 A... Well I a.. It just comes down to basically.... studying... sleeping...eating... and running ummm those three or four things is basically all that I do. And if... and if I'm doing something else it's usually it's .. an errand for those things.. Like if I need to go to the library to get some information to study for a test. Or I go to the bank to pay the rent so I can have a place to sleep. So it's basically surrounds.. it's pretty ... although it may seem unstructured. It's pretty much falls into place because its ... priorities you know... a paper is due by this date and and you have homework due on this day and so even though it sounds like it's just thrown it at you. It's pretty structured when you know things are due.... so you prioritize that way so it's ... we don't really do too much.*

Some interviewed Hispanics, who are involved with varsity athletics claim to have a more rigorous schedule than other Hispanics. Hispanic student athletes experience college life as class, study, sleep, eat and sport. The Hispanic student-athlete mentions that any other items that need to be done are items that are in direct relation to

the five basics of that pattern. Hispanic student athletes in the study, indicate that they experience difficulty in being a student and an athlete. The students indicate that the mix of being a student and athlete was difficult due to the student's studying style of interacting with people for educational assistance. The student's lack of interaction with others reflected on the students' method learning. Group study is not for all Hispanics but it is reflected in this study that Hispanic do enjoy studying together. Those Hispanic students who do not engage in study groups may do well with their grades but miss out with the positive interaction that group study provides.

Interviewed Hispanic students who want to participate in varsity athletics seek out enough time in order to be fully involved and devote plenty of attention to their sport. A Hispanic student indicated that he seemed very happy with the fact that the varsity sport of running could be a part of his collegiate schedule.

*David - P3 Ln 12 Well.. I guess, aaaa... I didn't start running ... I walked on the team this year ... so my first three years at school I didn't run at all and a the reason I didn't run is because I felt ... it would be difficult to do so because umm I didn't feel that I could handle it. The time constraints would be too much aaa... and I felt that it would be better to concentrate on my school work instead and a umm and make sure that I could get that taken care of and if by chance I was able to some how fit running into my schedule somewhere then I would jump at the opportunity. Aaaa .....so it was difficult to do running my first three years but last winter umm I decided that I wanted to run. And it was something I wanted to do I HAD wanted to do for a while. And I was going ahead to do it and do what ever I had to do it. ummm so I started running myself.... I talked to the coaches and told them I started running .. The said they were glad to have me out. Umm soo I was able to finally fit my schedule so that I had no classes on Tuesdays and Thursdays and a so that helped a lot. I was able to make all the practices. I had time Tuesdays and Thursdays to get done what ever I didn't do or was able to get done those other days and a I can concentrate not solely on studying but of course on running as well and the goals I have to match for that. So it was difficult at first to try and get it in there but I .. I guess it was something that I really wanted to do. And I don't thing that I wouldn't fulfill what I wanted to accomplish.... what I wanted to accomplish in college if I hadn't run cause a .... that's some thing that I really wanted to do.*

The student really wanted to participate in varsity athletics but could not find enough time in the schedule to fully be involved and devote a lot of attention to the varsity sport. The student finally felt comfortable with the course schedule and went out for the varsity team. The student seemed very happy with the fact that running could be made part of the collegiate schedule. The Hispanic student seemed to have developed a sense of priorities while in college. His value for a college education came through as he indicates that his academics came first before he tried out for the running team. The Hispanic student probably wouldn't have gone out for the team if he had not done academically well in his courses. The main points here is the establishment of responsible choices and priority decision making by the Hispanic student.

#### **1.5.4. Other Activities**

*Paul - P 13-14 Ln 52...I have a computer I a tittle around with that and I... most of the time I a do a lot of work on it. Which it is its main function. But a...I think now and then I would like to learn some things about computers. I have a web page and I like to play with that some times. To me that is sort of fun.*

The student demonstrates some computer awareness but would like to enhance those skills. The student is currently working on a web page that he finds exciting. The student states that developing and interacting with a personal web page provides an educational amusement during the academic process. Hispanic students seem to be no different than other students of different race in riding the technological highway. Hispanic students indicate a high level of interest and use of computer skills. This interest and involvement does not show any signs of diminishing amongst the Hispanic culture. The outlook of technology seems to show limited signs of cultural barriers in

terms of access information. Availability and instruction of technology are the only obstacles that are in the way for other Hispanic students to build computer skills needed for academic advancement.

## 1.6 1.6 Living Environment

Hispanic students who were interviewed feel that in living in the residence hall, one learns about autonomy as well as the determination of their boundaries and limits. Hispanic students see other students make their boundaries limitless and as to feel that nothing can harm the student.

### 1.6.1 On-Campus Living

*Patrick - P10 Ln 38 We've lived in the dorms for two years and a you see the same things, we live on a freshmen floor so I think it part of everybody learning their freedom... ah trying to determine their own boundaries that their going to make.*

*Debbie - P1 Ln 4 The difficulties would be ummm... well I'm from a small town, ... a small school. So initially the difficulties would be the attraction of the number of students that there is at OU. When I was in the dorms there was a lot of students a lot of personalities. It wasn't difficult it was different. And it was something that you can adjust to ... but a I adjusted and made a lot of new friends and a I'm having... I guess initially I was scared... dealing with the unknown. But a it wasn't something that was that bad.....*

*Mario - P20 Ln 122 The good numbers of students staying here...because my first year I lived on a national merit floor and I had to stay with about 17-18 girls on the floor. Two national Hispanics we're both still here we both still have GPA over 3.0. The other girls I would have to say about half of them are gone now. A couple of them flunked out, a couple of them withdrew for reasons that I don't know about. So I don't really think that the national merit retention rate is very high people come here because here it's a free ride but then when they come here they see it's not what they want so they leave or they get kicked out.*

*Mario - P 21 Ln 134 Living in the dorms was definitely interesting. My freshman year I lived on the Scholarship floor we had an RA and she lived right on the floor ....ummmm she was busy ....she was graduating so she really wasn't to concerned about what was going on so every day everything happened on that floor even though she lived a couple of doors down and it was pretty crazy sometimes.*

While living in the residence hall for the first two years of college life some Hispanic students viewed that everybody is learning about autonomy and the determination of their own limits. Hispanic students are also going through the development process of discovering their own limits and boundaries as they encounter college life situations.

Hispanic students interviewed, realize that one needs to draw the line and live within the means of a productive collegiate life. Hispanic students who did not have any boundaries found themselves to be unmotivated and in a depressed mode toward progressing in the collegiate environment. Hispanic students feel that they are still exploring their limits in a reserved fashion in accomplishing goals. Some Hispanic students in the study have set guidelines for them to achieve college degrees and become successful. Hispanic students did not feel that they had much self-confidence during the first couple of semester of college. Hispanic students however, grew towards a stronger self-assurance level after the first year of college.

Being a self proclaimed activity minded individual, one Hispanic student decided to join a sorority because everyone in her high school signed up to join one. Some interviewed Hispanic students felt that experiencing sorority life for the first year was a mistake and that living in the residence hall would better accommodate personal styles of living along with being from a high level of diverse friendships.

*Veronica - P4 Ln 19 - I guess everybody in my high school went into a sorority so... I did too. And I lived in a sorority my freshman year instead of living in a dorm. Which I think was a big mistake, cause in the dorm you meet a lot of people a lot more people for I just met the people in my sorority. It challenges you a bit. I met a lot of people in my sorority but everyone is Greek mainly and on this campus there's a big Greek life...I guess then I got tired of being labeled what sorority your in or what .... And*

*saying I'm a this and ... or that or...that was fun but there came a time when I said ... I don't know if this is exactly what I want to say... I don't want to be classified.*

The student decided to join a sorority because everyone in her high school signed up to join one. The student felt that after experiencing sorority life her first year the student thought it was a big mistake and felt that living in the dorms would have been better. The student has an outgoing lifestyle that better matches with a resident life living environment. The student felt that the sorority living style was limited in establishing friendships and too stereotypical in personal identification. Even though the student claimed to have good times in the sorority, the student did not want to be classified as a certain type of person.

### **1.6.2 Off Campus Living**

In living off-campus interviewed Hispanic students seem to adapt to limits of financial situations by living pay check to pay check. Hispanic students in the study feel that living off-campus is a way to prepare for life, realizing many different things. Hispanic student realizes that an off-campus experience teaches you responsibility rather quickly. A Hispanic student states that you learn a little bit of responsibility in the dorms but when you get off-campus your responsibilities tend to increase.

*Paul - P10 Ln 38 Living off campus isn't pretty bad so...you get a lot of space so... you get your own room so...um...it's sort of tough when, you know, when you don't have too much money and you live pay check to pay check ... but in a way your sort of preparing for life, realizing what that everything is not just given to you ... it teaches you responsibility rather quickly as well. You learn a little bit of responsibility living in the dorms but ah when you live off on your own.... not only do you have to clean for yourself you gotta... you know... just keep more than one room, you know .... clean.*

*Veronica - P1. Ln 5 Now I have my own apartment, which is really nice just to hang out and watch TV with just my friends. ...and then there's parties and parties are a lot of fun too. (laugh) I go out at nights.*

*Paul - P12 Ln 42 ...R. I think, I think .... This year I felt that living off campus has been a little bit hard.... cause a .... I spent most of my day a being around campus. I go home for maybe six to eight hours out of the day. So... if a, sometimes when I have stuff I got to do back here late at night, I spend no time at home. I feel like I'm wasting my money. But anywhere I'd live I'd be wasting my money... so... . That's my own personal... personal pet peeve right now. Cause I have to spend so much time at computer labs and stuff, and getting work done.*

In living off-campus the student expresses the fact that one can become more responsible in preparation for life in general. The student is understanding of financial obligation as well as other obligations in an on-going learning process. In moving off-campus Hispanic students mention the difference of conveniences in not having cars but finds accommodating methods in adapting to this and other off-campus situations. This demonstrates a high level of adaptability in the Hispanic student while in a collegiate environment. In living off-campus a Hispanic student expresses the fact that one can become more responsible in preparation for life in general.

Other Hispanic students in the study think that living off campus was hard because most of the time is spent with academic and student activities. Some Hispanic spend time at home and feel that they are wasting their money on apartment expenses.

The Hispanic students in this study recognize financial obligation as well as other obligations in an on-going learning process of collegiate life. A Hispanic student interviewed indicated that the level of responsibility increases along with the awareness of possessions. In living off-campus a Hispanic student indicated that the better understanding of time management of everyday routine activities. A Hispanic student states in the interview that it is nice to live off-campus if one has time to enjoy it.

Hispanic students involved in a particular program find that time is limited to enjoy living off-campus.

While in collegiate living environment Hispanic students interviewed express loneliness from being at home. They still enjoy the excitement of collegiate life, but like other students long for the securities and familiar surroundings that the home environment present.

*Debbie - P7 Ln 32 Loneliness from home? yeah! Sometimes..... I wish I was at home! I wish I had some home cooking.... especially when I have to cook dinner of something like that (laugh).... ummm but.. but not so much so. I'm doing what I want to do. I'm happy. You know.... and I guess.*

The student expresses loneliness from home. The student misses home cooking especially when the student has to cook. The student though knows what sacrifices one must go through in order to accomplish the personal task of completing college. The student exclaims that he is happy but is still in somewhat doubt.

One Hispanic student indicated that he misses home cooking and the atmosphere of "family" that it represents as well as other familiarities that are not present in the college living environment. Hispanic students who live at home and commute to college did not indicate any sign that they miss home but see other Hispanic students who live away from their home converse to them the absence of home.

### **Summary**

Hispanic students in this study learn what sacrifices one must go through in order to accomplish the personal task of college. Hispanic students indicate that course work is a priority and that living off campus prepares you for life expectancies more so than on

campus housing to include Greek housing. Hispanic students see college as being in two worlds. Hispanic students in the study seem to assimilate college life and life outside of college as two separate lifestyles and that Hispanic students are alarmed yet learn to understand two separate surroundings. It is an observation that Hispanic students seem excited about attending college and experience growth the college provides in achieving a high level of development.

