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How the Army Hispanic Access Initiative is helping Hispanic students graduate from college

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HOW THE ARMY HISPANIC ACCESS INITIATIVE IS HELPING HISPANIC STUDENTS GRADUATE FROM COLLEGE

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DEDICATION

I dedicate this dissertation to my Lord and Savior, Jesus Christ, for without Him I could not have completed this journey. All I do is for His honor and glory, and I am grateful for the opportunity He has afforded me. It is my desire that I will take what He has given me and complete the two greatest commandments: "Love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the great and foremost commandment. The second is like it, 'You shall love your neighbor as yourself.' " (Matthew 22:37-39). May my time on this earth be a witness of Who He is, and may I serve mankind with all the talents that He has given me.

I also dedicate my dissertation to all the men and women who serve in the Armed Forces. Thank you for your selfless service and being willing to serve for a cause bigger than yourselves. To my former students in ROTC, I am the proudest to now serve alongside you. I know that each of you are setting an example for the next generation of Hispanic leaders that come after you. Continue to be trailblazers for the Hispanic community. Never forget where you came from, and help those who come after you.

Si se puede!

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VITA

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ABSTRACT

The United States (U.S.) Army and the nation have a growing population of Hispanics. Yet Hispanics are still lagging in filling white-collar positions in the U.S. and Army. The Army has taken notice and implemented the Hispanic Access Initiative (HAI) through its Reserve Officer Training Corps (ROTC) at colleges and universities that are classified as Hispanic Serving Institutions (HSIs). It has done this in order to recruit more Hispanic Officers into its Officer Corps.

This study follows seven Hispanic students and discusses their experiences with ROTC at an HSI. They faced the same issues many Hispanic students deal with when attending an institution of higher learning. In addition, they also had the added responsibility of completing all the required work for ROTC. In an effort to become leaders in the Army, these students overcame traditional challenges Hispanics face, and they graduated from college.

A qualitative study was conducted with the seven students to understand what made them successful in completing their four-year college degrees. Their phenomenological experiences highlighted four main themes from their responses: (a) challenges, (b) benefits, (c) support system, and (d) role models. These themes surfaced at one point or another throughout their education. In the end, the goal to graduate and be commissioned into the U.S. Army was reached by each of the former students.

As a result of this study, colleges and universities can look to ROTC to increase their graduation rates among Hispanic students. Since the Hispanic population is continuing to increase, it is in the interest of colleges to graduate more Hispanics in order to provide highly qualified graduates for a large number of white-collar jobs.

Chapter 1. The Problem

California has the eighth largest economy in the world in gross domestic product (GDP), larger than Russia and smaller than Brazil according to California Legislative Analyst's Office. Thirty-four percent of California's population is located in the Los Angeles/Orange County area, and it produces 36% of California's economic output (Garosi & Sisney, 2014). Clearly, the Los Angeles area plays a vital role not just locally but globally. If California does not prepare for the future economy, then it is possible that it can lose its position in the world as an economic power. Having the top-notch education for the jobs of the future is going to be vital to California's future, and that starts with the education system in Los Angeles.

Los Angeles, California, is facing issues in educating the Hispanic community. According to the LAUSD (Los Angeles Unified School District, n.d.) website, the Hispanic population in the LAUSD was at 73.4% for the 2009-2010 school year. K-12 is just the beginning of problems facing the Hispanic community. According to Hadedorn and Cepeda (2004), "Latinos are less likely to graduate from high school and be eligible to enter either the University of California or California State University systems (p. 200)." Hispanics are the fastest-growing minority group but the least educated (Gandara, 2010, p. 24). Latinos make up the largest group of immigrants in most states . . . Mexico is the biggest source of immigrants in 33 states (Krogstad, 2014). With Hispanics taking up such a large percentage of the population of the Los Angeles, it is important to develop programs that will help produce the next generation of college educated Hispanics. But graduation rates for Hispanics do not seem promising. The graduation rate for Latinos is 42% with 52% for whites, completion per 100 for full-time equivalent, Latino's 15% with 18% Whites (Excelencia in Education, n.d.). If not, a large part of Los Angeles' general population will not have college degrees.

The United States (U.S.) Army also faces a similar issue that the Los Angeles area is facing, which is that the Hispanic population is expanding and it needs to fill it Officer Corps with more Hispanics. Hispanics Officership accounts for only 6% of the Army Officer Corps (U.S. Army, 2013a), and this number is lower compared with the percentage of the population of 25- to 54-years-olds in the general Hispanic population with a bachelor's degree, which stand at 8% (U.S. Army, 2013a). Therefore, the U.S. Army has begun to actively engage the Hispanic community. One of the ways it is doing that is in its recruiting efforts of Hispanic Officers. In an effort to increase Army's Hispanic Officer representation, the U.S. Army implemented the Hispanic Access Initiative (HAI) at Hispanic Serving Institutions (HSI). In order to qualify for Army Officership, Hispanic students must graduate from university with a bachelor degree. The Reserve Officer Training Corps (ROTC) is one of the pathways that the Army has chosen to help the Hispanic students get through college with the added benefit that it will be able to increase its Hispanic Officers.

Background

The Army's Officer Corps is the white-collar part of the Army. Its purpose is to do the traditional functions of white-collar workers, e.g. manage/lead. As mentioned in the problem, there is not a lot of Hispanics in white-collar positions, let alone in the Army. Therefore the Army has taken steps to increase the number of Hispanics in its Officer Corps. One of the ways of increasing its Hispanic Officer Corps is ROTC. According to Steve Arel (2012), ROTC is the largest commissioning source in the Army.

Therefore colleges have become a main focus for the Army. This is not new for the Army; its Officer Corps has been involved in education, e.g. Historically Black Colleges and Universities (HBCUs). Today, there are a variety of minority-serving institutions of higher

learning, and many fall under the Minority Serving Institutions (MSI) label. Hispanic Serving Institutions are just one part of the expanding MSIs. Yet, this is an area the Army has focus on to increase its Hispanic Officer Corps.

Statement of the Problem and Purpose

There is a problem that exists in today's higher education system: There are not enough Hispanics graduating from college. Therefore, there are not enough of them who are eligible to be a part of the Officer Corps. The Army has opened ROTC programs on HSIs, such as at on California State University (CSU), in order to help Hispanic students graduate. By opening ROTC at HSIs, the program has become more accessible for Hispanics. That is because students have the convenience going to an ROTC on their respective campus rather than having to travel elsewhere to complete their ROTC requirements.

The purpose of this phenomenological study is to understand the experience of Hispanic HAI students in the Army's ROTC program who graduate from CSU and the factors that lead to the success of graduating. This qualitative study will examine the CSU ROTC program from the students' perspective. What do these new college graduates think of their experience of CSU ROTC? Is it something that they would recommend to their peers in the Hispanic community?

Theoretical framework. In order to see if ROTC helps Hispanic students graduate from college and be able to be commissioned, this paper will look at the theoretical framework of Dr. Vincent Tinto. He wrote an article for the Review of Educational Research titled, "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." In this article he outlines his theoretical framework on why higher educational students leave University without obtaining a degree. If the Army can stop Hispanic students from dropping out of college, it will have a better and larger pool of Hispanic students who can be commissioned into the Officer Corps.

Tinto has written several books on the matter, the main book being "Leaving College, 1993, 2nd Edition." Dr. Tinto (1975) states:

> it is suggested here that one must include not only background characteristics of individuals (such as those measured by social status, high school experiences, community of residence, etc., and individual attributes such as sex, ability, race, and ethnicity) but also expectation and motivational attributes of individuals (such as those measured by career and educational expectations and levels of motivation for academic achievement). (p. 93)

Figure 1 illustrates Tinto's flowchart describing the interactions of the college and the individual that may lead the student to dropout. The importance of this theoretical framework is that it sets a flowchart of why students drop out of college.

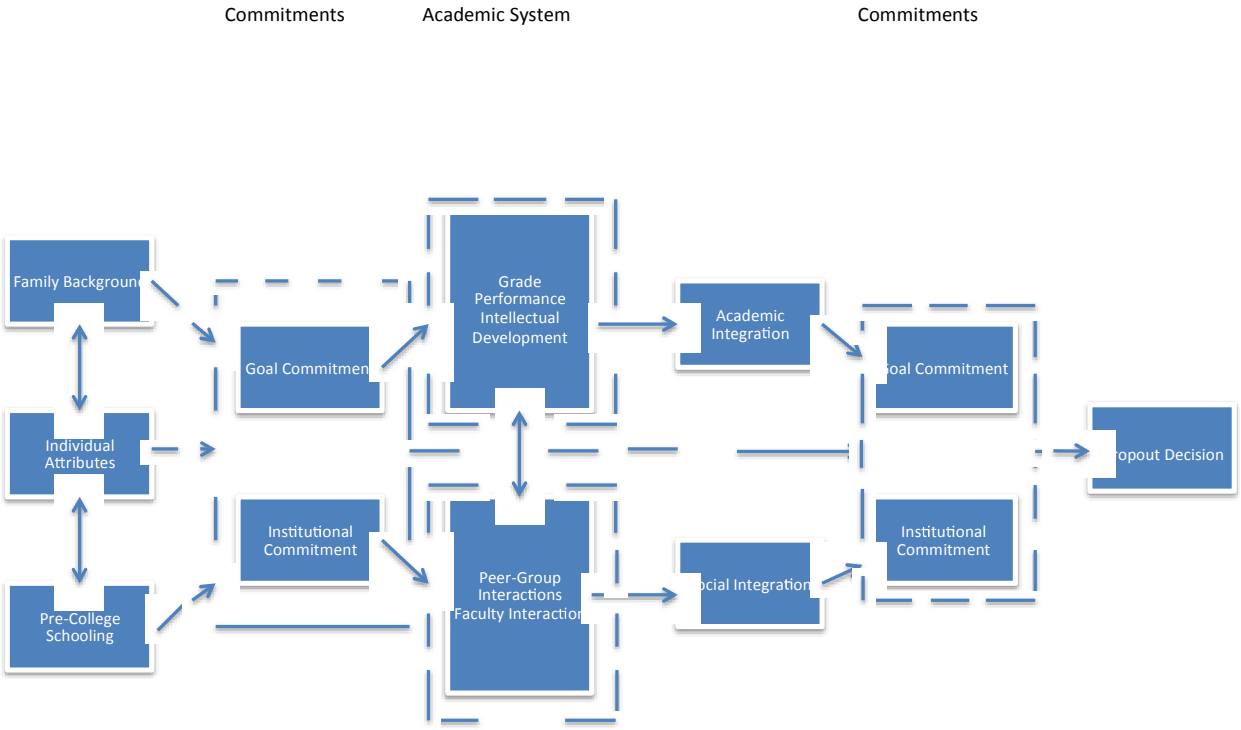

Figure 1. A conceptual schema for dropout from college. Adapted from "Dropout from Higher Education: A Theoretical Synthesis of Recent Research," by V. Tinto, 1975, *Review of Educational Research 45,* pp.89-125. Copyright 1975 SAGE Publications, Inc.