### **Comparison to Heath**

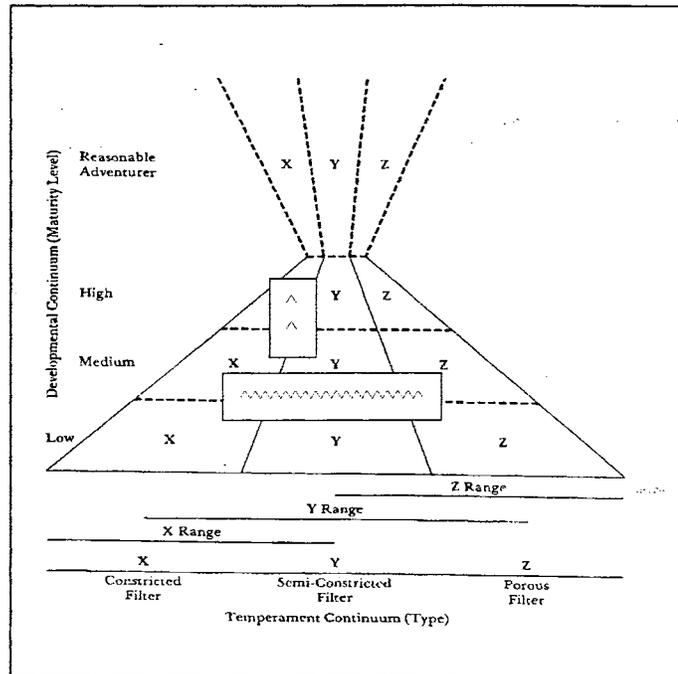
In comparing this section with Heath's Theory of development, using the Reasonable Adventurer model (Figure #1) Hispanic students interviewed fell scattered throughout the medium and high maturity levels and ranging from the constricted to the porous filter types. It is assessed that many of the Hispanic students fell into the constricted filter, medium maturity level quadrants as they go through the role of education sector. These three Hispanic students interviewed demonstrate in their statements that they have begun to be more aware of self and have begun to learn how to cope with the presence of conflict in relationships and diversity options in the academic, social and work worlds. The assessment of statements in this sector discovered that two Hispanic students were found in the quadrants that fell in ranges from semi-constricted to porous filter types and medium to high levels of maturity. Only one Hispanic student fell in the category of high maturity level, with a low constricted filter type. None of the Hispanic student fell into the low maturity level of the Reasonable Adventurer chart.

It was found that Hispanic students who were interviewed did compare in consistent fashion with the white male students who were used in the initial study when it

## Role of Education – Figure # 1

### Reasonable Adventurer Chart

- Indicators:**
- **Role of Education**  
^ ^ ^ ^ ^ ^ ^ ^ ^ ^
  - **Cultural Perspectives**  
+ + + + + + + +
  - **Self Identification**  
\* \* \* \* \* \* \* \*



#### Interpretation and Comments:

Hispanic students fell throughout the medium and high maturity levels ranging from the constricted to the porous filters of the model. Hispanic was found in the quadrants from semi-constricted to porous filter types and medium to high levels of maturity.

#### Temperament Type – Maturity Levels

##### Type X – Constricted Filter

- Low – Has difficulty responding to inner self and being aware of inner feelings.
- Medium – Has begun to be more aware of self and has begun to learn how to cope with the presence of conflict in relationships and diversity options in the academic, social and work worlds.
- High – Has developed a more aware and integrated self.

##### Type Y – Semi Constricted Filter

- Low – Is a “pseudo self” striving to be a composite of all of the successful things he thinks others want him to be.
- Medium – Has begun to experience the legitimacy of points of view that differ from his own and no longer holds quite so firm to his dichotomous rules.
- High – Remains achievement oriented but will also take the risk of participating in activities for fun or the newness of the experience.

##### Types Z – Porous Filter

- Low – Is aware of his impulses and feeling states but is neither insightful about nor in control of them.
- Medium – Has begun to learn how to control and regulate his impulses so that he is more consistent performer in social and academic realms.
- High – Has learned to direct his creativity in ways that will promote the completion of a project and to provide the structure that will enable others to more easily understand him.

came to stresses with academic progression, involvement with extra curricular activities, and going through different living arrangements. There were some instances where the process of college entrance and admittance found that Hispanic students are still not recognized as individuals who can attempt or be successful in a collegiate environment.

The study also found that the initial research study does not list detailed financial assistance backgrounds of individuals. The reader assumes however that financial assistance of those students in Heath's student was of "upper" financial status. Hispanic students did indicate that they were not of as high financial status as compared with in Heath's study. The Reasonable Adventurer model though, had little difficulty in placement of Hispanic students as they go through their role of education. This also demonstrated that Hispanic students that were interviewed do fit in the description of Heath's theory of development as they go through this study's role of education.

## **2.0 Cultural Perspectives - Introduction**

Interviewed Hispanic students claim to have very strong ties in keeping their cultural practices and continue them in various surroundings such as in a collegiate environment. This section will cover a main level of cultural perspectives of Hispanic college students. As indicated in table II, the main level is comprised of several sub-level parts that include 2.1 Characteristics, 2.2. Spirituality, 2.3 Food, 2.4 Music, 2.5 Marriage, 2.6 Parents, 2.7 Friends, 2.8 Relatives and 2.9 Myths. The sub-level categories are comprised from sub-sub level categories that are incorporated into the sub-level analysis. Each section will encompass additional points that are also important aspects of the Hispanic culture.

Table II								
Cultural Perspectives Environment Tree Chart								
(First Level – Main Level)								
2.0 Cultural Perspectives Environment								
(Second Level – Sub Level)								
2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
Character- istics	Spirit- uality	Food	Music	Marriage	Parents	Friends	Relatives	Myths
(Third Level – Sub-Sub-Level)								
2.1.1	2.2.1	2.3.1	2.4.1	2.5.1	2.6.1	2.7.1	2.8.1	2.9.1
Rituals	Church	Eating- Habits	Class	Trad- itional	Mother	New	Siblings	Prejud- ices
2.1.2	2.2.2	2.3.2	2.4.2	2.5.2	2.6.2	2.7.2	2.8.2	2.9.2
Family Practices	Faith	Types	Styles	Progres- sive	Father	Old	Cousins	Biases
2.1.3	2.2.3					2.7.3		2.9.3
Life Styles	Prayer					Continuing		Assump- tions

Hispanic students who were interviewed are asked to come together to share some background characteristics of themselves to non-Hispanic students as well as to other Hispanics of difference environments. Characteristics that are discussed within and by Hispanic students to non-Hispanics include rituals, types of food, styles of music and dialects of different Spanish speaking countries.

*Veronica - P13 Ln 59 I guess I would enjoy learning more about my culture. I'm Spanish and Mexican...I was born in Spain...my mom was born and raised in Spain...and so and I know a lot about that culture and my grandma and grandpa live in Spain and all my aunts and uncles so I go and visit. But I'm also Mexican and my dad is from El Paso and his parents, my grandparents are from Mexico and they actually were born and raised in Mexico... But I really don't know about my Mexican culture at all..that much...*

Some interviewed Hispanic students are seeking to find ways to emphasize the characteristics and emphasize various rituals of their culture. Even though some students are of Spanish, Mexican or of Spanish/Mexican decent they have grown up in a world where their culture has not been part of their life. It is apparent that these students, who have lived in a predominately white environment are seeking information of their culture and want to begin the practice of their beliefs. The continued information gathering of their culture is constant and is sought out in university and college environments through curricular studies, programs, and support services.

### 2.1.1 Rituals

*Sammy - P 15-16 Ln 71 Yeah ... kind of like well that can ... an importance to me that the Hispanic culture will be in the forefront of the campus in general.... I'm more concerned with the Hispanic students as individuals and if we don't have an advisor the student won't have anyone to go to, they won't become leaders of their culture and then the campus will get smaller... we won't do as much ... our culture won't be as represented as much on the campus ... and the campus will just go on. You know... the thing about this campus is that generically a lot of people from Oklahoma come here and they go on their way and if you bring your culture in ... they say like "cool now" and then they'll get involved and some won't but they... it won't make a difference though cause they keep going and there is no culture and they are not going to say "hey ... where's our culture at" you know there're just keep going cause that's how they've always gone. Soo. this is kind of a strange situation... no advisor ... no students to go to .... they won't become leaders our cultural group will attempt to go on.*

Other interviewed Hispanic students argue that without Hispanic faculty and staff that there is a loss of role modeling for Hispanic College students. Another concern is the support for continued practice of cultural rituals. One institution apparently did not have a Hispanic student advisor in place for what is described as a lengthy period of time. This bothered many Hispanic students as was seen as a threat to the cultural existence on campus. It is noted that interviewed Hispanic students do seek out the support of Hispanic faculty and staff for guidance in a predominately white collegiate environment.

Many Hispanic students expect this and see the relationship as a continuation of community type characteristics of which they are accustomed.

*Sammy - P 17- Ln. 81 Like umm this past one... actually this past one (group session of Hispanic students presenting to non-Hispanic students) was a little bit better cause they ask us the questions like death rituals... what do you think of death and what kind of foods you eat and a ummm... religion and things like that... so they can compare other ethnic groups to. But before that it's just been like numbers like what does the term Hispanic mean... it encompasses 22 Spanish speaking countries ... you know ... where does the term Hispanic come from... you know.... and why don't a lot of people like it and how do we grow up and why is family so important, ... is family so important ... how is it so important ...*

### **2.1.2 Family Practices**

Some Hispanic students who were interviewed stress the importance of family in the Hispanic culture and how it places an impact on collegiate life. This impact may come in forms of concerns of keeping and practicing family customs and beliefs. It has been determined that many Hispanic elders believe when their college aged students go to college that their mindsets change and that Hispanic students lose their roots in how they were brought up with customs, traits and characteristics of the Hispanic culture.

*Sammy - P 17- Ln 81 We had to eat dinner every night together ... you know things like that where like Caucasian families you know.... my friends growing up and stuff they didn't eat dinner together and a ... they would go to someone else's house and eat dinner and you know... and or my mom is going to eat dinner later and that would sound weird to me I just thought that everyone does that... everyone eats together. But.. . sometime we would eat late tonight cause my brother is going to be little bit late but... we always had to eat together ... we always had to eat together. I don't think that's bad that I'm aware of now than as being cultures as before... I didn't know that was culture really I just believe it that the way it is... so ... I mean some thing I knew... but I thought everyone was just like that and then like ... I would say about high school ... and then I visited a lot more people, like my friends and stuff and I found that it was a little bit different.*

Hispanic students in this study stress the importance of family in their culture. Some Hispanic students describe one of the traits of being Hispanic is that most of the time families eat together. Even when one of the family members is late, the family will wait until the family can eat all together. Other Hispanic students did not realize that while growing up that this trait of eating together as a family was predominately a cultural practice and that not every body experiences this trait.

Almost all Hispanic students who were interviewed reacted differently in getting accustomed to new surroundings while attending college in a predominately white environment. Some of the Hispanics interviewed did not realize the richness of their Hispanic culture. Their realization was self discovered through relationship building in diverse environments.

### **2.1.1 Life Styles**

The interview points out that even though Hispanics who were interviewed may have similar characteristics they do come from different life-style backgrounds which affects their way of adapting to new surroundings. Hispanic students that are not from the United States interpret their environment differently.

*Albert - P 6 Ln 141 Well since it been a while that I've been here so I have grown accustomed to being here. So as long as I am here I need to acclimate myself. But when I am back in Mexico I have to adjust. The life here for me is one way. The life for me in Mexico is another.*

*Albert - P 6 Ln 143 For example...here the people are more reserved... I can tell you that the neighbor will say hi to me once in a while. In Mexico all the neighbors know each other and interact with each other. Here, I say again that everyone lives their own life in private with a small number of them talking to each other. The people here, it seems, they are at home, go to work, do something else and then come back to their home without being part of a community. It also seems that nobody cares about the other person. In Mexico it is a community. We do things together as a community.*

In continuing with characteristics it is mentioned that some Hispanic students, who were interviewed, express that while in their new surrounding that they have grown accustomed to many beliefs of other cultures and sub-cultures. Hispanic students claim that a process of acclimation in adapting to their new environment is somewhat difficult. Hispanic students upon return to their home readjust to the their former beliefs and practices. Hispanic students acknowledge that both environments are very different and are lived separately. The response is that of not just of adjusting to a different language but adjusting to a different lifestyle. Many Hispanic students claim that students in their collegiate environment are more individualistic and are not community oriented when it comes to lifestyle practices. It is the perception of the Hispanic student of a different country that others are not caring and that developing neighborly appreciation for one another is not present. It is also the perception of some Hispanic students that there is little evidence of community in college life. The Hispanic student interprets that other college students pursue other priorities other than building friendships in the collegiate environment.

Hispanic students emphasizes the value of "the neighborhood" involvement that the student had at home prior to attending college. Routine items such as house and job present the feeling of a lack of livelihood without neighborhood involvement and support. Some non-U.S. Hispanic students express that while in this country students have grown to recognize many Anglo influenced beliefs. Many of these Hispanic students claim a process of acclimation in adapting to their new surroundings. Foreign Hispanics students however, upon there return to their country will adjust back to the student's former practices. Some Hispanic students acknowledge that both environments

are different and are experienced separately. When experiences are mixed together some Hispanic students may deny either the cultural practice or struggle through new founded customs.