In addition to Dr. Tinto, Nora and Crisp add more variables. Nora and Crisp state that they will, "highlight several specific methodological, conceptual and theoretical issues limiting the existing knowledge base on Hispanic students (2012)." Nora and Crisp (2012) criticize or improve Tinto's framework by adding additional variables in the Hispanic community: conceptualizing student success, infusing cultural sensitivity in theoretical frameworks, diversifying perspectives, psychological perspectives, social perspectives, cultural perspectives, and internal and external environments. The Tinto framework will be used for this study. The researcher will feature information brought out by Nora and Crisp. But, Dr. Tinto's work will be

the guiding framework for the purpose of this study.

The Army does not want to cause students in its ROTC program to dropout of college. That is because if the student does not graduate, then he or she will not be able to be commissioned into the United States Army. Therefore, ROTC has put in place a program — e.g., cadre (instructors), verification of grades, and peers — to help its students to successfully complete a college degree. According to Tinto, a number of factors contribute to a student dropping out, including: family background; individual attributes and precollege schooling; grade performance; intellectual development; peer-group and faculty interactions; academic and social integration; and personal goals and institutional commitment. ROTC supports the student's personal and institution goals to help Hispanic students graduate from universities.

Research Questions

The questions are based on Tinto's model and have been grouped into five areas: (1) family background, individual attributes, and pre-college schooling have been grouped into family-related obstacles to education; (2) academic/grade performance and intellectual development have been grouped into the academic system; (3) social integration have been grouped into the social system; (4) peer-group and faculty interactions have been grouped into personal purpose; (5) personal and institutional commitment have been grouped into graduating. These questions need to be answered base on perspective of ROTC HAI student at CSU:

1. How did the Army ROTC HAI program help Hispanic students overcome family related obstacles to education?
2. How did the Army ROTC HAI program integrate the academic system into ROTC?
3. How did the Army ROTC HAI program integrate social systems into ROTC?

4. How did the Army ROTC HAI program help improve the student's academic and social integration in the personal purpose?

5. How did the Army ROTC HAI program help improve the student's personal commitment to graduation?

Researchers Background

The researcher was not born a U.S. citizen. Rather, he was a citizen of Nicaragua, which is in Central America. But as he was growing up, he did not know the difference between himself and other American children. He actually thought that he was an American until one day, his family stood before a judge who would determine if the family was going to be deported. The researcher's father tells him that the judge took special interest in asking him questions. He does not remember this event other than standing before the judge. The judge made the decision to allow his family to remain in the U.S. legally. After President Ronald Reagan signed the Immigration Reform and Control Act of 1986, the family was able to apply for permanent residence. Within a few years, the researcher's family was able to apply for citizenship.

The researcher's childhood helped him to understand that there is a difference between being a U.S. citizen and not being one. When he received his permanent residence, his family returned to Nicaragua. It was an eye-opening experience, because there was clear different between Nicaragua and the U.S. He knew that he could have easily been raised in Nicaragua. Thankfully, that was not the situation. He was going to be able to return to the U.S. and continue to live the life that he was used to.

The researcher is grateful to God that he was able to live and study in the U.S. He decided to take advantage of all the opportunities made available to him. So, he went to go to college after high school. His high school grades were not good enough to enter into San Jose

State University. But he was told at the time that it might be possible to get admitted with a lower grade point average (GPA), through the Educational Opportunity Program (EOP) if he had the qualifying SAT/ACT scores. He decided that he would attend the community college and transfer if he qualified. He made this decision because he did not want to look back and think that he needed help to get into college. The researcher wanted to make sure that he made it to San Jose State University on his own merits. Two and half years later, the researcher was accepted. Two years after the researcher's acceptance, he graduated from San Jose State University but before he graduated he attended job fairs at school. The whole point of attending college was to get a better job. While the researcher was at the fairs he would notice booth with representatives from the military.

The researcher thought to himself, what is the military doing here? Do they not know that he has a college degree? Why would he go into a career that requires people not to think? The researcher thought to himself, I am not dumb. He thought he would never go into the military, because he had a college degree. He did not know the opportunities that the military offered. Nor did he know there was position in the military that required a college degree. Although he did support the military, he just did not see himself as a mindless follower.

The day this all changed was September 11, 2001, the day the researcher decided to join the military. Why the change of heart? He had always been grateful for the opportunities this country has offered him. The researcher was going to put his words into action on how grateful he was. The funny thing is that he did not know the difference between Officer and Enlisted. When he went to see the recruiter about joining the reserves, they talked and he decided that he wanted to Enlist. It was not until he was in the Enlisted ranks that he came to find out that he could have opted for Officership. Nonetheless, he signed a contract. It was not until a few years

later that he found a reserve recruiter who offered him an opportunity to join the ranks for Officership through a Direct Commissioning program. Direct Commissioning is unique in that you do not have to attend additional schooling e.g. ROTC, Officer Candidate School (OCS), or Army Military Academy, if you have a college degree or a specialize field, e.g. Medical Doctor, Lawyer (JAG), and Nurse to name a few.

So, although the researcher has some understanding of Hispanic students in ROTC there are some differences between the researcher's experience and the students. Hispanic students in ROTC must balance school, ROTC, and life, which sometimes includes working a part- or full-time job. They already have their sights on becoming commissioned. These students understand they are choosing field in which there are not many others who look like them or have similar backgrounds. This is the reason why the researcher has chosen to do a phenomenological study.

Phenomenological Research

Phenomenological research will allow the researcher to take his bias out of the study. The researcher wants Hispanic students to speak their mind about their own experiences in the Army ROTC HAI program. According to Creswell (2007), "a phenomenological study describes the meaning for several individuals of their lived experience of a concept or a phenomenon (p. 57)." The phenomenon is that these Hispanic students graduated from college. My college experience is going to be different than the experiences of Hispanic students in the study. Their joint experience is the successful completion of a college degree. In understanding their phenomena, the researcher believes that higher educational leaders can use this research to create a program like ROTC that will help Hispanic students graduate from college.

Significance of the Topic

It's important for Hispanics to complete their college degrees because of the large size of their population in the state. But that's not the only reason. It's also important because they will need to take up more jobs as their population grows and Caucasians become a minority in California. According to Hagedorn and Cepeda (2004),

> While 8.6% of the state's (California) population was foreign-born in 1970, that proportion more than doubled to 21.8% in 1990 (as cited in Myers & Pitkin, 2001), rose 26.2% in 2000 (as cited in U.S. Department of Census, 2002) . . . Thus while the 2000 Census indicted that Caucasians still form the largest population group in the state (46.7%), Latinos are not far behind (32.4%) and are expected to outnumber Caucasians by the year 2020 (as cited in U.S. Department of Census, 2001). (pp. 199-200)

This issue should be a major concern for America since the numbers stated is for America and not just Los Angeles or California. The future development of America must focus on the education of today's Hispanic youth, as Fry states (2002),

> Latinos' success in entering and graduating from college affects not only their own well being but also the nation's well being. Between 2000 and 2025 the white working age population will decline by five million as baby boomers retire from the labor force. Working age Latinos are projected to increase by 18 million (as cited in U.S. Census Bureau, 1999). Thus the vitality of the U.S. workforce increasingly depends on the Hispanic educational progress. (p. 1)

As the nation continues to change, it must prepare for the next generation of the workforce. Focusing on where there are large concentrations of Hispanics can better help other areas of the country that have yet to deal with this issue but will need to as the Hispanic

population moves outside of the traditional areas of California, Texas and Florida. The Army is a government organization that realizes the changing demographics of America and is trying to keep pace with the change. This is one of the main reasons for starting the HAI program.

Key Definition

The terms Hispanic and Latino are used synonymously in this paper. According to Hayas-Bautista and Chapa, (1987), the term Hispanic is:

> A new category [that] was created by executive fiat in the 1970s. The federal Office of Management and Budget (OMB) developed a new term with a new methodology: Hispanic. This term had not been used in earlier counts. The term "Hispanic" was operationalized as: “A person of Mexican, Puerto Rican, Cuban, Central or South America or other Spanish culture or origin, regardless of race” (as cited in Federal Register, 1978., p. 19269). (p. 64)

Hayas-Bautista and Chapa (1987) continue:

> The generic term that best fits these criteria is "Latino." This term is derived from "Latin America" and, as such, preserves the flavor of national origin and political relationship between the U.S. and Latin America (other terms used to refer to this region tend to be divisive, such as Indo-America, Spanish America, or Ibero-America). It is culturally neutral, with respect to Latin American cultures. (p. 65)

Research cited in this paper will use the terms Hispanic and/or Latino, but this researcher will generally use the term Hispanics for his writing because it is the word used by the U.S. Census to describe the population. The U.S. Census website defines Hispanic in the following way:

> Hispanics or Latinos are those people who classified themselves in one of the specific Spanish, Hispanic, or Latino categories listed on the Census 2010 questionnaire -

> "Mexican," "Puerto Rican", or "Cuban"-as well as those who indicate that they are "another Hispanic, Latino, or Spanish origin." People who do not identify with one of the specific origins listed on the questionnaire but indicate that they are "another Hispanic, Latino, or Spanish origin" are those whose origins are from Spain, the Spanish-speaking countries of Central or South America, or the Dominican Republic. The terms "Hispanic," "Latino," and "Spanish" are used interchangeably.
>
> Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Spanish, Hispanic, or Latino may be of any race. Thus, the percent Hispanic should not be added to percentages for racial categories. (Census, 2015).