## 2.2 Spirituality

Spirituality has been historically important within the Hispanic culture. Hispanic countries have practiced some type of spiritual development that involves not only the individual but encompasses all of the family. It is well known that Hispanics are very spiritual in their nature.

*Paul - P 23 Ln 71 Well spiritually ... I think it has ummm and...my parents put me through catechism in the evenings since I went to a public school and a I just didn't care then. I went in there and everybody was in there because their parents put them in their nobody was in their because they really wanted to be there and choose church now... I don't feel I'm forced to go to church. I think that's the difference...back then I was forced to go to church and my parents wanted me to go to church and even when I wanted to I got the feeling that you have to take me there. And now ...I there if I want to be there...and a I've begun to look at different religion not just one. My fiancee' she's comes from the Methodist church and we go to those and we experience them so umm that's been pretty interesting ...you see different sides of things and I realize ... I don't agree with everything but I agree with a lot of it that's why...I've established my own set of beliefs about a lot of things and your able to talk to them with a lot of other people.*

The student felt that he was forced to attend catechism during his public school days. He states that everyone else also felt the same way that their parents forced them to attend catechism. This forced attendance of catechism caused Hispanic students not to care much of what was been taught.

The Hispanic student now feels that there is no forced measure behind the attendance of church activities. The student feels that going to church is the student's choice and not anyone else's. The Hispanic students is also experiencing churches of other faiths. This has caused the student to establish a set of the student's own beliefs.

### 2.2.1 Church

Some Hispanic students express the constant desire of having the Church in the student's life. Hispanic students feel very strongly about the priority of Church being first.

*Paul - P16-17 Ln 56 For me going to church is something that...besides the fact that-I want to and it's something that I need. For me my church is where I belong.*

The student expresses the constant desire of having the Church in the student's life. The student feels very strongly about the priority of Church being first. Many Hispanic students will state that by being brought up in a Catholic family environment, signifies that traditional practices of spirituality has been a great part, if not every part of the student's life.

Some Hispanic students claim a progressive stance on the practices with the Church. Hispanic students may sometimes experience other religion practices towards the better understanding of God. Other Hispanic students state that their primary and part of secondary education was in a parochial environment and those experiences were memorable in particular when nuns are the instructors. Hispanic students exclaim that the parochial style of learning formed the student to become who the student is today.

*Paul – P. 13 Ln 55 I practice open...kind of but then I don't see it in sense ...cause I have good Jewish friends and I've had really good Muslims ... I can't help but think who is not a Christian and who believes in Christ is not going to heaven. I just have a... I guess I believe in more in understanding God....*

Hispanic students claim that in a college environment one meets people of different religions and that even though many Hispanic students were brought up Catholic they adapt other Christian practices. Some Hispanic students claim that other individuals interpret this combined Catholic - Christian way of thinking stems from a Generation X mentality.

A few Hispanic students reported that they do not follow Catholic practices due to past experiences with the Church and have switched to other denominations. Other Hispanic students claim not to be motivated to continue the practice of going to Church. This lack of motivation of going to church was not due to the collegiate environment but is also followed at home.

*Albert - P 5 Ln 115 Yes ... I believe the Spanish mass has more family orientation to it ... It just seems to me that is the case. In the English mass it seems that everyone goes for themselves and not as a community. In the Spanish mass everybody feels as family, this is our characteristic of the Spanish people.*

*Albert - P 5 Ln 117 . Like when I go to Spanish mass, a mass that I've never been too or haven't been for a long time it still feels that you are welcome and are treated like family.*

*Albert - P 5 Ln 119 Of our people....The Hispanics, you don't feel like a stranger, the feeling is warm and inviting.*

One Hispanic student claimed that the church in his collegiate environment did not seem family oriented compared with what he is accustomed to in his home country. The student interprets that there is not a feeling of welcome and that one feels like a stranger. This is in comparison to the feeling of family in his home country church. The Hispanic student claims that everyone is treated as family unlike the churches that he has attended.

### **2.2.2 Faith**

Some Hispanic students believe that if one is Hispanic then one is predominately of Catholic faith. Other denominations do exist among the Hispanic students. Hispanic students' claim that several discussions with leaders of the Catholic faith were held and

some reasons for leaving the Catholic Church was due to issues concerning the bringing up of children.

*Paul - P 9 -10 Ln 41-43 . I was brought up in a strong Catholic family ... a big Hispanic culture a Catholic family and it has always been a part of everything...family gatherings and a prayers have always been a part of family life. Umm growing up I went to a Catholic school and a for eight years to seventh grade and in a way I'll never forget those kind of experiences with religion with my Catholic religion cause that has formed me to be what I am. The way I think the way I act. My ethics, my morals are all based on those years of being in Catholic school and my family how it brought me up to be a.. know what to do ...what is right and wrong ...it all came from that. ..and a aaa I know where I am now ....spirituality wouldn't exist if I didn't have that family ...that family background of love that is coming from all over and it's something that I was fortunate to have... a lot come out here (fellow students) by themselves and they tend.. I think a lot of people tend to think that they can do it all on their own and a I even though of that too ...when I was a teenager.... But they still think that way still here in college and I definitely don't cause there's no way you can get anywhere without someone helping you out with something and I've realized that here being out by myself in college that there's always going to be people helping you out...when your going to need those people and above all you'll need God in your life... and those that go and try to do it on their own really.. I don't see them as being really satisfied ..there's something that will be more and more out there that they're trying to find. I don't think that happiness can be found cause their trying to isolate themselves from the love given that is suppose to help your life.*

Some Hispanic students claim a progressive stance on the practices with the Church. Other Hispanic students attempt to adapt other Church's practices towards the better understanding of God.

Many Hispanic students base moral and ethical upbringing on faith. Students claim that faith was practiced very strongly by their family and provided an environment that led students to attend Catholic school and continue to build students' moral and ethical foundation in life. Hispanic students feel very fortunate to have this type of upbringing.

### 2.2.3 Prayer

Almost all Hispanic students interviewed reflect that God needs to be a constant factor in one's life. The student feels that people who do not reflect with God in their life are not satisfied with life. Many Hispanic students go on to say that those individuals who do not reflect with God in their life fail to gain an additional support system for a successful lifestyle. Through prayer Hispanic students feel that the development of their life will always be fruitful and meaningful in keeping God first.

*Michael - P8 Ln 48 I'm a Catholic and we went out last night and said a rosary so... in my every day life it helps me to stay focused and it helps me think of what my priorities are ... what comes first. God comes first then comes me, then school. And so I've always tried to be a spiritual person.*

Some Hispanic student practices daily prayer by saying the rosary. Hispanic students claim that practicing daily prayers assists with staying focused and defines priorities. Many Hispanic students' lists priorities and strive to become a spiritual individuals.

*Paul -P9 Ln 36 -37 I prayed a lot to hopefully to go to a school once I decided I was going to transfer and get a scholarship to run at a division I level and I prayed. I came out here on a recruiting trip and they had one .... It was amazing and that spiritual out look has been a part of my life. That university parish has been an outlet of my life to go to and a they have tons of opportunities for them to do ummm right know I'm the Grand Knight for Knights of Columbus there.*

Many of the Hispanic students interviewed claim that having a strong spiritual grounding and continuing that practice "sets the stage" for positive and productive behavior in the collegiate environment. Some Hispanic students claim that they are not interested in what type of Religion other students practice but do support the fact that a certain amount of spirituality is needed for full existence while experiencing college.

Hispanic students claim that they seek out prayer to help and guide them through collegiate life situations. They feel that prayer assists them when other support systems are lacking or are unavailable. Hispanic students feel that they can go to those individuals who they know love them and will give them good advice through prayer and reflection.

## 2.3 Food

One style that has been popular in a predominately white America is that of Hispanic food. However, the style has not been fully incorporated with the Hispanic practice in when Hispanic meals are served.

*Albert - P 6 Ln 151 I don't think I will ever change. I value my customs and ways. But I will not try to change the people I am in contact with either. I will respect the people around me. Customs like eating at two o'clock in the afternoon...that is what time I would normally eat. Here I would have to adjust but not change my style...just adjust.*

### 2.3.1 Eating Habits

*Albert - P 1 Ln 22 It's like I was saying like...a... you feel by your self...cause your not part of their culture. It's like your don't belong to this culture...your from a different place your from different background than us so...and anywhere you might feel it...at work with some instructors. They way they look sometimes like your not smart enough to do things you know they have that feeling you know. Cause when I was taking my architecture classes you know its how they feel that way ...the way they act towards you.*

Many Hispanic students claim that the present collegiate environment does not change students' customs and ways. Hispanic students also state that Hispanic students do not try to change others to customs and way they practice. Some Hispanic students refer to food as an example. Even though the some students are accustomed to eating at a certain hour of the day they adjust to the present environment. Many Hispanic students

again claim that an adjustment would take place but a change in personal style of customs and ways would not take happen.

### **2.3.2 Types**

Some Hispanic students point out that one is presented a choice of what to eat, by putting it on the menu, even if the student does not like it or is not accustomed to a particular food. One student cited the dislike of mushrooms, possibly because on how they are grown as an example.

*Albert - P1 Ln 26 Well then some other experiences have been even with suggesting what the people should eat...that is strange that they can tell me what to eat even if I am not accustomed to eating the food or if I don't like the food. Like for example I am not used to or barely like mushrooms...maybe because I don't like the way there grown.*

Some students claim that the type of food that the students are accustomed to maybe are not suited for other individuals. Students claim that the environment should make sure to respect each other's culture. It is interpreted here that College administrative and student leaders must continue to be sensitive and support various cultural practices and beliefs in every College service that is provided.

## **2.4 Music**

Almost all Hispanic students interviewed claim to be from a community that is rich in Hispanic heritage, and that transition in coming from such a background to a predominantly white environment produces a culture shock for the Hispanic student. Many Hispanics mention that Hispanic oriented radio and TV channels are not available to listen to and watch in the students' current collegiate environment. Hispanic students

somewhat resolve the culture shock by stating a personal philosophy of choice to adapt or leave their present college environment.

#### **2.4.1 Types**

*David - P 3 Ln 9 R. Kind of likes a cultural thing.... I always go to Hispanic dances in Tulsa ...so it's like really different than that though.*

Hispanic students travel to neighboring cities that offer "Ranchera" type music. This music the students find to be a personal favorite. The type of Ranchera however, that is found in one community is different. Some students claim that the style is of different form.

#### **2.4.2. Styles**

*David - P 3 Ln 10 Over there (Tulsa) they play like rancheras (type of dance from Mexico) and cowboy ...vacerro...Mexican cowboy type music which rancheras is my favorite... Here they play cumbias or salsa's. I guess it's more of dance type music.*

Some students claim that the style of Hispanic music that is predominantly played on campus is a cumbia or salsa style. Some students suggest that this style is more of a fast pace dance type of music. Hispanic students state that salsa or cumbia style of music reflect a more South American or Island style of influence as compared to Ranchera style, which is more from the southwestern states.

### **2.5 Marriage**

The celebration of marriage is a very elaborate occasion in the Hispanic culture. Families look forward to the sacrament of marriage and that it is carried out even when couples are young adults.

### 2.5.1 Traditional

A Hispanic student interviewed admitted to a high level of frustration in regards to her upcoming wedding. She stated that even though she enjoys the idea of marriage the student's frustration stems from the differences of cultures in regard to the wedding itself.

*Maria - P 15 –16 Ln 104 .... I don't enjoy talking about my wedding ...that's one thing...I love my fiancée ...I love my fiancée to death and I like the idea of getting married... you know...but we are so different... that it's hard to get down and plan a wedding ...combining our two ideas and our cultures because we can't seem to agree on anything.*

The Hispanic student claims her love for her fiancée but is hampered on major and minor ideas on how the wedding should be constructed. Both parties are from cultures with different ways in planning wedding occasions. This clash may obstruct harmonious wedding plans. A different view may claim the either party may not want to “hurt” the others cultural ways in the planning of the wedding. The respect for both cultures places undue stress on both parties. Families of both parties will also add to the stress due to traditional wedding practices.

### 2.5.2 Progressive

Another Hispanic student feels that traditional ways of marrying at a young age could be considered a Hispanic trait, would be like the closing of doors or the being in a cage. The pressure of following traditional Hispanic practices of marriage at a young age caused one student to leave home. The student questions the parent's rationale for following the tradition of marriage at such a young age. The student describes that after

six months from leaving home that the student's older sister and younger brother followed the traditional marriage practice and made marriage plans.