Research will also classify Hispanic into three different categories but just use one word of Hispanic to describe all three. The three types are: (a) native-born, (b) foreign-born Hispanics who receive a K-12 education in the U.S., and (c) those who are foreign-born and came to the U.S. only to work (Fry, 2004).

The terms university and college are also used synonymously in this paper. The researcher will mainly focus on institutions that offer four-year degree. Therefore when the word college is sometimes used, it can refer to an institution of higher learning that grants terminal-degree. It can apply to institutions that do not grant four-year degrees, including community/junior colleges, as well as vocational and technical schools. Universities, similar to colleges grant degrees, including graduate degrees such as, masters and doctoral degrees. Universities are mostly known for leading in societies research and technology. Since, the two are so closely used it was too difficult to select one word to describe the learning environment

and the research gathered also, used both words synonymously.

Limitations of the Study

There are limitation to this study, it will not prove or disprove that ROTC is for every Hispanic university student. What the study is aiming to determine is whether the experiences Hispanic students had at the ROTC at CSU can be replicated on other campuses. The views of the students do not speak for all Hispanic students.

The study is will give insight into the perspective of the students who during the time of two concurrent wars took up the courage to volunteer into the Army ROTC program while attending college. As of the writing on this dissertation, Operations Iraqi Freedom has come to a close, as well as Operation Enduring Freedom. Since the Army has begun to downsize its military force, it is unknown if it will affect the HAI program.

Summary

As the Hispanic population continues to grow, it is important to have more college graduates in the workforce. The Army has been an entry-level college student employer and has provided opportunities to many Americans, not just Hispanics. According to Beth Bailey (2007), " The increasingly sophisticated effort to discover the desires and psychological needs of America's youth and to offer the army as their fulfillment has helped cement that shift from the obligations of citizenship to the opportunities of the marketplace (p. 74)." Opportunity is the key word of this study. Is the HAI an opportunity for Hispanic students in the workforce marketplace?

This study examines samples of Hispanic students' opinions of the Army ROTC HAI program on an HSI campus. It will follow the lives of several former CSU ROTC Hispanic students and their college experiences and what they are currently doing. From their own points

of view, the following questions will be answered: Is a program like ROTC something that will be beneficial to other Hispanic students? Overall, what changes have taken place in the lives of these former CSU ROTC students?

ROTC is not the prominent in educator's mind as a way to help students be able to graduate from college. It is my belief that this view needs to change so that more Hispanics can take advantage of the ROTC program and give them opportunities to gain experience in management. Not only getting a degree is a challenge, but with the recent passing of the Great Recession, experience may be the deciding factor of college students being able to get employment after graduation. The more opportunities Hispanic students have available to them, the more opportunities they will have to succeed in a life after college.

Chapter 2. Literature Review

This literature review examines barriers of entry for Hispanic students attending four-year universities. In order for a Hispanic student to be commissioned into the U.S. Army, he or she must have a bachelor's degree. So, the hurdles that affect many in the Hispanic community will be the same issues that affect the Hispanic ROTC students. The literature will give insight into ROTC and some of the misunderstanding by educators. As well as, understanding the interest America has in educating its minority population. Also, according to Tinto (1975), issues that students will face are family background; individual attributes; pre-college schooling; commitment (personal and institutional); grade performance; intellectual development; peer-group interactions; faculty; academic integration; social integration; and a final commitment (personal and institutional) (p. 94). There are some additional issues Tinto does not mention that will be included in this study. They will be mentioned in this research because they affect a large part of the Hispanic population who are undocumented. This study will also include information about the DREAM Act. The literature review will also give information about Hispanics in the Army. Tinto's first three areas of focus will be on family background, individual attributes and pre-college schooling. Family background will be broken further into first-generation students, parenting, financial aid, cultural issues, and the Dream Act, which will include undocumented Hispanic students. Individual attributes will include personal motivation and self-empowerment. Pre-college schooling focuses on barriers to entry, college exams, applying to college, and high school preparation.

ROTC Misunderstanding

Many high school educators believe the SROTC (Senior Reserve Officer Training Corps), which is synonymous with ROTC, is for high schools. But that is not the case; rather, the JROTC

(Junior Reserve Officers' Training Corps) program is for high schools, and it is now commonly found on high school campuses throughout the nation. JROTC is a program that, "Once looked upon primarily as a source of enlisted recruits and officer candidates . . . became a citizenship program devoted to the moral, physical and educational uplift of American youth (U.S. Army, 2013b)." Many high school educators are not familiar with SROTC (Senior Reserve Officer Training Corps), and for good reason. That's because when high school educators think of college and military, most think only military academies such as Army's Military Academy, U.S. Naval Academy or the U.S. Air Force Academy. But many high school educators need to become more familiar with opportunities that will be available to their high school students on traditional college campuses. Here is some history on the SROTC:

> The Army Reserve Officers' Training Corps (ROTC), as it exists today, began with President Wilson signing the National Defense Act of 1916. Although military training had been taking place in civilian colleges and universities as early as 1819, the signing of the National Defense Act brought this training under single, federally-controlled entity: The Reserve Officers' Training Corps. (U.S. Army, 2013b)

If high school educators become more educated about the SROTC program, educators may be more willing to direct some of their college-admissible students who are thinking of going into the military straight out of high school another avenue. (Moving forward, the word ROTC will be used in place of SROTC since the study will focus on college students.) If they are admitted into ROTC, college students can almost major in anything and will just need to take additional military science courses throughout their studies. College students will be commissioned into the Army's Active Duty, National Guard or Reserves after completing their degree and military science courses. Students that do not complete their degree will not be able to commission into

the Army Active Duty, National Guard or Reserves. This is why it is so important for the U.S. Army to help Hispanic students get their degrees; without it, Hispanic students will not be able be commissioned.

What exactly is a commission officer? A commissioned officer can be considered the white-collar job in the Army. That means the student will enter a rank that is higher rank than his or her blue-collar counterpart, Enlisted. A commissioned officer is in a managerial position. Therefore, a newly commissioned officer-as a leader/manager-will have responsibilities that will make him or her responsible for the lives of enlisted Soldiers, many whom may have more time and experience than the commissioned Officer. Experience does not matter; what matters is the officer's position as a commissioned officer. Commissions come directly from the U.S. Const. Art. I, § 8, "To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress (U.S. Constitution, 1787)." The Army freely gives the opportunity to be commissioned to an individual who is able to make it through the ROTC training on campus. It will provide must-needed experience to individuals who may not otherwise been given the opportunity to prove the talents, intellect, skills and abilities. This is one of the first aids that the U.S. Army gives to minority college student.

Minority serving institutions

The U.S. Army works with minority serving institutions (MSI) in an effect to recruit more minorities to serve in the Officer Corps. The U.S. government like the U.S. Army recognizes the need to help minority students to succeed. The U.S. government in 1965 passed the Higher Education Act, which has been reauthorized nine times since it was originally passed.

The law is designed to help minority college students obtain a college degree. It gives guidelines for student loans, grants and more. The law also gives federal funding for MSI. There are several groups that fall under minority institutions, AAPIs (Asian-American Pacific Islander), HSIs (Hispanic Serving Institutions), Tribal (Alaska and Hawaiian Serving Institutions), and HBCUs (Historically Black Colleges and Universities).

Historical Black colleges and universities. The first minority serving institutions were the HBCUs, the Cheyney University of Pennsylvania being the first HBCU. Cheyney University was founded in 1837 (Cheyney University). Today, they are more then a hundred HBCUs (Department of Education). One of the HBCU that stands out is Howard University because its relationship with a General in the military. A little history according to Thomas R. Wolanin (1998),

> A group of local members of the First Congregational Church, meeting in late 1866, first sought to create a theological seminary for the training of black ministers. They broadened its purpose to include "education of youth in the liberal arts and science" and received a charter from Congress in March 1867. They named the new institution after Major General Oliver Howard, a Union general and commissioner of the Freedmen's Bureau. (p. 18)

Howard University was named after a military General who was interested in educating newly freed slaves. It is evident that early on, there has been at least some military influence in regard to helping educate minorities. Howard University is one of the early universities that provided a great education to newly freed slaves. According to Butchart and Rolleri (2004), "At Howard University, undoubtedly the strongest of the early black institutions of higher education, over half of the students in 1872–1873 were enrolled in either the normal or preparatory departments

(p. 164)."

After the Civil War the federal government took a special interest in the education of black slaves. The government instituted the Freedmen's Bureau with the purpose of completing the task of educating black slaves. Its first commissioner was none other than, General Oliver Otis Howard. According to Gasman, Baez, and Turner (2008), "As early as 1865, the Freedmen's Bureau began establishing Black colleges, drawing many of their staff and teachers from the ranks of the military (p. 19)." These opportunities helped many freed slaves that really didn't have too many other options at the time. According to O'Brien and Zudak (1998),

> From the late nineteenth century to the mid twentieth century, most southern and some border states legally prohibited African Americans from attending public institutions of higher education. Many states, rather than admit African Americans to their flagship institutions, established separate institutions for them. (p. 10)

Dr. Renee Dorn (2013) did a study on the relevance of HBCUs. The following reveals her study's conclusion, "During this research process, it was determined … these colleges and universities have benefitted students over the decades… (p. 127)." So, if HBCUs are still beneficial, can that truth also apply to other Minority-Serving Institutions such as Tribal Colleges and Universities?

Tribal colleges and universities. TCUs are tribally-controlled by different tribal nations throughout the U.S. The first tribally-controlled community college in the U.S. is what is now known as Diné College, established in 1968 (Diné College, n.d.). Today there are over 34 TCUs that serve over 30,000 students across U.S., Mexico, and Canada (Collegefund, n.d.). So, why the need to serve Native American students when they can attend regular colleges? Well, according to Paul Boyer (1997),

> America's mainstream colleges have enrolled Indians for over 350 years. From the time of first English settlement, Native Americans have been encouraged to participate in this ritual of Western civilization. But the goal was almost always assimilation, seldom the enhancement of Indian students or the well-being of their values. (p. 7)

Thus, the purpose of TCUs is not to be like all the other colleges and universities but reflect a unique tribal identity (Boyer, 2002). This purpose is different than another minority entity, Asian-American and Pacific Islanders (AAPI).