*Eloisa - P2 Ln 7 Once I graduated from high school my parents expected me to just get married (laugh). and I was like ummm ok what does that mean for Erika. Well.. like total closing of doors... like I saw myself in a cage ... that's what I saw myself as... as a married women. I though no.. no.. I refused to get married ... I can't so .. I ended up having to run away from home ... and ... I was like ...my parents ... I don't understand their rationale. I rally don't ....they really wanted me to get married and so then about six months after I ran away from home my older sister got engaged and then about six months after that my brother who is a year younger than myself got married.*

*Eloisa - P3 Ln 10 Because it's not easy... it's not easy to a ... to go against what is expected it's so much easier to just get married and have your typical anglo life and be in debt the rest of your life with thirty years trying to pay off your house and so live miserable...living day by day.... you know so easy to do that. It's so easy to do that and a ... so I think there's a lot of wasted talent but ummm anyway.*

Some Hispanic students take a progressive stance in regards to marriage. One Hispanic student explains that the traditional way of marriage mirrors some Anglo ways of living, which in some situations male dominated. The student feels that by marrying in a traditional format wastes a great deal amount of talented individuals due to their time spent with the practice of being married and not concentrating on their career opportunities and adopt marriage on a more progressive note.

## **2.6 Parents**

Many Hispanic students are excited in attending college because no other family member has graduated from college. Some Hispanic students however, assert that some of the parents have never understood the concept of acquiring a college education.

*Pauline - P21 Ln 67 Umm my parents never understand the concept of college. They never went to college so to them that concept is totally foreign. When I talk to them on the phone they just sort of ask how I'm doing I tell them I about the homework all the time. They really think....I don't know what they think...It's so ... I thought they would*

*understand things if I'd explain it to them but like I said before...telling them and experiencing it are two different things.*

The lack of knowledge and understanding of what the collegiate process is very unfamiliar to some of the Hispanic students parents. The students find it difficult in explaining necessary components of collegiate life such as homework and laboratory time. The Hispanic student demonstrates frustration in explaining information of what collegiate life is all about to parents.

Some Hispanic students have reached a level of acceptance that certain parents do not understand the total concept of college. Some Hispanic students are somewhat considerate of their parent's possible denial towards continual understanding in attending college. Through studying and on-going conversation the Hispanic student is attempting to build the presence of the college concept into the family but is finding it tough for the parents to accept it.

*Paul - P21 Ln 67 (con't) My parents can't understand why I don't bring home a 4.0 every semester. You can explain it till your blue in the face but they won't understand. They still gripe about it. And to me that am a stressful point in my life cause I get tired of hearing it. Most... I assume most parents want their children to do the best they can are happy that they have done the best they can. I feel that my parents aren't happy unless I've done the best than anybody can do. And the best than anybody can do is to get a 4.0. That's a, that's been tough ...I've been trying to break away from the mold to them... I tried to tell them that I'm human and there is so much that I can do....*

Even though parents are not accustomed to the college concept, the Hispanic student is always pressured to do well. Hispanic students feel that motivational support for college success is within the good nature of being parents. For example, Hispanic students profess that parents do not understand the collegiate process because of the just below 4.0 grade point average the student is receiving.

The continual pressure by parents of the student causes stress. The Hispanic student feels that most parents want their children to do the best they can and are happy that they have done the best they can. The Hispanic student wants to change the parents way of thinking in that the student is human and that the student is doing the best the student can and to have the parents accept the student as developed.

### **2.6.1 Mother**

*Michael - P13 Ln 94 . Mom ...mom was so stressed and overworked that she had to start taking medication. She started ...well she's got perfectly dark hair you know...and then she started to thin at the sides and I think it's really the stress and having to deal with him and his high emotions.*

Some Hispanic student's mothers are living a traditional custom where the wife is dependent on the husband, who did not provide allowances for the mother to learn English. Here the Hispanic College student will be around a predominately English speaking society. The fact of not practicing the Spanish language "provides another possible hurdle in not being accustomed to collegiate life by one of the parents who speaks only Spanish.

After a divorce of one of the Hispanic student's parents, the student had an awareness of the mother's inner strength of survival even during the burning of their home. The student took on the role of being the "man of the house" in many situations due the father's health and lack of longevity in holding employment. The student demonstrated strong feelings of remembrance during this time. The student is continually hurting inside in remembering how the student's mother is working so hard to support the family's children.

### 2.6.2 Father

*David - P 1 Ln 3 R. Ummm...In being a college student...he (the father) was never a college student. He never knew how to be like one. He just told me keep working hard at it and just don't party too much. (laugh) You know parents "don't party too much." ...What else...to be more responsible...you have to be more responsible in a lot of things...like keeping your room clean. I mean I kept my room clean in high school but little stuff like that. Keeping the house clean and paying the bills and everything.*

A Hispanic student reacts to the impact the father has placed on the student's life. Hispanic students speak of the choices the father gives their particular student a choice on whether to go to work or seek an education. This choice could suggest that the dad may not be in full support of college education. This choice could also suggest that the father was giving the student full confidence of his choice. Hispanic students indicate very strongly on how supportive fathers are in times of difficulty during the collegiate experiences.

It is demonstrated through these statements that parents play a very influential part in the students' lives. Even though some Hispanic parents may not understand the intricacies of college, Hispanic parents somewhat understand the idea of a college education and how in the end can impact on the students' being. Some Hispanic students may get frustrated with their parents because of their lack of understanding but attempt to indoctrinate mother and father with the characteristics of being a college student in hopes that their parents will continually understand what process their student is going through in a collegiate environment. The full understanding of the collegiate experience may never come to fruition with Hispanic parents, especially first generation Hispanic parents, but will in time become a more adaptive belief in Hispanic families.

## 2.7 Friendships

Hispanic students do indicate the fun and enjoyment one participates in with continuing friendships through collegiate life. The students list some activities; such as dances, nightclubs, and intramural activities they participate in with continuing friends. All activity seems positive in continuing relationship building with friendships. Some Hispanic students build friendships with fellow classmates, however infrequently socialize due to the nature of the degree being sought.

While in college Hispanic students indicate their involvement of activities with their significant other. While dating some Hispanic student spends a great deal of time with the significant other's family and distinguish different family practices in comparing to the student's own family's practices.

*Paul - P 16 Ln 59 . Well ...ummm. I've done so much with them (girlfriend's family)...and to me it's such a different perspective on how a family works. So .. I have a sister and umm she (fiancée') has two sisters and a brother at home and a .... There a lot more ...they do things differently... they a ...I go to there home and they eat meals together and stuff and at my house it sort of hard to do that...We do that every once in a while but they try to do it a whole lot.*

One Hispanic student has recognized that meals together as a family, are a common practice at the girlfriend's house where as the student's house is done every once in a while. It is apparent that the Hispanic student's family is not of traditional Hispanic practices when involving meals together and may differ in other areas as well.

### 2.7.1 New

In observation of new friendships Hispanic students are excited about the many people they meet while in a collegiate environment. Some Hispanic students' state that they would feel stuck in their hometown if they did not attend college.

*Veronica - P6 Ln 26 - Well I think the most thing I've enjoyed the most is all the friends I've made and all the people I've met that would have to be on the top. And just... I think that everyone has something different to add and something to do and your asked what to look at things and I guess the best thing is just hanging out with everyone. Just hanging out.*

Hispanic students seem to enjoy their new friendships and express this through the continuation of class encounter to out of class social experiences. Hispanic students demonstrate that there is a need amongst themselves for friendships and the building of a sense of community within the collegiate environment. Hispanic students claim that their undergraduate collegiate years seem to go by rapidly. This feeling of rapidness is due to the fact the Hispanic students claim to bond as a group and support each other's passage through the collegiate experience in hopes towards graduation. It is noted however that as Hispanic student are more defined with their area of concentration that the Hispanic groups reform and reestablish themselves in their particular field of study with fellow Hispanics and students of other cultures.

Hispanic students interviewed indicate that meeting people and making new friendships is a positive and productive experience. It seems that in this study that Hispanic student follow their instinctive form of establishing friendships. It appears in that there is a need of friendships not in part for dependency but for communication, collaboration and community. This is demonstrated in the communities in which some first generation Hispanic students are from.

*Eloisa - P13 Ln 35. Naaa! I like all the people that I have met. So far as professors, faculty aaaa they really helped me out. As far as ...not let me sit down and help you... just their influence... their friendship has helped me out. It's a very positive place... so then ... I really like that. I don't like all the Hispanic students on campus. I don't like their attitudes... their attitudes that they have.*

Hispanic students do point out some dislikes of some other Hispanic students on campus. Some Hispanic student's reaction to other Hispanic student's attitudes result in negative and opinionated relationships. This could be from the result of various Hispanic backgrounds or cultural characteristics or perhaps negative experiences within the Hispanic culture.

### **2.7.2 Old**

*Sammy - P 9 Ln 37 I met many people...If I hadn't gone to school ... I would be stuck in my hometown and I see why I have very few friends that went to college in my home town and then I go back and I loose it ... yet some of them are still there... you know and they have kids now and they are working their jobs. I would die if I would do that.... So I'm glad you know cause we haven't had any body graduate from college yet ... in my family.*

Some interviewed Hispanic students are of the understanding of why they do not have many old hometown friends that have attended college. Some of the student's hometown friends are still living there with jobs and raising their families. Many Hispanic students believe that they would decay if they would be placed in that position of similarity of their hometown friends.

### **2.8 Relatives**

In regards to relatives Hispanic students indicate that communication channels between siblings have been constructed and are utilized in keeping up with family news. Information of the siblings is passed between them no matter of the distance or whereabouts of the siblings.

### 2.8.1 Siblings

*Maria - P 3 Ln 15 Well I have two sisters and Marisales ...she's the second one, she's in Spain right now... she goes to Southern Methodist University...she doesn't attend a Spanish university she attends the Southern Methodist University set up in Spain so there's not a lot a room in cross culture she's pretty much in an American environment. I would assume that because she has not told me that much about it and her only opportunity to go and mingle with the populations is when she goes out with here host mother or when she does things with some friends that she's met there. And then Marina, she's 18 and she's going to vocation school cause she wants to be a chef.*

The Hispanic student does comment on the involvement of activity of the siblings with other siblings in case of serious situations. Hispanic students indicate that when visiting home and encountering cousins, they enjoy recreational activity in keeping with continued practices within the family.

### 2.8.2 Cousins

*David - P 9 Ln 39 Yeah and sometimes I did get a chance to go home and play football with my cousins and stuff cause that is something we always did ....you come back with bruises on your arm and stuff umm and I was like man...when are we going to play some tackle football...it's been a while...I kind of miss that...getting together with cousins and their friends and my friends and having some fun. Umm that's fun.*

Hispanic male students' boast on the bodily markings gained in physical activities and interprets them as memories of past manly encounters. Hispanic students state that while in college they miss the interaction of recreational play with the cousins and their friends that they had before attending college.

### 2.9 Myths

Many Hispanic students claim that other people see the Hispanics and seem to be connected with myths in assuming their personal practices and lifestyle. Some students

who may claim to be Hispanic may not be full blood Hispanic yet fall into to the mythical statements that are possible made by other students.

*Sammy - P 19 Ln 85 Yeah, I'm disliked because I'm biracial, I'm half white half Hispanic and I wasn't raised speaking Spanish and I feel that sometimes they don't view you as a true Hispanic if you don't speak Spanish and there is some things that are just different cause I have two cultures not just one. So we don't have Mexican food every night we have both kinds of ... Both cultures ... and they haven't experienced the things that I have. Cause most of our Hispanic students are Mexican. Hispanic but from Mexican background and that has it's own culture and they have done many things that are very similar.... but I haven't and sometimes I feel not accepted but since I came to college I've been trying to learn Spanish just for my own sake.... cause that what I feel I've missed out on cause we would visit half my family that doesn't speak English and we would go there for holidays and stuff and a it seem that it is only a physical relationship ... you know ... to show up and stuff... but we can talk minimal but I feel that I've missed out so much on that and plus I would like to learn .... and ... Spanish is very important now. And I like to speak Spanish... it makes my dad happy..I'm glad your learning Spanish when I speak to him at home.*

Hispanic students' who were interviewed claim that they do not eat Mexican/Spanish oriented food every night and some do not speak Spanish fluently. One Hispanic student claims that being biracial, Hispanic and white, that as a student she does not know all of what being Hispanic is but is seeking knowledge through class time and social surroundings. One student states that some fellow Hispanics do not accept the student on occasion as being Hispanic.

Other quotes are presented in order for the reader to take an in-depth look of some experience Hispanic students encounter in understanding racial understanding of being Hispanic in a collegiate environment. Presence in the media is a viable source in communicating how the Hispanic culture is perceived.