Asian-American and Pacific Islanders. AAPI have a different history than HBCUs or TCUs. Actually it has taken some time to recognize AAPIs, because some argued that unlike African Americans, Hispanics, and Native American, Asian-American were not disadvantage when it came to education. Continuing with that thought many believe AAPIs are "model minorities," according to Gasman, Baez, and Turner (2008),

> As deficit thinking models blame Latino, Black, Native American "culture" for not valuing education and hard work (as cited in Valencia, 1997), Asian-Americans stand as a beacon of the American Dream, an example that other minority groups could get it right if they only tried harder and complained less. (p. 112)

Another reason that Congress had difficulties with AAPIs is that, College Board, a not-for-profit educational association published an article, Reaching the Top, the College Board's National Task Force on Minority High Achievement in 1999, which grouped AAPIs with whites regarding educational attainment (Gasman, Baez, & Turner, 2008). In other words, whites and Asians were placed at an equal level of educational progress. So, why would Congress want to help a minority group that is already doing well in education? AAPI institutions began to conduct conferences on the misguided stereotypes of AAPIs. AAPIs also had several members

of Congress (both in the U.S House of Representatives and Senate) who recognized the special needs of the AAPI community. The argument that had the most weight was that HSIs also did not have the same history as HBCUs and TCUs. According to Gasman, Baez, and Turner (2008),

> Although MSI funding was largely compensatory, given the history of federal and state-sponsored discrimination against Blacks and Native American in education, a shift occurred with the 1992 inclusion of HSI federal designation and funding. Unlike HBCUs and TCUs, HSI eligibility was determined by the proportion of Latino students (25% or higher), low-income students, and general low educational expenditures. (pp. 112-113)

AAPIs school also have pointed out that not all Asian community have strong education ties; some subgroups may have similar issues like HSIs in that they come from communities that do no have a high educational attainment e.g. Vietnamese Americans (13.8%), Cambodian Americans (6.1%), Laotian Americans (5.8%), and Hmong American (5.1%) (Gasman, Baez, & Turner, 2008). Congress did finally passed the College Cost Reduction and Access Act of 2007, which recognized AAPIs (Chen & Yoo, 2010). This leads to the last group of the MSIs, the HSIs.

Hispanic Serving Institutions. Here is some background on HSIs. The background is according to Galdeano, Flores, and Moder, (2012)

> In 1991, HACU (Hispanic Association of Colleges and Universities) opened a Washington, DC, office and took a leadership role in convincing Congress to formally recognize campuses with high Hispanic enrollment as federally designated HSIs and to target appropriations to those campuses. In 1992, President George H. W. Bush signed into law the amendments to the Higher Education Act (HEA) of 1965, which under Title III defined HSIs as accredited, degree-granting, public or private, nonprofit colleges or

> universities with 25% or more Hispanic enrollment. Although authorized in 1992, no funds were appropriated until fiscal year 1995. (p. 158)

Unlike HBCUs, which opened education to newly freed slaves, HSIs are designated on student enrollment of the university. So, it should come to no surprise that there is a high concentration of HSIs located in communities with high population of Hispanics. Toms A. Arciniega (2012) wrote the following about California, for example:

> Of the 23 California State University campuses, more than half are officially HSIs. In addition, most of those campuses, including the Chancellor's Office, are official members of HACU, and all are active(ly) engaged members of HACU. (p. 153)

In 2011-12, there were 356 HSIs. The majority of these institutions (52%) were two-year institutions, with the largest concentration in California (112), Texas (66), Puerto Rico (61), New Mexico (23), Florida (20), and New York (18) (Santiago, 2013). To bring it to a smaller scale in the Los Angeles area there are 10 public universities (8-CSUs and 2 UCs), seven private, and 24 community college that are HSIs. Since HSIs are a percentage of student population a one-year difference show how HSIs are increasing. In 2012-2013, the number of HSIs increased to 370, with California increasing to 127 campuses. This number does not include emerging HSIs, which is defined as colleges having Hispanic population form 15 to 24% of the total population. When you add this number in California, it has an additional 71 college campus (Galdeano & Santiago, 2014).

CSU ROTC

The intention of the Army was to create an opportunity for students to volunteer for the ROTC at a HSI; there were students, staff and faculty members that did not see it has an opportunity. This is important to understand that this issue more than likely unique to CSU, and

that not all HSIs have this issue with ROTC. That is an important to note because people's opposition to having an ROTC program at CSU, many have had an impact on the Hispanic students who did decide to volunteer for CSU ROTC.

Mr. Paredes was a graduate student at CSU majoring in Chicano and Chicana Studies was not supportive of the Army's "Hispanic Access Initiative," but he misunderstood its purpose. The Army's ROTC program is not accessing every Latino student's information to join the ROTC program. This initiative was created for the purpose of reaching out to the Hispanic community. So although Hispanic students acknowledge CSU ROTC provides opportunities for them, ROTC students had to also consider how their Hispanic peers viewed them. When you attend college, they usually look for people to associate with who are like-minded and share similar backgrounds. Hispanic CSU ROTC students understood that they would not have this privilege if they decided to volunteer for ROTC.

College Entrance

Pre-college schooling. Hispanics make up a large part of California's population. Thus, if California fails to educate more Hispanics, it will have a drastic impact by lowering the education level of a large population of Californians. Education of Hispanic students starts as early as in K-12 schools. According to Hagedorn and Cepeda,

> Latinos occupy more than 71% of the public K-12 school seats (as cited in LAUSD Net, 2001). Despite their large representation, Latinos are less likely to graduate from high school and be eligible to enter either the University of California or California State University system. (p. 200)

States such as California need to take steps in supporting students' pre-college schooling. According to Georges Vernez and Lee Mizell (2001),

> The task of educating Hispanics will continue to fall primarily on just five states. More than one-third of Hispanics aged 0 to 24 live in California, 20% live in Texas, and another 25% reside in New York, Florida, and Illinois combined. (p. 5)

California may need to set higher standards for its students (including Hispanic students). According to Nora and Crisp (2009), students "who followed a more rigorous academic curriculum in high school and who had expectations of obtaining a bachelor's degree while in the tenth grade were more likely to attend college than students with lower academic achievement and expectations (p. 324)."

California has the largest concentration of HSIs, according to Boualoy Dayton, Nancy Gonzalez-Vasquez, Carla Martinez, and Caryn Plum (2004), "States with the largest Hispanic populations have the highest numbers of HSIs; for example, as of 2001, California had fifty-seven HSIs, Puerto Rico had forty-seven, and Texas had thirty-two (p. 29)." California must act quickly in order to educate its fasting-growing part of the population. The benefits of educating Hispanics students are significant. According to Vernez and Mizell (2001),

> Education is the single most important factor in providing the skills and knowledge needed by the nation's economy and in determining the level of individual income. Higher levels of education are also associated with better health, better job satisfaction, and participation in civic and commercial activities (as cited in Bowen and Bok, 1998). Other social benefits include savings in public welfare and health programs, increased tax revenues, and decreased income inequalities between racial/ethnic groups. Finally, an ethnic community would gain a cumulative number of leaders, role models, and mentors for Hispanic youth to emulate, further increasing the educational attainment of future generations. (p. 15)

The issue is obviously important as the population of Hispanics continue to grow. Now is it time to work on getting Hispanic students to attend and graduate from four-year universities. In order to prepare students, they must be able to pass barriers to entry.

Barriers to entry. Every college has a barrier to entry; no college has an open-door policy to allow everyone and anyone to enter. Part of the reason why that is the case is because college is not for everyone, and not everyone is qualified to go to college. Colleges want to get the best and the brightest. Some colleges have taken pride in how small their acceptance rate is. This barrier to entry has become the new standard of how great a college is.

Colleges want to invest in the student body and want to see students continue on to have wonderful careers. The more successful a student is, the more attention can be brought to the school's reputation through its alumni association. One of the ways colleges assess the possible success of a student is through a college entrance exam. Many colleges use one of two entrance exams.

College exams. The Scholastic Assessment Test (SAT) or American College Testing (ACT) are in place to try and determine the success of a student by measuring the educational foundation of a prospective student according to his or her score. According to Marcus (1989), "The results indicate that the acceptance rate, a required interview, and the average collegiate SAT score are major determining factors of retention rates at U.S. private colleges (p. 37)." Higher test scores are more likely to produce a student who will be successful in college. The SAT test focuses on mathematics, writing and critical thinking, and the ACT focuses on English, mathematics, reading and science. According to Harrell and Forney (2003), generally, Hispanics perform "more poorly on college entrance examinations than other racial/ethnic groups (p. 149)."

For many Hispanic students, they are the first in their families to take these entrance

exams. Not knowing what to expect on these exams or not being prepared to take the test is an issue that needs to be addressed. According to Pamela Harrell and William Forney (2003), "Thirty-eight percent of first-generation students scoring in the lowest quartile on college entrance examinations will take one or more remedial courses upon admission to the postsecondary institution (p. 150)."

College admissions. Once, Hispanic student get passes the entrance exams they still need to get passed college admission requirements. According to Patricia Gándara and Elías López (1998)

> The University of California sets its admission standard at the top 12.5% of the state's graduating senior class and the percentage of White students in the 1990 class eligible for admission was 12.7%, only 3.9% of graduating Latino students were eligible for admission based on high school grades and college entrance scores (as cited in Latino Eligibility study, 1994). (p. 19)

First-generation Hispanic students have difficulty doing well on entrance exams compared to Caucasians. Once Hispanic students have overcome the obstacles of passing entrance exams and meeting other admission requirements, there is at least one other challenge they face: graduating. Statistics show that graduation rates for Hispanics at HSIs drop even though they make up the majority of the student population. What hinders Hispanic students from graduating? Are the issues that stopped Hispanic students from entering college continuing to be issues once they are in college? According to Becerra (2010):

> Unfortunately, not all students are able to attend a university as a result of a variety of factors including low academic achievement in their K-12 education or low scores on standardized tests. Low academic achievement, however, may not be the only barrier for

> some students to pursue a college degree. Some students who are academically qualified may choose not to continue their education due to lack of financial resources, family obligations, or other personal reasons. (p. 188)

It is evident that K-12 education plays an important part in preparing students for college. From a university's perspective, students' grades in high school are very valuable.