*Anna-P 9 Ln 56 I just see the different things on TV on Hispanics.... The negative things like the police officers beating the Mexicans, some of the derogatory remarks that I hear...umm all those negative things it really doesn't help the image that I see that they see about me and so when I walk into a class room ...that's what I think they see another Mexican or all those negative things that they see. So that's my perception of what I think....*

Some Hispanic students suggest that preconceptions exist of Hispanic students by Non-Hispanic students as they experience the College classroom. This preconception may exist for co-curricular activities as well. Hispanic students believe that the media is partly to blame for many preconceptions due to stereotyping of Hispanics on various TV shows and commercials.

### 2.9.1 Prejudices

*David - P16 Ln 80 How they perceive us? ...It makes me mad ... maybe because it's not true and maybe I use that to motivate me also...to prove them wrong to prove that we're better or just as good to who ever is saying that.*

The student angrily reacts to the perception others give because of his physical presence in being Hispanic. Even though there is a distinct feel of prejudice this anger is turned into a motivational energy for the Hispanic student in order to dispel myths and past behaviors that are associated with Hispanic stereotypes.

*Albert - P 1 Ln 22 It's like I was saying like...a... you feel by your self...cause your not part of their culture. It's like your don't belong to this culture...your from a different place your from different background than us so...and anywhere you might feel it...at work with some instructors. They way they look sometimes like your not smart enough to do things you know they have that feeling you know. Cause when I was taking my architecture classes you know its how they feel that way ...the way they act towards you.*

The student claims a distinct feeling of loneliness stemming from the perceived treatment from college instructors. The student is sensitive to the prejudiced impression others give in response to the background of the Hispanic culture.

*Albert - P1 Ln 24 R. Like cummm... like even though you are there...they wish that you weren't. They don't tell you...they (teachers) just give off that feeling that they wish you were not there. They suspect of Hispanics that we are not as intelligent as they are. They don't tell you but again one can pick up the feeling of not being accepted.*

The Hispanic student is sensitive to the environment that instructors present a feeling of un-wantedness of the Hispanic culture. The Hispanic student claims that instructors feel that Hispanics are not as intelligent as non-Hispanics. The Hispanic student states that the instructors don't say anything of the Hispanic level of intelligence but provide a less than positive environment of not being accepted.

### 2.9.2 Biases

*Paul - P 24 Ln 73 Well you do a ....if you look at it in those senses (predominately in a white institution) you could feel like your part of a small group. You can really isolate yourself. For me I try not to think about it... even though you recognize some of the problems and stuff like that ummm...I didn't try to embellish in trying not to talk to anybody about it or anything like that ... I do feel sometimes...like the fraternities and stuff mainly it's white people that are in it...now there is a Hispanic fraternity that's starting up on campus and it's still the idea of fraternity that just doesn't appeal...it doesn't matter if your white or black that doesn't matter...It's different just coming into Oklahoma...is different...coming from... I live close to Chicago so there's a pretty rich Hispanic heritage around there and you got Hispanic channels and you have Spanish music and you come around here and you don't have that. And you go through a cultural shock and can deal with that. You have a choice of adapt or leave... if it's going to bother you that much ...I know there's tension and stuff... I don't think I've experienced it... I do think that sometimes ummm people ...there are some people.... I remember one time when I was a freshman I was walking to school one day and I had a starter jacket on and I had the hood up and it was sort of cold outside. I think at that time I looked like the stereo type Hispanic gang member or something like that because of the jacket and stuff like that. I remember as I was walking down the street...a cop passed me up and I thought cops drive all over ...but then I saw another cop car slowly following me...and I'm walking down Lindsey street and I'm like what are you doing...I took off my hood and said I'm OK you know ...I eventually got to where I was going...I didn't do anything...I wasn't going to do anything but at the time I was sort of like I guess I had to remember where I was at...after that I didn't have any bad experiences like that...so*

Many Hispanic students claim that student has somewhat grown accustomed to the biases throughout their life. Hispanic students apparently have built up internal forces to handle those prejudices that may cross their path. Some Hispanic students also indicate that their family have faced discriminatory situations. It was indicated that both

the student and their family consistently seek ways to transforming the negative energy of discrimination into positive outcomes in dealing with prejudices.

Hispanic students recognize that they are in a predominately white institution with few Hispanic students. Some Hispanics when involved in class discussions feel that even though people don't mean to be derogatory, some situations will arise that could be taken the wrong way. Hispanic students do claim that sometimes it is very difficult to accept even small things people say about their Hispanic culture that are negative or misleading.

Many Hispanic students feel they are stereotyped. One Hispanic student felt that he was stereotyped automatically by law officials as an undesirable individual just by the way he looked in a predominately white environment and not by the person who he is. The student recognized this situation as somewhat a negative experience during his collegiate life. This is not to say that the officer was bias or prejudice but that this situation is somewhat common in society.

Some students feel that because they are Hispanic that individuals automatically will assume certain behaviors of Hispanic students. Because of certain assumptions, some non-Hispanic individuals may recognize some Hispanic students as not being intelligent. Hispanic students' reflection of this is mirrored through another Hispanic student's college experience. One Hispanic student's friend felt very intimidated by the fact that when she walked into class that everybody was looking at her. The Hispanic student's friend is recognized as an individual who appears not to have a high level of self-esteem. Instantly the student's friend recognizes that she is the only Hispanic in this particular class and feels that assumptions by others will cause stereotypical assumptions of her participation in class. Said another way, the student recalls that when she walks

into class that many people watch her claiming assumptions that may be stereotypical or full of myths.

### 2.9.2 Assumptions

*Sammy - P 20 Ln 89 Caucasians... automatically don't accept you as one of there own cause I look Hispanic ... dark hair, dark skin, dark eyes so they are ok... she's different already... I'm not saying that they won't be friends with me but ... you know it's automatic the... appearance that makes people come out whether you are or not. They already have certain assumptions about me. I have already been asked what country I'm from. (laugh) And with Hispanics it's like "Gonzales ... oh ... mucho gusto... como esta and.... blah.. blah... blah. and then they start going off and then I can understand a lot now but when I first came I didn't understand a lick of Spanish so I would just sit there and think oh I don't speak Spanish and they would go off.*

In the quote the Hispanic student feels that Caucasians don't automatically accept Hispanics because they feel they are caught up with negative stereo types of Hispanics. The Hispanic student maintains that first impressions due to hair color and other physical features lead to past disapproving assumptions of the Hispanic people. The student claims that this assumption may not last a long time and possibly a relationship with a Caucasian acquaintance could even develop into a long lasting friendship.

### Summary

As indicated, Hispanic students who were interviewed bring their cultural practices to college and blend them into a predominately white college environment. Hispanic students interviewed indicate that even though some characteristics may not evolve to be daily routine they are kept and referred to always.

Spirituality of faith plays a vital role in the upbringing of the Hispanic College student. Hispanic students indicate that they interact with other students of other faiths

for curiosity reasons and may even adapt some other Christian ways into their own personal Catholic practice.

Food and music play important roles in the interviewed Hispanic student life but are seen as being very adaptable items in the collegiate environment. Hispanic students seek out eating and entertainment locations that resemble their pre-college living environment.

Hispanic students in the study do indicate that going to college in a predominantly white environment is difficult at time when it comes to prejudices, assumptions, and biases. Hispanic students indicate a strong will to succeed in collegiate life and educate those that are in question and continue to forge towards graduation. Hispanic students do point out the negative situations that are encountered in collegiate life.

### **Comparison to Heath**

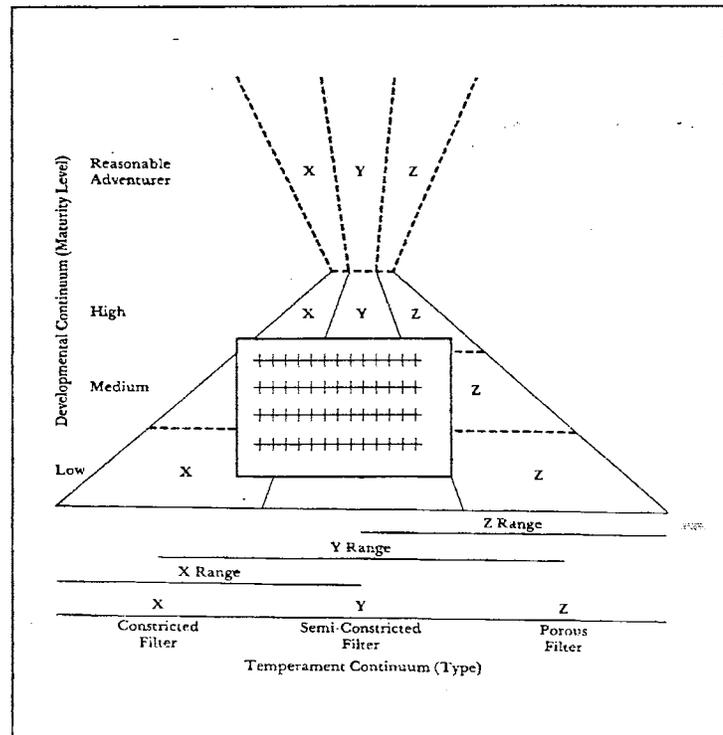
In comparison of the findings with Heath's model of development it is found that only certain areas are minimally identifiable in placing students in the model quadrants. In placing interviewed Hispanic students in the model they would be listed in a constricted filter quadrant or determined that they are low on the maturity level. This would probably be due to having some difficulty in adapting to a predominately white environment. This placement should not be considered the fault of the culture but an inequitable assessment of the model. The chart (Figure #2) reflects how some interviewed Hispanic students have somewhat adapt to the collegiate environment. The

## Cultural Perspectives– Figure # 2

### Reasonable Adventurer Chart

#### Indicators:

- **Role of Education**  
^^^^^^^^
- **Cultural Perspectives**  
+++++
- **Self Identification**  
\*\*\*\*\*



#### Interpretation and Comments:

Descriptors are generous yet truly do not identify clearly what Hispanic with cultural perspectives in a collegiate environment. Hispanic students seem to lean more into the porous filter range when it comes to the temperament type. Hispanic students are in the high to medium range on the maturity level.

### Temperament Type – Maturity Levels

#### Type X – Constricted Filter

- Low – Has difficulty responding to inner self and being aware of inner feelings.
- Medium – Has begun to be more aware of self and has begun to learn how to cope with the presence of conflict in relationships and diversity options in the academic, social and work worlds.
- High – Has developed a more aware and integrated self.

#### Type Y – Semi Constricted Filter

- Low – Is a “pseudo self” striving to be a composite of all of the successful things he thinks others want him to be.
- Medium – Has begun to experience the legitimacy of points of view that differ from his own and no longer holds quite so firm to his dichotomous rules.
- High – Remains achievement oriented but will also take the risk of participating in activities for fun or the newness of the experience.

#### Types Z – Porous Filter

- Low – Is aware of his impulses and feeling states but is neither insightful about nor in control of them.
- Medium – Has begun to learn how to control and regulate his impulses so that he is more consistent performer in social and academic realms.
- High – Has learned to direct his creativity in ways that will promote the completion of a project and to provide the structure that will enable others to more easily understand him.

placement should represent the behaviors of the Hispanic students interviewed in how they interpret collegiate experiences while valuing their cultural beliefs and practices.

Most of the interviewed Hispanic students interviewed would fall into the porous filter (type Z) section of the Temperament Continuum type of the chart. This could be interpreted as having a strong and developed cultural base in dealing with predominantly white college practices. Hispanic students will seek out cultural practices in any environment due to their upbringing in a strong Hispanic environment.

It is recognized however that certain descriptors of the chart do identify Hispanic students of the study, when it comes to analyzing their inner-cultural discrepancies of being of mixed cultures or backgrounds. These students fall in the constricted filter (type X) section of the chart. Hispanic students in this study do value their culture yet are pressured within themselves in continuing the practice of certain customs as they develop in the collegiate environment.

Also indicated are the many interviewed Hispanic students who come from traditional upbringing with strong family ties and practices. Numerous Hispanic students indicate that their parents still are unaccustomed to collegiate life but understand that education is important. There is indication that parents' of Hispanic students, even though not familiar with higher education practices and procedures, still pressure students to achieve high marks in all courses.

Hispanic students in the study continue relationships with relatives and friends by maintaining rituals and routines while developing new and long lasting friendships through on and off campus activities. Even though many Hispanic families still practice the custom of every one joining together for the evening meal it was noted that one

Hispanic student did not participate in this practice. This Hispanic student joins with his significant other as they practice this custom regularly. It is apparent though that most interviewed Hispanic college students still maintain a high regard for keeping family and friends in close contact through rituals and customs.