High schools. High schools help set the foundation for the things Hispanic students will need to be successful in college. If high schools are failing Hispanic students, then Hispanic students will have a difficulty in completing a four-year degree. According to Greene and Forster (2003),

> more than two-thirds of all the students who start high school … do not graduate with the minimal requirements needed to apply to a four-year college or university (p. 1)

Although that statement is not specifically referring to Hispanic students but all students, this information still creates problems for Hispanics students because they make up a large part of the student bodies in many high schools. According to Horn, Flores and Orfield (2006), "Moreover, fewer than half of those who did graduate had completed the academic credentials necessary to qualify for admission to the University of California and California State University systems (as cited in The Civil Rights Project at Harvard University, 2005) (p. 43)." So, just graduating Hispanic students from high school is an issue. Rodriguez (2008), "Although the United States is an economic superpower, its school system fails to graduate 50% of its Latina/o students (p. 259). According to Chapman, Laird, Ifill, & Kewalramani (2011), "The percentage of Hispanics ages 16–24 who were dropouts was consistently higher than that of Blacks and Whites throughout the 37-year period of 1972–2009 (p. 9)." To make situations worse for Hispanic students, many of them need to work in order to pay for school. Many times they do not know about financial aid,

so some of them work to attend school. Many Hispanic students take the alternative path of attending a community college rather than a UC or CSU.

Community college. The California Community College (CCC) system is a little different than the UC or CSU schools in that not all classes taken at community colleges go toward an associate or bachelor's degree. According to Chapa and Schink (2006), "many transfer students may not be able to enroll in the UC program of their choice because community college degree and certificate programs do not always match those offered at UC (p. 47)." One of the reasons Hispanics sign up for course work that does not go toward a degree is that they do not attend a CCC for a degree. The purpose for their attendance is to obtain work. According to Richard Fry (2004), "They are nearly twice as likely as whites to have children or elderly dependents, and are more likely than white undergraduates to be single parents." Community college has to adjust to their market, The Community. According to Horn and Ethington (2002),

> Because increasing numbers of students from these underrepresented minority groups are attending community colleges, these schools are in a position to attempt to equalize opportunities for all students. Community colleges, unlike four-year institutions, have historically had multiple missions because of the variety of reasons that students chose to attend college (e.g., transfer, vocational programs, personal reasons), and thus would appear to be in an ideal position to vary programs and curricula to best meet the needs of diverse students. (p. 403)

It has becomes obvious that the community college mission is not only to transfer students to a four-year university but also to teach English Second Language (ESL) and vocational education, as well as achieve other goals. Community colleges have to deal with several missions of the community.

The CCC has not established a transfer culture to help students move from the community college system to the UC or CSU system. Armida Ornelas and Daniel Solorzano (2004) have several recommendations on how to create a "transfer culture," including involvement from administration, counselors, faculty and students. For the administration, the requirements to transfer to a four-year university are to provide: (a) a computer-based information system that tailors to the individual student. It will show the student the course requirements that have been met, course requirements that need to be met, and grade point average; (b) have a learning community where students can transfer as a cohort; (c) financial aid help; (d) have a summer program that moves students from the community college setting to a university setting; and (e) have enough class sections available. For the counselors, they would provide: (a) all necessary information for transfer, (b) develop an education plan that could be put online, (c) update and provide accurate information regarding their transfer to a university, (d) a strategic way to get information to the student, (e) visits to high schools and talk about taking community college classes while still in high school, and (f) reach out to family and the community about the opportunities for transfer through the community college system. For the faculty, they should be encouraging students to transfer since they are the ones who have the most contact with students. And lastly, for the students themselves, they should be: (a) seeking correct information for transfers, and (b) taking on the responsibility to seek out on-campus resources (Ornelas & Solorzano, 2004).

So, what is stopping Hispanic students from continuing their college education? The California Master Plan was designed to give more students the opportunity to attend a four-year university by using the community college as a stepping stone. The barrier to entry is more about being prepared for college. According to Brown & Niemi (2007):

> A recent survey of California community college placement test results indicated that only about 9% of students place in transfer level math and about 27% of students place in transfer level English...over 70% of students place in remedial math and 42% place in remedial English" (as cited in Research and Planning Group for California Community Colleges, 2005, p. 6). (p. 47)

Hispanic students attending CCC seem to not be prepared to attend college level courses. Many Hispanic students obtain a high school diploma, but that does not represent their preparedness to attend four-year universities. They have only "checked the box" of fulfilling requirements to graduate. To represent this fact, Ornelas & Solorzano (2004) state:

> The California community college system consists of 72 districts and 108 colleges throughout the state. In the fall of 2000, the community colleges enrolled a total of 1,587,119 students; Latina/o students represented 24% of the total enrollment or one in every four students (as cited in Chancellor's Office California Community College, 2000). Yet, in the previous year, 1999-2000, these colleges transferred only 1,432 Latinas/os to the University of California and 9,296 to the California State University (as cited in CPEC, 2001), reflecting a disproportionately low number of Latina/o transfer students relative to their overall Latina/o enrollment in the system. (p. 234)

Of the more than 1.5 million students in the community college system in 2000, less than 2.5 percent transferred to a UC or CSU school. In 2010, the total of Hispanic students in CCCs was 586,483 or 33.58% as shown in Table 1, of the student population of CCC. There were 2,770 as shown in Table 2, students who transferred to a UC school, and 11,951 as shown in Table 3, transferred to a CSU in 2010, meaning that still about 2.5 percent transfer to four-year colleges (CPEC, 2013). So, it may be that although community colleges may have a large part of the

Hispanic population in higher education, it is not doing a good job of transferring Hispanic students to the universities. So it may be more advantageous for students to get accepted it a UC or CSU school straight out of high school.

Table 1

Total Enrollment Latinos of Community College as a Percent of Total, 2010

Total Enrollment Latino as a Percent of Total, 2010							
		Men		Women		Ethnicity Total	
Year	Total	Num	Pct	Num	Pct	Num	Pct
2010	1,746,686	263,059	15.06%	323,424	18.52%	586,483	33.58%

Table 2

Community College Transfers to UC, Latino as a Percent of Total, 2010

Community College Transfers Latino as a Percent of Total, 2010							
		Men		Women		Ethnicity Total	
Year	Total	Num	Pct	Num	Pct	Num	Pct
2010	16,755	1,401	8.36%	1,369	8.17%	2,770	16.53%

Table 3

Community College Transfers Latino to CSU as a Percent of Total, 2010

Community College Transfers Latino as a Percent of Total, 2010							
		Men		Women		Ethnicity Total	
Year	Total	Num	Pct	Num	Pct	Num	Pct
2010	44,319	4,826	10.89%	7,125	16.08%	11,951	26.97%

According to Consuelo Arbona and Amaury Nora (2007):

> Among the Hispanic students who attended college in 1992 or 1993, 58% initially enrolled in a two-year college while 42% attended a four-year college. Of those students who first attended a community college, only 7% had obtained at least a bachelor's degree by 2000, while 44% of Hispanic college students who first attended a four-year institution had earned a college degree by the end of the same time period. (pp. 255-256)

As shown in Figure 2 the information given by Arbone and Nora. They shed light on the fact that while only 7% obtain a bachelor's degree when starting at a community college, the

percentage is so much greater with students who first start at a four-year institution (44%). It should be the goal of educators to get more Hispanic students into a four-year institution. This is not an easy task since most Hispanic students start their college education at the community college level. What is evident is that there is a clear difference between starting at a community college versus a four-year college.

DESCRIPTIVE STATISTICS FOR DEPENDENT VARIABLES AND DEMOGRAPHIC INFORMATION

Dependent Variables	*Percent First Enrolled in Community College (58%)*	*Percent First Enrolled in Four-Year College (42%)*	*Percent All*
Highest college degree by 2000			
Less than a college degree	93	56	78
At least a bachelor's degree	07	44	22
Demographic characteristics			
Gender			
Males	50	54	52
Females	49	46	48
English/native language	52	54	53
Highest parental education			
High school or less	49	43	46
Some college	41	34	38
At least college degree	10	23	16
Hispanic subgroup			
Mexican/Mexican American	70	54	64
Cuban/Cuban American	03	05	03
Puerto Rican	08	10	09
Other Hispanic	20	31	24

Note: Percentages refer to within-column proportions and to weighted data.

Figure 2. Descriptive statistics for dependent variables and demographic information. Retrieved from "The influence of academic and environmental factors on Hispanic college degree attainment," by C. Arbona, & A. Nora, *Review of Higher Education, 30(3),* 247-269. Copyright 2007 by John Hopkins University Press

Four-year university. Hispanic students need to start applying to four-year universities in high school. The main reason is that if they get accepted, they will have a higher chance to graduate. According to Fry (2004):

> A national study using detailed longitudinal information on the educational progress of Hispanic undergraduates in the 1980's concludes "the chances of graduating with a four year degree are increased by enrolling [in] a four year program directly after graduating high school. Delaying entry, and enrolling initially in a two-year program will hinder a student in achieving a four-year degree. Unfortunately many Hispanic high school graduates follow this path (as cited in Ganderton and Santos, 1995)." (p. 11)

The goal for many Hispanic students needs to be to try to get admitted into a four-year university. Yet, according to Jennifer Chacón (2008), relative to their "numbers in the general population, Latina/o students have been underrepresented at colleges and universities for generations at the national level (p. 1223)." This is a cause of great concern.

It is possible that Proposition 209 in California may have taken the wind out of the sail for many Hispanic students. Proposition 209 was a proposition in, "which [it] eliminated consideration of race in the admissions process (Santos, Cabrera, & Fosnacht, 2010, p. 605)." The result of the implementation of Proposition 209 was lower application, admissions and enrollment numbers in the UC system. According to José Santos, Nolan Cabraera and Kevin Fosnacht (2010):

> The application impact ratio after the implementation of Proposition 209 dropped below the 80% threshold (1998, *i.r.* = 0.65; 2002, *i.r.* = 0.73) suggesting a disparate impact on applications from potentially eligible students that occurred due to the ballot initiative. (p. 616)

As shown in Figure 3 the findings by Santos, Cabraera & Fosnacht (2010) of drops in applications.

Impact Ratios for UC System-wide URM Applications, Admissions, and Enrollments

Year	Application Ratio	Admission Ratio	Enrollment Ratio
1995	0.80	0.96	0.98
1998	0.65	0.87	0.91
2002	0.73	0.88	0.91

Figure 3. Impact ratios for UC system-wide URM application, admissions, and enrollments. Retrieved from "Is 'race neutral' really race-neutral?: Disparate impact towards underrepresented minorities in Post-209 UC system admissions" by J.L. Santos, N. L. Cabrera, & K.J. Fosnacht, 2010, *Journal of Higher Education, 81(6),* 605-631. Copyright 2010 by Ohio State University Press

So, the proposition did have some immediate impact on Hispanic students applying to UC schools. According to David Lopez & Andres Jiménez (2003):

> Neither the community colleges nor the CSU system was greatly affected by Proposition 209, but the impact on Latino enrollment at the University of California system was severe. In 1998, the year that the ban went into effect, 53% fewer Latinos were admitted to UC Berkeley and 33% fewer were admitted to UCLA than the year before. Thus while the two flagship campuses of the UC system had also been the standard-bearers of diversity in the system, their share of Latino undergraduates dropped from a high of about 15% in 1997 to 8.6% in 1998. (p. 90)

Looking back over more than 10 years since the law was passed, what has been the effect of the law? According to Charles Geshekter (2008):

> While there was a significant drop in the numbers of black and Hispanic students at Berkeley and UCLA, table 1 indicates the greater success that ethnic minorities had in actually completing a baccalaureate degree when they attended a UC campus that offered an apparently better match for their academic backgrounds and preparation. (p. 299)

Ian Wang (2008) said:

> In many ways, Proposition 209 has damaged the educational interests of traditionally underrepresented minorities in relation to higher education, but it has also had an indirect positive impact. By eliminating race from the debate, Proposition 209 has helped focus attention on how other socioeconomic factors are even more important to determining academic success. (p. 170)

Wong mentions a bright side was more on the socioeconomic factors that Hispanic students deal with versus their Caucasian counterparts. That is not to say that there are not socioeconomic factors that affect Caucasians, but they are not as significant compared to Hispanics and African-Americans. Since race cannot be used as a factor to determine whether a student can get accepted into a UC school, it is important that Hispanic high school students stay motivated and continue to apply to universities. California has implemented a plan to try to help students have a greater success in college. It is called the California Master Plan.

California master plan. Everyone in California has the opportunity to attend a California Community College (CCC). According to the Liaison Committee of the State Board of Education and The Regents of the University of California (1960), "the existing 'open-door' policy … admits students from all levels of ability (p. 67)." This "open-door" policy gives many students who did not graduate from high school, or who immigrated to the U.S. and do not have high school diplomas, an opportunity to pursue higher education. The CCC is only part of the larger picture for higher education in California. The following is according to the Liaison Committee of the State Board of Education and The Regents of the University of California (1960):

> ADMISSIONS POLICIES AND PROCEDURES
>
> ***It is recommended that:***

> In order to raise materially standards for admission to the lower division, the state colleges select first-time freshmen from the top one-third (33 1/3%) and the University from the top one-eighth (12 1⁄2%) of all graduates of California public high schools. (p. 4)

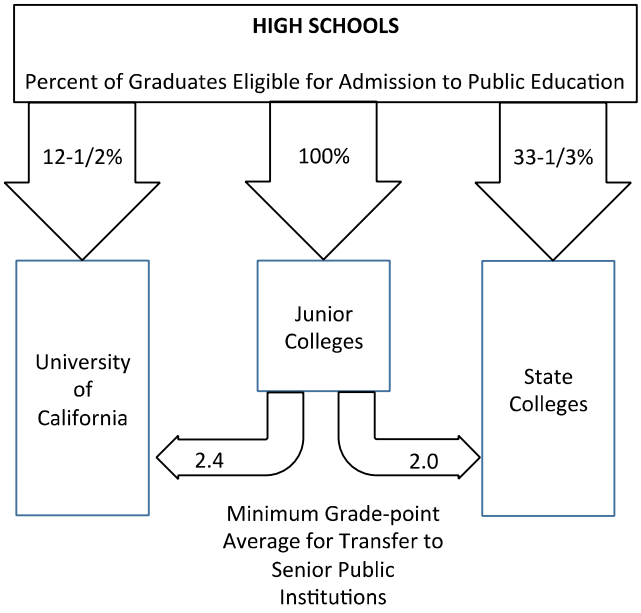

Figure 4. Percent of graduate eligible for admission to public higher education. Retrieved from "Liaison Committee of the State Board of Education and The Regents of the University of California," A master plan for higher education in California, 1960-1975. Copyright 1960 by California state departement of education

The reason the Master Plan is important to Hispanics is because it can use the CCC as a stepping-stone to four-year university-level classes. So, even if Hispanic students did not graduate from high school, they still have the opportunity to continue their education at community colleges. California has a lot of opportunities. According to Maria Zarate, and Rebeca Burciaga (2010), "California offers 3 publicly subsidized higher education systems: 112 community college, 23 California State University (CSU) and 10 University of California (UC) (p. 25)." Although, according to Jorge Chapa, and Werner Schink, "the number of students transferring from the community colleges to UC or CSU has not kept pace with growth in both

the general and college-going populations (2006, p. 43)."

Need for Hispanic to work. Many Hispanic students have to work full time and go to school part time. Sometimes "work" means taking care of family. Additional responsibilities play a role on a Hispanic student's decision to stay in college. This family "work" normally falls on Latinas but also affects males. According to Nora and Crisp (2009), "Latino and African-American students who commuted large distances to campus, who left campus to work elsewhere, and who assumed responsibility to take care of family members before or after classes were less likely to persist in college (p. 333)." The CCC system understands the need of their market of students so, according to Fry (2002), "Degree programs are often designed to accommodate part-time students, and classes are scheduled in the evenings to accommodate students with full-time jobs." Fry goes on later to also say, "many two-year institutions offer courses that aim more at improving job skills rather than advancing a student towards a degree (2002, p. 6)." Although this flexibility is available, it does not make it easier for a Hispanic student to transfer and obtain a four-year degree, especially for female Hispanic students. According to Susan Sy (2006), "Especially in combination with having to fulfill family obligations, the demands of working (hours away from school, stress associated with the workplace) may exacerbate the pressure felt by Latina college students, thus inhibiting their adjustment to college (p. 372)." Several Hispanic students work in an effort to pay for college. According to Roberto Haro, Guillermo Rodriguez, Juan Gonzales and Latino Issues Forum, (1994):

> Eight out of ten Latino students surveyed held jobs while attending a four-year college. Significantly, 75% of these students worked off-campus. Of the students surveyed, about 83% were enrolled as full-time students. The majorities of students in our study were

> living at or below the poverty level and depended on family for financial support. The largest number of Latino students surveyed attended California State University campuses, allowing many of them to live at home. Most of the students at the University of California lived on or near a campus. Half of the students interviewed had a GPA between 2.6 and 3.0. Three out of ten had a GPA between 3.1 and 3.5. About 77% said that they felt welcomed on campus and did not feel any sense of alienation. (p. 8)

Hispanic students have dropped out of college (community college and four-year universities) because of the added pressure of working and going to school. According to Nora and Crisp (2009), "Additionally competing options were found to keep students away from higher education as many of the students interviewed were already offered full-time employment or military service that were perceived as more attractive in the short-term (p. 325)." So, if Hispanic students are able to just attend college and did not need to work, then their educational experience may be different. According to Nora and Crisp (2009), "… students residing on campus and not having to leave the campus for work or family provided them with the time necessary to fully integrate both academically and socially at their institutions (p. 333)."

Hispanics in the Army

At the end of the Clinton administration era, there was a push to recruit more Hispanics into the military. According to Jorge Mariscal (2005):

> The targeting of Latino youth for military recruitment was initiated by former Secretary of the Army Louis Caldera (now president of the University of New Mexico) who once declared that "Hispanics have a natural inclination for military service" (as cited in the New York Times, June 4, 1999) and that the Army could "provide the best education in the world" (as cited in National Journal, August 14, 1999). (p. 46)

Louis Caldera was himself in the Army; he attended and graduated of U.S. Military Academy, class of 1978 (Land, 1998, p. 54). Mr. Caldera was a child of Mexican immigrants and was able to reach the position of U.S. Secretary of the Army (1998-2001) and other high-level positions (Fischer, 2006, p. 24). It is possible that some of his success can be credited to his college/military training at the U.S. military academy West Point. ROTC gives similar training, except the training is completed on a traditional college campus.

The advantages of the joining the Army continued as it moved from the Clinton administration to the Bush administration. According to Amy Lutz (2008),

> Given that no draft currently exists, and that immigrants in today's military are all volunteers, service in the military is often a way to expedite citizenship proceedings for those who serve. In July 2002, President Bush used his authority under the Immigration and Nationality Act to expedite the citizenship of non- citizens who had been serving honorably in the military since September 11, 2001. (p. 174)

This is a great benefit to permanent residents because once an individual becomes a citizen, he or she can petition for family members to come to the U.S. or seek U.S. residency on their behalf. The normal route of citizenship is very time consuming. Reducing the time gives opportunity to soldiers to reunite again with family members. This benefit is not yet available to students in the ROTC program since students have to already be U.S. Citizen. Yet if the DREAM Act were to be passed, it is another opportunity that can be made available to Hispanic students.

The U.S. Army wants to help those who are willing to volunteer for service. The Army/military provides different types of support for all military personnel, from the G.I. Bill (money for education) to VA loans (for purchasing a home) to extra incentives for jobs at all levels of government (local, state and federal). It does not matter if you are enlisted or an officer; all

benefits are available to all soldiers. Race is not taken into consideration when people in the military receive these benefits—only service time.