In comparing parents, family and friends with Heath's Model of Development it is found that those statements of the model are not precise in describing the development of Hispanic college students who were interviewed. There are few significant components where one can fully accept the parental, family and friends influential impact in the model. In building the model, Heath does not appear to incorporate parents, family and hometown friends. Not surprising since Heath's theoretical underpinnings focus on white male subjects. There are some traits that somewhat identify what Hispanic students are going through in their collegiate experience. An example of this is where Hispanics may want to live up to parental goals and aspiration within their student. Hispanic students may demonstrate, as presented in the model, a semi-constricted type with possibly a low to medium maturity level. This quadrant is described as being a "pseudo self" striving to be a composite of all of the successful things he thinks others want him to be. This description does not appear to have parents, family or hometown friends as its main basis in listing students in this Y type, low maturity level quadrant. How interviewed Hispanic students go through the temperament continuum and the maturity level can be paralleled but needs further study to be truly identifiable.

It is also identified that one student is a low Z which indicates that the Hispanic student is aware of his impulses and feeling states but is neither insightful about nor in control of them. The majority of the Hispanic students fall in the Y temperament range

with a medium level of maturity. This stage has Hispanic students beginning to experience the legitimacy of points of view that differ from their own and no longer hold quite so firm dichotomous limitations.

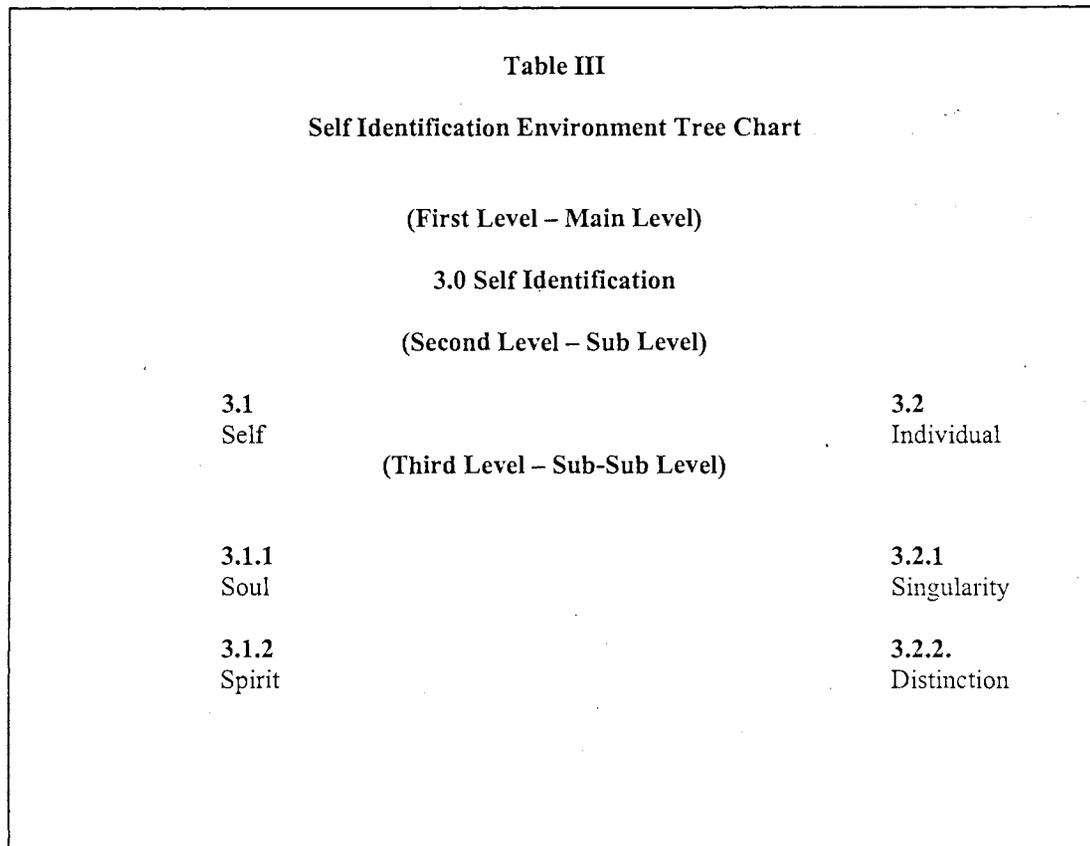
These descriptions are weak and truly do not identify clearly what Hispanic's experience with the incorporation of parents, family and friends in a collegiate environment. Additional research about these statements needs to be studied in order to seek out descriptors to better articulate Heath's model in incorporating Hispanic parents, family and friends.

In summary it is demonstrated that Hispanic student who were interviewed do have a very strong cultural base and continue to practice Hispanic customs and beliefs while they are in a collegiate environment. It is also found that Hispanic students are open to learning about and even participating in other cultural practices. This is largely due to the hospitable image of their culture in a "neighborhood" or community mentality of people living, working and celebrating together as family.

### **3.0 Self Identification Perspectives - Introduction**

The main category that was discovered in the interview is the theme of "self identification." As diagrammed (Table III) Hispanic students who were interviewed identify two sub-categories' in the theme that are geared towards self-growth and student individuality. Those sub-categories include 3.1 self and 3.2 individuality. The sub-sub-categories that depict self include soul, subliminal self, and spirit. The sub-sub-categories of individuality include singularity, distinction, and ego. Many student development

experts in describing students as unique and different need to respond in recognizing these classifications.



### 3.1 Self

Hispanic students in the study demonstrate that they have come to an understanding in learning more of themselves through collegiate experiences. Even though Hispanic students do recall a sense of awareness before entering college they claim to have educated themselves in becoming better citizens that will add something positive to life itself.

*David - P 9-10 Ln 43. Well.... I guess its a something I've been working on for the first three years since I came here and I'm still working on it now. But I believe that I have more of a grasp... more of a handle on it than I did back then. I guess what I try to do ...is try to take another cliché' a day at a time... but I guess even more so than that. not*

*every day but every moment ... every test. ummm every work out just trying to get through ... doing the best that I can with that effort and each little piece will add up to hopefully to grow into something good and something positive.*

The Hispanic student is continuously developing himself. The student claims that he has more of a grasp than three years ago when he began his college experience. The Hispanic student states that he takes on each situation as it comes and works to develop it as a learned lesson towards positive growth.

### **3.1.1 Soul**

*Debbie P9 Ln 41 And to focus so I don't loose sight on where I am going and where I am in doing the best that I can.... in my power to get to where I want to be. 5... 10... 15... years down the line.*

Hispanic students in the study describe the feeling that in collegiate life you are working by yourself and for yourself allowing your hopes and dreams to drive you through the process of successful completion. Hispanic students claim that even though there are so many difficult choices in life to be made that the soul in being human produces an inner strength for one to go on.

### **3.1.2 Spirit**

One Hispanic student claims that dreams allow her to visualize situations that may happen in the future or that are on going at the conscious level of collegiate life. Some interviewed Hispanic students describe themselves in bringing a high amount of spirited attributes that add vitality to their collegiate lifestyle.

*Michael- P10-11 Ln 64 You got to take me as me! You can't say well he's a college student and a that's just me... I am open, loving, compassionate, caring, determined...and I'm one of those guys that everyone loves to talk to ... just to have a conversation. I can be ...I can get in anywhere I can fit in...what I mean by that I can hang and toast my glass or I can sit around and BS with the guys you know and I can be*

*a philosopher...or I can philosophize ... I can just be myself and I think people can take me for me because I can offer that not just to individuals but to everybody. I mean I... I enjoy life.*

This spirited lifestyle allows Hispanic students who were part of the study to adapt to any setting or situation that they encounter. Other Hispanic students continue to involve themselves in a variety of activities and take the position that people can take them for what they are. Many of these types of interviewed Hispanic students emphasize that they enjoy every moment and that distinction adds to the excitement of campus life.

### **3.2 Individuality**

Hispanic students interviewed demonstrate their personality through their nature and temper in challenging obstacles that are apparent in collegiate life. Hispanic students' claim that they get dejected and discouraged with certain situations but realize that they must continue and tell themselves to think positive and be thankful for what they have and what they are doing in achieving a degree. Some of the Hispanic students state that they have a lot of work to do but do not want to initiate self inflicted pity.

#### **3.2.1 Singularity**

Many Hispanic students interviewed identify distinctions that are established while learning about themselves in a college environment. The understanding of some Hispanic students as their own person may be perplexing in certain instances but the personal growth of each Hispanic student is almost always apparent. A Hispanic student stated that she is being advised in her development with the help of progressive and caring faculty members. The student opines that without the understanding of self,

some students who are attending college are not aware in achieving the development of their own distinctions towards identity.

*Eloisa- P.19 Ln 57 . I believe that I will create my life the way I want it to be by merit. Which is the way my father has always... and my mother has always instilled in me. If you work hard for something then you'll get that thing. But you get it because you work your ass off for it not because someone just handed it to you on a silver platter. You worked your butt off for it so you deserve it. And so now when people do a favor for me and make things easy... I appreciate it you know... don't get me wrong... especially when things are going hectic I always feel better when I worked for it. I always feel better. I feel better of myself... that I worked for it... Like my A's ... I feel damn good when I get an A... cause I know ... I studied all those nights and stayed up all those nights and did all that to get that A. That's why I'm very proud of my GPA because of that I've worked for it. Does that make sense... and I think it all goes back to the way I was raised ... the way my parents raised me. You know you work hard for something and you earn it.*

Many interviewed Hispanic students claim that they are creating their life to be full of substance by recalling the moral and ethical upbringing by their parents. Through this formation Hispanic students feel productive in achieving many current collegiate accomplishments. Hispanic students in the study feel that hard work and discipline are key factors to the achievement of good grades in college. Hispanic students interviewed continue claims that the combination of good upbringing and hard work exemplify an actualized character in becoming an educated person.

### **3.2.2. Distinction**

*Donny- P 16 Ln 75 R. Advice... I'd say work hard to your goals. Set your goals ...work hard towards them...don't ever give up if something brings you down. Watch out for I guess certain people. Going out with the wrong crowd.*

*Michael- P9 Ln 54 I'm thinking...the learning process that I'm going through is really rigorous...the period that I'm going through ... is tough but if I keep up with it I can do it... I sometimes get distracted...My mind goes sometime with what is happening around me and I sometimes loose concentration...I get involved with organization but at a minimal level. I tailor myself to what is going around.*

Interviewed Hispanic students indicate that working hard and never giving up for your goals is very important. Hispanic students should individually distinguish themselves and seldom lose focus on the proposed end result. Hispanic students claim that the learning process is tough but if you collaborate with a positive and productive minded group one will enhance them and reach ones full potential.

### **3.2.3 Ego**

*Patrick -Pg 12 – 13 Ln 52 In a college atmosphere I think what's not enjoyable about being in college sometimes is the fact that there are people here that shouldn't be here. Because they are here because their parents can afford it and there here to have fun. There are times to have fun but some of them....some people make trouble and they just ...there is always going to be these kind of people. And a you can't get away from it you know ... it's everywhere....of course your not going to enjoy it seeing people hurting each other or speaking bad about each other....or not doing what you think is right, what I think is right.*

Some Hispanic students in the study take a stand in displaying their individuality by depicting other student's purpose in attending college and having certain negative habitual practices while in college. Many Hispanic students have demonstrated disciplined self-ego and have also fellow Hispanic students' believing in themselves while in a collegiate environment.

### **Summary**

In summation, Hispanic students who were interviewed have experienced independent thinking about themselves while in college. Through this independent thinking Hispanic students strive in becoming better citizens and want to provide positive contributions to society.

Interviewed Hispanic students add a spirited amount of vigor in their own learning process. This vigor stems from their family upbringing and pre-collegiate lifestyle of contentment no matter what situations Hispanics encounter.

By developing self-identity and true individuality the Hispanic student takes the positiveness of the past, combines it with the education of the present and works towards building a quality citizen for the future. This formula of development still carries with it the fortitude in working hard and the foundation of spirituality, home, family, and friendships.

### **Comparison to Heath's model**

In comparing this section with Heath's model it is found that there is clear correlation in charting interviewed Hispanic students'. It was found (Figure #3), that Hispanic students in the study are in the medium to high end of the maturity level when it comes to identification and the understanding of self. This may stem from the Hispanic students interviewed upbringing in a strong family oriented environment. Hispanic students interviewed were also found to be more in the porous range of the temperament scale. This would indicate that there are definite trends that demonstrate that Hispanic students are confident with their self-identity. Even though there are certain situations that may require extra thought in making right choices, the Hispanic students in this study did seem to be very positive and productive in developing themselves.