It has not always been this way. African-Americans were the largest minority group during World War II, and they did not receive (Astor, 1998) all the benefits that should be entitled to people who defend their country. According to Brigadier General Benjamin O. Davis Sr.:

> The colored man in uniform is expected by the War Department to develop a high morale in a community that offers him nothing but humiliation and mistreatment . . . The War Department has failed to secure to the colored soldier protection against violence on the part of civilian police and to secure justice in the courts in communities near-by to Southern stations . . . On the training fields the development of morale does not take into consideration Jim-Crow laws and customs. The "Four Freedoms" cannot be enjoyed under Jim-Crow influences. (Astor, 1998, p. 183)

Desegregation in the military became a true victory for civil rights, and the military made the first steps to create equality with President Truman's Executive Order 998. According to Newby II (2004):

> The Executive Order was a presidential proclamation of the right to bear arms for one's country as a civil right. It also provided ammunition for advocates presenting subsequent challenges against discrimination in other contexts, namely education. The change from segregation to integration in the military represented more than a mere change of military policy; it represented a change in the understanding of the social fabric of our nation. As such, Executive Order 9981 was an important precursor to *Brown* v. *Board of Education of Topeka* and subsequent efforts to achieve equality of opportunity in America. (p. 84)

Although it was African-Americans who experienced the biggest impact of desegregation in the military, Hispanics can take advantage of desegregation. The Army established the Hispanic Access Initiative was to create equality in the ranks, especially in the higher ranks.

Academic system

Grades. There is no way to measure how well students do in their individual grades since there are no statistics on "Hispanics grades." What can be measured, though, is how many Hispanic students transfer from the CCC to UC or CSU. According to Patricia Pérez & Miguel Ceja (2010):

> Nationally, for example, of all first-time community college Latina/o students in 1995 with intentions to transfer, only 5.5% of these students managed to do so by 2001 (as cited in NCES, 2003). This same report suggests that after 6 years, an estimated 48% of these students were no longer enrolled at the community college and had departed their respective institutions without obtaining any degree. (p. 8)

This statistic is of great concern since a CCC can be a stepping-stone to completing a bachelor's degree. What research has shown is that Hispanic students are not taking the necessary steps to continue in their education.

Grades come into play for many Hispanic students in terms of their link to financial aid: The lower the grades, the less financial aid is available, which then can affect whether a student returns to college. According to Shouping Hu and Edward St. John (2001):

> the composition of college grades for racial/ethnic groups differed substantially. African Americans had higher percentages of below-C and C grades, followed by Hispanic, then Whites. Conversely, higher percentages of White had A and B averages, followed by Hispanics, then African Americans. College grades had substantial influence on

> persistence. Differences in college grades among racial/ethnic groups help explain the difference in average persistence rates for three racial/ethnic groups. (p. 279)

Along with their persistence, Whites had better grades to sustain them through their college education. That was largely not the case with Hispanic and African-American students.

Intellectual development. The intellectual development of Hispanic students is important to understand because it sets the bases for how well the student is going to do in college. K-12 education in the Los Angeles area is important because it is the nation's second-largest school district, and it has the largest percentage of Hispanic students. According to Fan, Walters, Bochanty-Aguero and Haro (2008), "About half of Latina/o students complete their K-12 education, and less than 10 percent graduate from college (p. 1)." These percentages do not speak great about the Hispanic community and its desire for education. This is why again there is a need to assist Hispanic students who do chose to continue their education.

Social System

Peer-group. Peer Groups are a great way for Hispanic students to feel like they are a part of the university culture. According to Jeanett Castellanos & Lee Jones (2003), "If the majority of Latina/o students come from communities and families where they are first-generation college students then the necessary support needed to deal with challenges they face may not exist because of the lack of "college knowledge (p. 144)." Sylvia Hurtado, Deborah Carter, and Albert Spuler (1996) mentioned,

> Resident advisors, academic counselors, and upperclass students all had positive influence on student adjustment to the institution. Students who reported that resident advisors and upperclass students assisted in their first year scored higher on the Social Adjustment and Attachment scales in the second year of college. (p. 147)

Therefore, Hispanic upperclassmen can assist Hispanic underclassmen in adjusting to a new environment. Being a role model to Hispanic underclassmen can motivate Hispanic upperclassmen to lead by example and graduate. Hispanic peer groups can help because they understand Hispanic culture. Salas wrote his dissertation about the mentoring experience at the Colorado State University, were he had 17 Latino students participate in the El Centro Resource Leaders Mentoring Program (ERLMP). According to Richard Salas (2011),

> The participants reported having a positive overall experience as Resource Leader Mentors in the El Centro program. The ERLMP appeared to have provided participants in this study a sense of belonging and validation. The program also provided participants with opportunities to network with other Latino students and serve in the role of Resource Leaders and Mentors. This employment platform also provided study participants with the opportunity to mentor other Latino students and gain skills they did not have prior to serving in this role. (p. 103)

It is clear that mentoring can be a big asset to universities to help Hispanic students. Yet there are not many programs like ERLMP around. The importance of the peer group comes down to acceptance and social group. According to a study completed by Hurtado, Carter, and Spuler (1996), all things being constant, Chicanos/as were significantly less likely to score high on social adjustment than any other ethic group in their second year. The study continues to say that if Hispanic students attend a school that has a higher enrollment of Hispanic students it tends to be easier for Hispanic students to adjust in their second year. Along with having an administration and a student-centered faculty it gave Hispanic students a higher Academic Adjustment (1996, p. 145). Another example of a peer-group social system is The Posse Foundation (n.d.). The following is written regarding the purpose of the foundation:

> A Posse is a multicultural team made up of 10 students. It acts as a support system to ensure that each Posse Scholar succeeds and graduates from college. Posse Scholars receive four-year, full-tuition leadership scholarships from Posse partner colleges and universities. (The Posse Foundation, n.d.)

Other programs include peer-group involvement is Puente, SOAR, and Summerbridge (Gándara & Bial, 2001). All these programs believe that this is an added value in having peer-group support to help one another through college. According to Patricia Gándara and Deborah Bial (2001), "A primary role of the mentor is to share knowledge and experience gained from having successfully navigated at least some portion of the educational system (p. 33)." This kind of experience reinforces the help that first-generation students need to help navigate their way through the college system. Though students help one another, academia still leans on faculty members to help students and thereby act as their mentors. That is why the researcher can understand how a college can have an environment where there is a student-centered faculty.

Faculty interactions. Faculty members are an integral part of the university. The product that universities sell is an education, and no one represents it better than university faculty. Yet, what exactly are faculty members doing? Well, according to Adalyn Hixson and Marilyn Gilroy (1997),

> While there have been numerous studies on how many Hispanic dropouts there are each year, few have focused on why the problem exists and what needs to be done to reduce the numbers. Seven educators, led by Dr. Walter Secada, a professor at the University of Wisconsin, are studying the issue and putting together recommendations that can be implemented at the federal, state, local, and home levels to combat the high Hispanic drop-out rate; they are also compiling examples of successful programs. (p. 9)

It looks like there is work that faculty can do to help Hispanic students graduate from college. According to Rendon, (1994), "The most promising finding of this study is that faculty and staff can transform even the most vulnerable students into powerful learners who are excited about learning and attending college (p. 46)." A faculty member's role is important to how a student views his opportunities in college. One of the things faculty can address is focusing on commuter students.

As stated earlier, many Hispanic students stay home and commute to college. So faculty can focus on helping commuter students. According to Torres (2006), "The desire to raise retention rates in commuter institutions has prompted administrators to focus on changing the composition of the student body, rather than recognizing the conflicts inherent among commuter students' obligations (p. 300)." So, faculty could look for ways to understand and work with commuter students. CSU newspaper stated by Hansook Oh, "Thirty percent of CSU freshmen and only nine percent of undergraduates live on campus, according to College Portraits' most recent figures (2011)." The majority of the students are commuters. Once again, faculty members must focus on commuter students.

Personal Purpose

Personal motivation. Personal motivation can go a long away for Hispanic students applying for, attending and graduating from a four-year university. According to Deci, Vallerand, Pelletier, and Ryan (1991, as cited in Young, Johnson, Hawthorne, & Pugh, 2011), " 'Academic motivation' is the term associated with motivation within an academic setting. Academic motivation can create confidence in one's ability, along with an increased value of education and desire to learn (p. 151)." Hispanic students need to work on the internal factors to help themselves. According to Fiebig, Braid, Ross, Tom and Prinzo (2010), "Internal

educational barriers refer to one's perception of their personal ability or motivational levels; whereas, external educational barriers highlight financial, demographic, or relationship type barriers (p. 849)." Getting Hispanic students to have internal motivation is a task. Other than wanting a degree for him or herself, a Hispanic student also faces the pressure of pleasing his or her parents. According to Deci, Vallerand, Pelletier, and Ryan (1991), "Intrinsically motivated behaviors are engaged in for their own sake – for the pleasure and satisfaction derived from their performance (p. 328)." Intrinsic motivation is important when Hispanic students lose the desire to continue. Some external factors can help keep Hispanic students in school, re-energizing their motivation.

Self-empowerment. Motivation and self-empowerment can be somewhat similar to each other. According to Catherine Brooks and Stacy Young (2011), "Empowerment has been considered an "expanded and more inclusive conceptualization of motivation" (Frymier et al., 1996, as cited in Brooks & Young, p. 184), and indeed many of its aspects, e.g., feelings of having impact or competence, overlap with motivational constructs (p. 50). Motivation, though, may not sometimes move a student to action. Self-empowerment will require the student to take action. The student can do something as simple as raise his hand. According to John Paul McKinney, Kathleen McKinney, Renae Franiuk, and John Schweitzer (2006):

> The simple practice of students being able to raise their hands to ask questions of one another and of the professor provides a sense of empowerment. Those who were admittedly shy were encouraged to attempt this practice, even if on a limited basis at first. (p. 283)

J. McKinney, K. McKinney, R. Franiuk, and J. Schweitzer (2006) continue to state the empowerment of a the simple rasing of the hand by giving an example, "An exam date was

moved after a reasoned request was made and the entire class community, including the instructor, saw the advantages of the move (p. 283)." Students need to feel a sense of empowerment in their studies or, put another way, be self-sufficient to do great things. According to Braxton (2000):

> As an individual recognizes his/her competence and gains self-confidence, that individual will demonstrate higher aspirations for persistence, task achievement, and personal goals. For example, students who are academically at risk and who, despite past difficulties, watch others succeed and begin to believe that they can succeed in academic tasks are more likely to invest the emotional energy necessary to achieve academic goals. (pp. 52-53)

Being around others students who are succeding will give students the self-empowerment they need to believe they can also be be successful in their studies. There is no guarantee that the student will succeed, but by surrounding the student with other successful students, it will give him the empowerment that he may have been missing.