The highest number of interviewed Hispanic students identified with the Z range of temperament and rated high on the maturity level of Heath's chart. Students who fall into this category have learned to direct this creativity in ways that will promote the

**Self Identification – Figure # 3**

**Reasonable Adventurer Chart**

**Indicators:**

- **Role of Education**

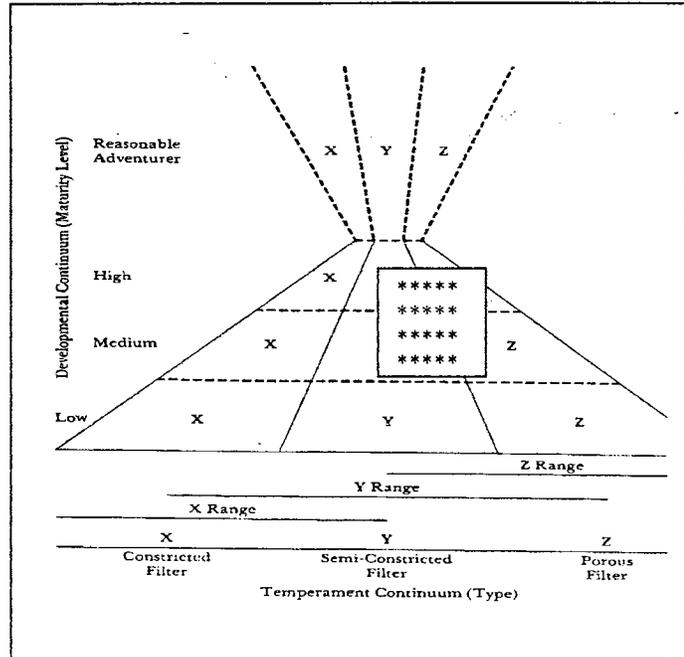
^^^^^^^

- **Cultural Perspectives**

+++++++

- **Self Identification**

\*\*\*\*\*



**Interpretation and Comments:**

Hispanic students were in the medium to high end of maturity level. Hispanic students were found to be more in the porous range of the temperament scale.

**Temperament Type – Maturity Levels**

**Type X – Constricted Filter**

- Low – Has difficulty responding to inner self and being aware of inner feelings.
- Medium – Has begun to be more aware of self and has begun to learn how to cope with the presence of conflict in relationships and diversity options in the academic, social and work worlds.
- High – Has developed a more aware and integrated self.

**Type Y – Semi Constricted Filter**

- Low – Is a “pseudo self” striving to be a composite of all of the successful things he thinks others want him to be.
- Medium – Has begun to experience the legitimacy of points of view that differ from his own and no longer holds quite so firm to his dichotomous rules.
- High – Remains achievement oriented but will also take the risk of participating in activities for fun or the newness of the experience.

**Types Z – Porous Filter**

- Low – Is aware of his impulses and feeling states but in neither insightful about nor in control of them.
- Medium – Has begun to learn how to control and regulate his impulses so that he is more consistent performer in social and academic realms.
- High – Has learned to direct his creativity in ways that will promote the completion of a project and to provide the structure that will enable others to more easily understand him.

completion of a project and to provide the structure that will enable others to more easily understand him/her.

## Chapter V

### Summary, Comparisons and Conclusions

#### Introduction

The purpose of this paper is to present an analysis of the development of Hispanic students in a collegiate environment. An initial challenge found was a minimal amount of prior student developmental research on Hispanic students. In using a long interview approach, twelve students from the two comprehensive institutions of higher education in Oklahoma were used in seeking out responses. In the analysis of formation, categories were developed and labeled trees. This tree construction incorporated key words that describe Hispanic students' experiences in a collegiate environment.

These categories of responses were related or contrasted to Heath's developmental model called the "Reasonable Adventurer." This model was based on 36 white males that attended Princeton University in the 1940's. The Heath model gives definition that students follow a reasonable adventurer pattern of development while in a collegiate environment. Dr. Patricia Cross, at a national student personnel convention suggested that the theory should be challenged in an effort to bring out certain unique characteristics of women and other cultures to detect if Roy Heath's theory still stands or if modifications of the theory are necessary. In essence two questions are posed in this study. One is how Hispanic student develop in a college environment and two, how do Hispanic students compare with white college students as reflected in Heath's theory.

## Summary of the Study

The results of the study are centered on the development of themes that are constructed as conceptual trees in order to better analyze and compare differences and similarities among Hispanic college students. The trees are constructed into three levels. The first level is the main theme or main part of the tree. This main part is the key word or theme where all directive words are gauged. The tree is where a main theme is developed and other words associated with the particular theme are stemmed from. A series of secondary words or “sub words” is identified. A third level of sub-sub words can also be listed to even better describe the process in identifying the perspective of the culture and how it relates to its environment.

In this long interview study three conceptual trees were created. Trees included: the Role of Education, Cultural Perspectives and Self-Identification. It was found that these three trees help to describe and analyze the experiences of Hispanic students in a collegiate environment.

In the first tree the role of education was established as the main theme. Secondary level words included academic progression, classes, financial aid, extra curricular activities, and living environment. Third level words identified in their perspective groups include, for example, sub-sub words such as perception, recognition and understanding under the level of academic progression. The reader is referred to Chart 1, page 58 to visualize the entire tree breakdown for this section.

The initial tree of the role of education establishes the impression that Hispanic students do not have serious difficulty in achieving a surviving outlook of the college experience. The expressed attributes of Hispanic students in the main part and

throughout the tree exemplify discipline, cultivation and instructional development. Within the tree are many other indications that make up what the Hispanic student apparently goes through in their educational experience.

Each level of the trees initiates categories that portray what interviewed Hispanic students are involved with in the college environment. It is identified here that categories here are similar to any other student attending a university or college. The Hispanic students' interpretation, however, is different in how they see their involvement within the academic surrounding. The interviewed Hispanics student based on their previous educational and society background comprehends this interpretation. Hispanic students in the study indicate that they see college as being in two worlds. Hispanic students interviewed seem to assimilate to college life and life outside of college as two separate lifestyles and that Hispanic students are unsettled, yet learn to understand and accommodate two different surroundings as they attend college.

Interviewed Hispanic students learn what sacrifices one must go through in order to accomplish the personal task of integration in a predominately white educational environment. The trees indicate that Hispanic students bring their cultural practices to college and work to blend them into the college environment. Hispanic college students in the study suggest, even though some characteristics may not evolve to be daily routines, they are kept and referred to often.

The cultural perspective tree demonstrates that spirituality plays a vital role in the analyzation of Hispanics in a collegiate environment. Even though it was determined that not all Hispanics are of Catholic faith, there is a definite spiritual presence that consistently was pointed out in the student interviews. Hispanic students interviewed

indicated that the church experience was different in terms of cultural interpretation. It was discovered in the study that church participants of a predominantly white environment were not as family oriented in expression as churches in their home country.

Food and music play important roles in the Hispanic student life but are seen as being adaptable item during the college years experience. Interviewed Hispanic students search out ways in adjusting to the absence of traditional foods and music but seldom conforms to habitual methods of the environment.

The trees indicated that Hispanic students in the study do feel a strong sense of prejudices, assumptions and biases during their interaction with other culture groups on campus. These groups are not limited to fellow students but include faculty and staff. It is then apparent that Hispanic students must dispel myths to avoid negative reactions in being a Hispanic person in a predominately white collegiate environment. It is also apparent that college environments must become diverse, not in population alone, but in practice. The continued negative connotation of an ill-sensitive campus will not only hamper the growth of Hispanic students toward becoming productive citizens but also hamper the campus as a whole in not producing individuals of diversity acceptance and practice.

A third level of key words or theme is presented which adds to the dissection of the Hispanic student experience in college. Several third level key words are classified in further identifying college student Hispanics in the study. Second level themes are broken down into more specific description of what Hispanic students in the interviews experience in a collegiate environment. The third level key words add emphasis in the construction of the trees by incorporating credibility to the study.

It is observed that themes or key words at each level are general descriptors of the college student experience in processing the role of education, cultural perspectives and self-identification. Almost all college students go through the routine of the introductory process, financial assistance, classes, and living environment. The remaining two trees are more specific in what Hispanic student experience in the collegiate setting

In summation, the findings with the interviewed Hispanic students interviewed found that:

1) Hispanics do feel a sense of cultural loss in a predominately white college campus. It was also found that Hispanics perceive a strong sense of cultural shock in the transition to becoming a college student. This could be caused by the dominating presence of a mono-culture atmosphere on the campus coupled with the many perceived myths Hispanics need to dispel. It is also supported by the meager amount of program support of non-academic departments and services. Hispanic students take extra effort to search out activities and practices to present loss of cultural background as compared to white college students.

2) Hispanics do get to explore a large variety of campus opportunities. The amount of different activity on large campuses is great. Hispanic students do have the opportunity to take advantage of non-culture based and culture-based opportunities for personal and professional enhancement.

3) Hispanics are very family oriented despite the increase in the number of changed family structure. Even though Hispanic parents or relatives change from traditional family mentalities, Hispanic families still keep a common bond of relationship through constant contact or of physical presence.

4) Hispanic families, particularly parents, are sometimes apprehensive about a system that they don't fully understand. This is evident in the study especially where first generation Hispanic families do not fully understand the concept of collegiate life. Some Hispanic families expect that success in obtaining excellent grades should be the norm, so when less than excellent grades are achieved the Hispanic students could be perceived as failures. Student support programs, such as orientation, financial aid and tutorial assistance programs are viewed with different interpretations also by Hispanic families.

5) Hispanic students in the study seem strong willed in completing tasks. Hispanic students claim a high amount of responsibility for what they are accountable for in what they have done in the past as well as what they plan to do in the future.

6) Hispanic first generation students often find they have to break family norms about family codes of loyalty and unity in their transformation to becoming a college student. Hispanic families, as indicated earlier, are consolidated in ways and beliefs. The Hispanic college student, due to collegiate and co-collegiate activities, may not be able to involve themselves or added to typical family practices. This may appear to be misunderstood by Hispanic families where college could be seen as something that interferes with customs and traditions. Traditional Hispanic practices such as marriage at a young age as well as other customs and practices maybe changing which could be due to a different Hispanic individuals who graduate from college.

7) Hispanic students live in two worlds; one that is college oriented in a predominately white campus and one that the Hispanic student goes back to when not in school. This transformation of going back and forth between two worlds seemed to be common among Hispanic students interviewed. This especially occurred with students

who are not from the United States. Other students felt that living in two worlds is somewhat difficult and attempt to reach an advantageous medium in learning in a predominantly white campus and living in a Hispanic world.

8) Hispanic students who are involved in varsity sports live a collegiate life of intense study. This studious environment is interpreted as being somewhat lonely and interrupts collaboration with family and friends.

9) Hispanic students experience a definite feeling of negative racial encounters not only with fellow students but also with faculty and staff.

10) Hispanic students were found to have different attributes amongst themselves as a culture that produces several sub-culture groups with specifically owned traits.

### **Comparisons**

In comparing Heath's model of the "Reasonable Adventurer" it was found that the model somewhat fit with how interviewed Hispanic students distinguish themselves in "the role of education and self identification" sections of the study. In utilizing the tree interpretations it is viewed that Hispanic students value higher education as a major accomplishment similarity to white college students.

As indicated earlier it was found that Hispanic students in the study did compare in similarity to white male students when it came to stresses about academic progression, involvement with extra curricular activities and experiencing different living arrangements. The study also found that the difference of financial support of both

groups is vague yet somewhat predictable in terms of economic levels of cultural backgrounds.

In comparing the findings to the model it was found that Hispanic students interviewed seem to be medium to high Y's in their interpretation of the role of education (Figure 1), and medium to high Z's when it comes to self-identification (Figure 3). There were no Hispanic student found in low X in either one of the two comparing sections.

It was found in the comparison that the cultural section (Figure 2) did not fit the model. This section found many subcultures to be recognized as apparent differences within the Hispanic culture. The categorized statements of Heath's model seemed to be weak in the attempt to incorporate the cultural characteristics of the interviewed Hispanic students. It is very apparent that Hispanic students identify with parents, family, friends and cultural idiosyncrasies that make up the Hispanic culture. Identifying the cultural tree and comparing it to the model was difficult to transpose. Cultural characteristics such as traits, customs, practices and other items when incorporated into the model did not specifically address any of the model's descriptions. This portion of the comparison is very important in truly defining how Hispanic students in the study develop in a collegiate environment. If the model does not take into consideration cultural factors such as family and upbringing then it is interpreted that a student has not been fully identified in their possible success or failure in a collegiate environment.

The self-identification tree seemed to fit itself with the model. Level of maturity outlined by the model suggested adequate comparison to identifying characteristics of the tree. In the analysis it was found that interviewed Hispanic students are in the medium to high end of the maturity level when it come to identification and the understanding of

self. This may stem from the Hispanic students' upbringing in a family oriented environment. It is also determined that the analyzation indicates that the transition back and forth from one cultural environment to another during the course of academic life strengthens one inner self toward improvement of self and survival.

Hispanic students interviewed were also found to be more in the porous range of the temperament scale. This tells us that there are definite signals that Hispanics are confident with their self-identity. Even though there are certain situations that may require extra thought in making the right choices, Hispanic students from this study did seem to be very productive in developing themselves. The highest number of Hispanic students identified with the Z range of temperament and rated high on the maturity level model.

## **Conclusions**

The utilization of a mono-culture in identifying a maturity process for a collegiate environment is jeopardous in being accurate for all college constituents. In analyzing students in a campus environment, the use of a model that allows for diverse populations would be more thorough. The identification of student characteristics would be more accurate if the model would include items listed in the lifestyle inventory model developed by the University of Minnesota and incorporating Chickering's vectors of development. This incorporation of the two models could possibly enhance the accuracy in identifying Hispanic as well as many other college students of color.

Placing students of any particular culture using the Reasonable Adventurer model would only partially characterize students as they go through the collegiate experience.

This partial description would not be effective for student personnel professionals as well as staff and faculty in truly identifying accurate needs, wants and the aspirations of students. Programming efforts would be limited in not recognizing a very valuable part of students' cultural contributions in developing a multi-cultural environment.

Faculty would also not fully realize sensitive issues of students' cultural background. In an academic atmosphere where emphasis is placed on student learning and not instructors teaching, cultural backgrounds need to be acknowledged and appreciated and embraced towards the development of a diversified learning environment.

It is very important that we attempt to input these perspectives into a model of development typology analysis to achieve a true picture of how Hispanic students develop in a collegiate environment. By incorporating these cultural characteristics one may find better ways to enhance the learning environment of the Hispanic college student. Hispanic students amongst themselves serve many different subcultures and are subject to constant review due to separate practices and beliefs. Even though similar, all Hispanic sub-cultures are not the same and should be treated as other cultures with respect and dignity in an effort to enrich global awareness and appreciation.

The conceptual trees did seem to work well in identifying developmental skills of Hispanics by incorporating them with the University of Minnesota model. This model does specifically categorize cultural perceptions. However the University of Minnesota model does not indicate maturity levels of progression as does Heath's model.

Heath's model relates to more individualistic means and does not appear to be holistic in encompassing a total mental and physical picture of Hispanic students. In

describing the total picture one should discover a culture that is rich and eager to enhance all facets of a productive civilization.

It is concluded that further study needs to be made in effort to continually define the development of Hispanic students in a collegiate environment. In recognizing that culture is a significant part of academic success it is apparent that the comparison with the "Reasonable Adventurer" model does not give full representation in that it does not include cultural characteristics. Full representation would be helpful in placing the process of development with diverse groups of college students.

It is actualized in this study that Hispanics students are of many subcultures and need to be understood as a whole body but even more specifically as individuals from their home country with their own dialect and customs. Expanded research needs to be done in this area in dissecting the Hispanic culture to find definite needs of wants of Hispanic students in order to delineate one sub-culture from other. As this group of multi-cultural Hispanics continues to increase in population, the demands made of higher educational institutions will become more specific and particular.

It is suggested that the incorporation of the University of Minnesota model of student development into the with Heath's "Reasonable Adventurer" model to possibly discover a more accurate and better-developed model to describe and analyze any student in a collegiate environment.

Colleges and universities have established multi-cultural offices and diversity organizations to better incorporate a pluralistic academic environment. These centers are considered to be a harbor for cultural pluralism awareness on campus. Cultural pluralism should be practice by every office, by every person and not just depended on one center

to insure cultural awareness and practice. There is evidence in this study that cultural characteristics are not fully adopted as a practice towards a holistic campus environment.

Hispanic students need to be more fully understood and identified as having unique characteristics within the collegiate environment to the extent that sub-groups of Hispanics need to be individually recognized towards the elimination of placing all Hispanics into one mass group. This seems essential if college student personnel professionals and faculty are to serve these individuals in order to become productive and globally cultivated. Obviously the total education and understanding of the Hispanic population, as well as all students, is important economically, culturally, and politically for the future development of society as a whole.

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**APPENDIX**

## Appendix A

Eloy A. Chavez

7 Timbercreek Circle  
Shawnee, Oklahoma 74801

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Telephone 405-275-3385 878-5400 Fax 405-878-5198 E-Mail DEANEAC@AOL.COM

August 11, 1997

Oklahoma College  
123 University Lane  
Oklahoma USA 10099

Dear Minority Student Affairs Representative

In completion of my dissertation I would like your permission to conduct a study which assesses Hispanic student life skills development in a collegiate environment. The study would include the interviewing of six male or female Hispanic students from your campus. I ask that you put me in contact with potential Hispanic students willing to participate. The approximate length of each interview will be one and half-hours. Each participant will receive a cash allowance of \$10.00

Interview questions will be based on Hispanic students describing their experiences and expectations involved in a collegiate environment and what does it feel to be a Hispanic college student in Oklahoma.

Data collected will be analyzed and compared with Dr. Roy Heath's Reasonable Adventurer typology model of development. I am sure many of your student affairs staff are familiar with this model. Results compiled from students interviewed will be available to your office upon request.

I will be in contact with you regarding approval of this study and a list of students willing to participate. I appreciate your assistance in my educational endeavors.

Cordially,

Eloy A. Chavez  
Graduate student

## Assessment of Hispanic Students Data Entry Form

Interview # \_\_\_\_\_

Date \_\_\_\_\_

Place of Interview \_\_\_\_\_

Time: Start \_\_\_\_\_ End \_\_\_\_\_

Assessment of Rapport: Lo 1 2 3 4 5 Hi

Tape # \_\_\_\_\_ Begin \_\_\_\_\_ End \_\_\_\_\_

Transcribe by \_\_\_\_\_ Date \_\_\_\_\_

Subject: \_\_\_\_\_

Gender: M F

Birthplace \_\_\_\_\_

Year Graduated from High School \_\_\_\_\_ GED \_\_\_\_\_

Year currently in college \_\_\_\_\_

Commuter Student: Y N

Distance of commute to college \_\_\_\_\_

Off-Campus Living arrangements

\_\_\_\_\_ Parents

\_\_\_\_\_ Relatives

\_\_\_\_\_ Friends

\_\_\_\_\_ Self

On-Campus resident setting

\_\_\_\_\_ Limited

\_\_\_\_\_ 24 hour visitation

\_\_\_\_\_ Co-ed

\_\_\_\_\_ Private

\_\_\_\_\_ Shared

Hobbies

## Reasonable Adventurer Chart

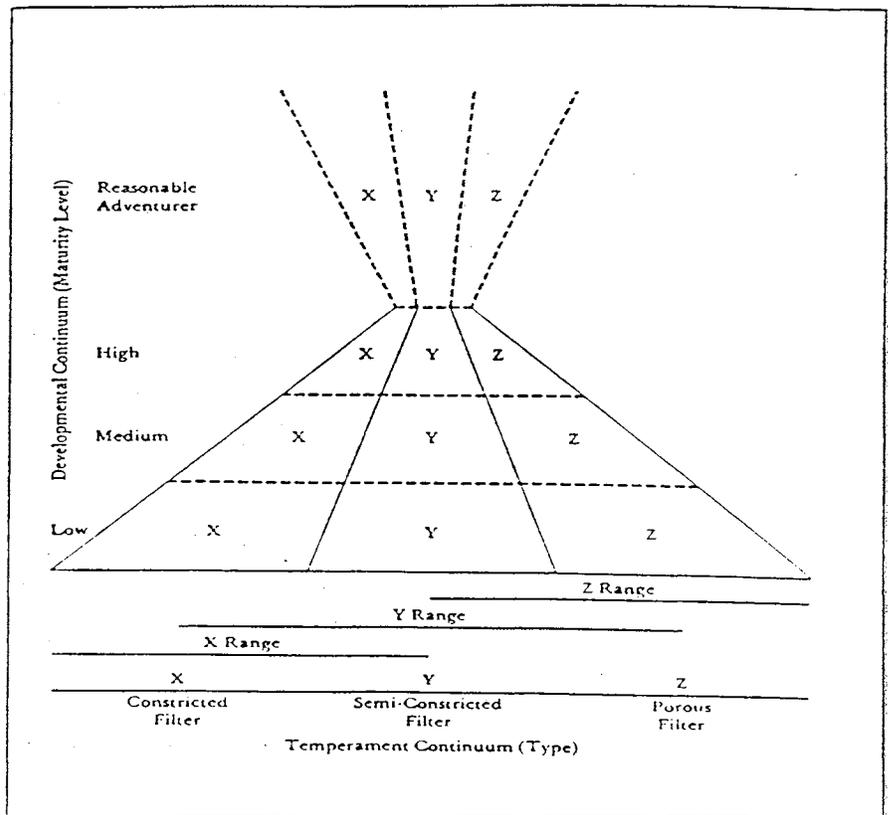
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 Name

---

 Interview number
Indicators:

- Role of Education  
~~~~~
- Parents, Family and Friends  
#####
- Cultural Perspectives  
+++++++
- Self Identification  
\*\*\*\*\*



## Temperament Type – Maturity Levels

## Type X – Constricted Filter

- Low – Has difficulty responding to inner self and being aware of inner feelings.
- Medium – Has begun to be more aware of self and has begun to learn how to cope with the presence of conflict in relationships and diversity options in the academic, social and work worlds.
- High – Has developed a more aware and integrated self.

## Type Y – Semi Constricted Filter

- Low – Is a “pseudo self” striving to be a composite of all of the successful things he thinks others want him to be.
- Medium – Has begun to experience the legitimacy of points of view that differ from his own and no longer holds quite so firm to his dichotomous rules.
- High – Remains achievement oriented but will also take the risk of participating in activities for fun or the newness of the experience.

## Types Z – Porous Filter

- Low – Is aware of his impulses and feeling states but is neither insightful about nor in control of them.
- Medium – Has begun to learn how to control and regulate his impulses so that he is more consistent performer in social and academic realms.
- High – Has learned to direct his creativity in ways that will promote the completion of a project and to provide the structure that will enable others to more easily understand him.



## Questions for Hispanic Student Interview

**What is it like to be a college student?**

**What do you as a college student do?**

**What do you enjoy about being a college student?**

**What do you not enjoy about being a college student?**

**What else do I need to know about you as a college student?**

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

Date: 08-28-97

IRB#: ED-98-012

**Proposal Title:** A COMPARISON OF HISPANIC AND NON-HISPANIC STUDENT LIFE SKILLS DEVELOPMENT IN COLLEGIATE ENVIRONMENTS

**Principal Investigator(s):** Martin Burlingame, Eloy A. Chavez

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

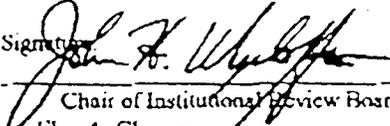
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

---

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature:   
\_\_\_\_\_  
Chair of Institutional Review Board  
cc. Eloy A. Chavez

Date: September 3, 1997

# VITA<sup>v</sup>

Eloy Anthony Chavez

Candidate for the Degree of

Doctor of Education

**Thesis:** THE COMPARISON OF HISPANIC AND NON-HISPANIC STUDENT LIFE SKILLS DEVELOPMENT IN A COLLEGE ENVIRONMENT USING HEATH'S DEVELOPMENTAL TYPOLOGY MODEL.

**Major Field:** Higher Education

**Biographical:**

**Personal Data:** Born in Albuquerque, New Mexico on June 5, 1956, the son of Eloy D. and Rose Chavez. Married Betsy Chavez in 1985 and has five children.

**Education:** Graduated from Albuquerque High School, Albuquerque, New Mexico in 1974; received Bachelor of Arts degree in Recreation Administration with a minor in Music Education from the University of New Mexico in December 1978. Received Masters of Education in the area of Student Personnel Administration from the University of South Carolina in May 1981. Completed the National Association of Campus Activities student activities competency program in 1981. Completed the requirements for the Doctor of Education degree in the field of Higher Education at Oklahoma State University in May of 1999.

**Experience:** Raised in Albuquerque, New Mexico; employed at University of New Mexico as assistant director of the student union. Employed also at the following higher education institutions: University of Minnesota, and Oklahoma State University, in the areas of student affairs. Currently employed at St. Gregory's University in the area of administration and is a member of the faculty.

**Professional Memberships:** Oklahoma College Student Personnel Association, American College Personnel Association.