Commitment

Personal goal. The desire to attend a four-year college must come from the Hispanic student. According to Amaury Nora and Gloria Crisp (2009):

> In considering the importance of academic performance as it impacts returning or dropping out of college, one should note (or at least be reminded) that the decision to withdraw from college in studies of student retention is voluntary and not based on academic performance. (p. 333)

It will be difficult for the school to keep the student who does not want to be there. Now the majority of Hispanic students start their college path attending a community college with the

desire of obtaining an associate degree, and then transfer to a four-year college. The problem with having this personal goal is that it can change as time goes on. According to Maristela Zell (2010),

> . . . several students said that an associate degree was "worth little more than high school," and all of them came to junior college with the intent to transfer to a baccalaureate program to "have a career." However, most of them did not have career plans or clear professional goals initially. (pp. 172-173)

So, although the student wants to have a "career," knowing how to get there is an issue. Taking the community-college path doesn't mean all Hispanic students do not have a "path" they want to follow to get their four-year college degree. What it does show is that sometimes students just do not know how to go about doing that. So Hispanic students still have the personal goal of completing a four-year degree. According to Jean Phinney, Jessica Dennis, and Delia Gutierrez (2005),

> (They) found that personal goals are associated with family interdependence among college students from ethnic minority backgrounds, particularly in cases in which families have immigrated to provide a better education for their children. (p. 403)

It is clear that many Hispanic students want to complete a four-year degree. They are determined to complete the task but sometimes they need the help of the university/institution. Since some students do not know certain facts, they need assistance to help them through the process.

Institutional commitment. Schools can and need to take action to assist Hispanic students to complete their four-year university degree. According to Trach and Harney (1998 as cited in Harris, 2005):

> To improve Latino and overall student performance, retention, persistence, graduation, and transfer, the college has rapidly expanded its Cooperative Work Experience Education Program (co-op). This important program enables students to serve in academically linked internships with local employers. Research shows that this type of integrated, experiential learning can improve academic performance, increase students' career planning and life tasks, and help in developing a sense of purpose. (p. 629)

The Cooperative Work Experience Education Program is a good example of a school taking action to work with their Hispanic students in a partnership of success. According to Tinto (1987), there are three principles of effective retention: institutional commitment of students, educational commitment, and social and intellectual community (pp. 145-147). Tinto goes to the heart of the issues that can assist Hispanic students; the Cooperative Work Experience Education Program meets the three effective retention principles and thereby help create more success for Hispanic students.

What the four-year universities need to work on is setting an environment that does not seem foreign to the Hispanic student. According to Hurtado and Carter (1997),

> The Perceptions of a Hostile Climate factor has a negative direct effect on sense of belonging in the third year of college, indicating that Latino students are less likely to feel part of the campus community if they perceive racial tension or have experienced discrimination in their second year. (p. 337)

Hispanic students need to feel welcomed into the college community. As stated by Hurtado and Carter, the second-year experience is important for the success that Hispanic students feel in order to move forward. According to W. Norton Grubb (2001):

> community college student retention problems stem from the fact that These

> [community] colleges accept all who care to enroll; therefore, they inherit the problems of weak K-12 systems which educate the majority of Hispanic students, the inadequate educational systems that immigrants have attended in their home countries, and the inevitable decay of scholastic competencies among older individuals retraining for new careers or re-entering the workforce. (p. 1)

The institutional commitment presented here is that although the community college did not cause the problem of a weak school system, it does have to deal with the problem. According to Liza Becker (2011):

> Many of these adult immigrants turn to tuition- free, noncredit English as a Second Language (ESL) programs to gain communicative fluency as well as an entry point to credit and postsecondary degree pathways. For some English learners, making this academic transition from noncredit to credit facilitates a successful transition to their new life. (pp. 15-16)

Now there is no guarantee that students will continue to pursue higher education, but it does show that institutional commitment helps Hispanic students. According to Hurtado, Carter, and Spuler (1996), "Developing programs for increased communication between student groups provides a more thoughtful solution than simply requiring Latinos to "integrate" themselves among majority students (p. 153)." So although there is no guarantee that students will integrate into the school, it does provide an opportunity for the institution to do something versus not doing anything to help Hispanic students. This is a step the Army doing something versus doing nothing to help the Hispanic community.

Family Obstacles

First generation. Billson and Terry (1982) "defined first-generation college students as those whose parents did not attend college, whereas second generation and non-first-generation (traditional college students) have at least one parent who graduated from a 4-year university (p. 35)."

One of the biggest problems Hispanics face in their communities is that they are the first in their family to go college. According to Harrell and Forney (2003), "Research tells us that many Hispanics will be the first generation of their family to ever attend college and that a relationship between minority status and low-income level exists (p. 148)." Being a first-generation Hispanic college student brings new experiences when looking to get a college education. First-generation students are not quite sure what to do. The main obstacles that need to be overcome are not just in regard to succeeding in class but also in overcoming non-academic challenges, such as paying for school, selecting a major, etc. The student might ask himself the following: What classes do I need to take? How do I pay for college? Who looks like me and knows my background who can help me? Why does everyone else know what he or she is doing and not me? According to Marisa Saunders and Irene Serna (2004):

> Once situated in the college setting, first-generation Latino college students have differed in their ability to maintain these tools, resources, and relationships; reconfigure these relationships; and/or create new ones. As such, first-generation Latino college students differ in their ability to deal with issues that may influence and impact degree attainment. (p. 152)

First-generation Hispanic students deal with issues that most students who are not first-generation can easily handle with one quick call to a parent. For example, parents who have

attended college can help guide their children through the rigors of college life. Who is available to first-generation Hispanic students? Where can a first-generation student turn for answers to simple questions that other non-first-generation parents can answer? According to Tornatzky, Cutler, and Lee (2002, as cited in Gloria and Castellanos, 2012),

> For example, in a study of 1,050 Latina/o parents in Chicago, Los Angeles, and New York, reported that parents "college knowledge" was low as they did not know basic information about college processes (e.g., which standardized test was needed for college application). (p. 83)

Parents who do not have any college experience are not able to help their children prepare academically for the rigors of college. It is left to the Hispanic students to fend for themselves. Here is what according to Rashna Jehangir (2010) says about the end result: "For many first-generation students, academic preparation and financial constraints are challenges that impact their early departure from college (p. 534)." Hispanic parents need to play a more active role in helping their children succeed.

Parenting. The issue is that Hispanic parents are less likely to ask for help with their child(ren) since they do not feel comfortable because of cultural and language barriers. According to Valencia (2001, as cited in Treviño, and Mayes, 2006), "it is the lack of such in many traditional school settings that presents a barrier to Hispanic parents feeling comfortable enough to become intimately involved with their children's schools and teachers (p. 76)." It can be assumed that Hispanic parents do not feel comfortable because of the language barrier; this limits the amount of support parents can provide their children. Although many Hispanic students do speak English, at the tender age of 17-18 years old, the students are still very

dependent on their parents for guidance. According to Marelo Diversi and Connie Mecham (2005):

> Several teachers voiced frustration when parents of Latino students did not attend parent-teacher conferences or take an interest in their children's school performance. What the school did not understand was that their efforts to translate notes to parents into Spanish were often lost on parents who could not read in their native language. (p. 33)

So, not only are there language issues but also understanding the education level of parents of Hispanic children is a problem.

This issue becomes more evident when one looks at the attitude Hispanic parents have towards education. According to Leslie McCallister, Joy Evans, and Paul Illich (2010):

> Although the parents in this study believed in the importance of education, the students also reported that their parents were not heavily involved with their schooling, and rarely helped with school projects, homework, or extracurricular activities. Students did acknowledge receiving nonverbal support from their parents (e.g., being excused from household chores to work on homework), not working after school, and not moving during the school year in order to provide consistency in schooling. (p. 786)

Hispanic parents cannot always help their children with how to maneuver through college, but what they can do is get teachers and administrators involved in their children's lives.

By getting teachers or administrators involved, the parent(s) can seek out someone who is experienced in attending and completing college. Hispanic students have mentioned that teachers or administrators can be influential in helping him/her prepare for college. According to Rosario Ceballo (2004):

> Adult mentors were often mentioned as key, instrumental figures in the students' lives.

> Every student included at least one teacher when asked to name the three most influential people during their high school years. These teachers typically expressed interest in the student's personal life as well as his or her academic work. Moreover, many of these teachers were described as people to look up to, competent and inspirational role models. (p. 182)

Parents still need to get involved in directing their child(ren) in the right direction. Parents sometimes cannot get involved because they themselves never attended college. This can be called cultural capital (college education), according to Bourdieu (1977), it can be defined as, "property that middle and upper class families transmit to their offspring, which substitutes for or supplements the transmission of economic capital as a means of maintaining class status and privilege across generations (p. 488). Compare that with what Nora and Crisp (2009) say about "White" parents:

> In contrast to the parents of White and/or upper-middle-class students who can draw on their own experiences in higher education and can count on social networks to improve their children's abilities to successfully enroll in, and graduate from, college, low-income Hispanic parents typically prepare for college later in their students' academic careers. (p. 321)

So although Hispanic parents may attend college, it typically is after their own child(ren) have attended. This clearly does not help their child(ren). So what happens is that many Hispanic students must figure things out for themselves with virtually no one to turn for help. An example is when it comes to students and financial aid.

Financial aid. Hispanic students must know where to go to get help with financial aid. There is a lot of time and energy spent on just getting caught up with their non-first-generation peers. According to Susan Choy (2001):

> Students whose parents had no postsecondary education or some college were more likely to report that they received help with a financial aid application (51 and 47%, respectively) than were those whose parents had bachelor's degrees (34%); however, they were probably also more likely to be applying for aid. (p. 17)

Almost half of parents with no postsecondary education asked for help in filling out a financial aid packet, which means that the other half did not fill it out or filled it out it on their own.

Some Hispanic parents are not aware of financial aid. Fifty one percent of Latino parents versus nineteen percent of all parents, and forty-three percent of Latino young adult students versus eighteen percent of young adults, couldn't name one source of financial aid (The Sallie Mae Fund, 2004, p. 14), as shown in Figure 6. What is an encouraging trend is where Hispanic parents can go to get information about financial aid. The percentage of parents that gets information from their child's teachers/counselors is 44%, and the percentage is 67% for young adults who get information from their teachers/counselors (The Sallie Mae Fund, 2004, p. 16), as shown in Figure 5.

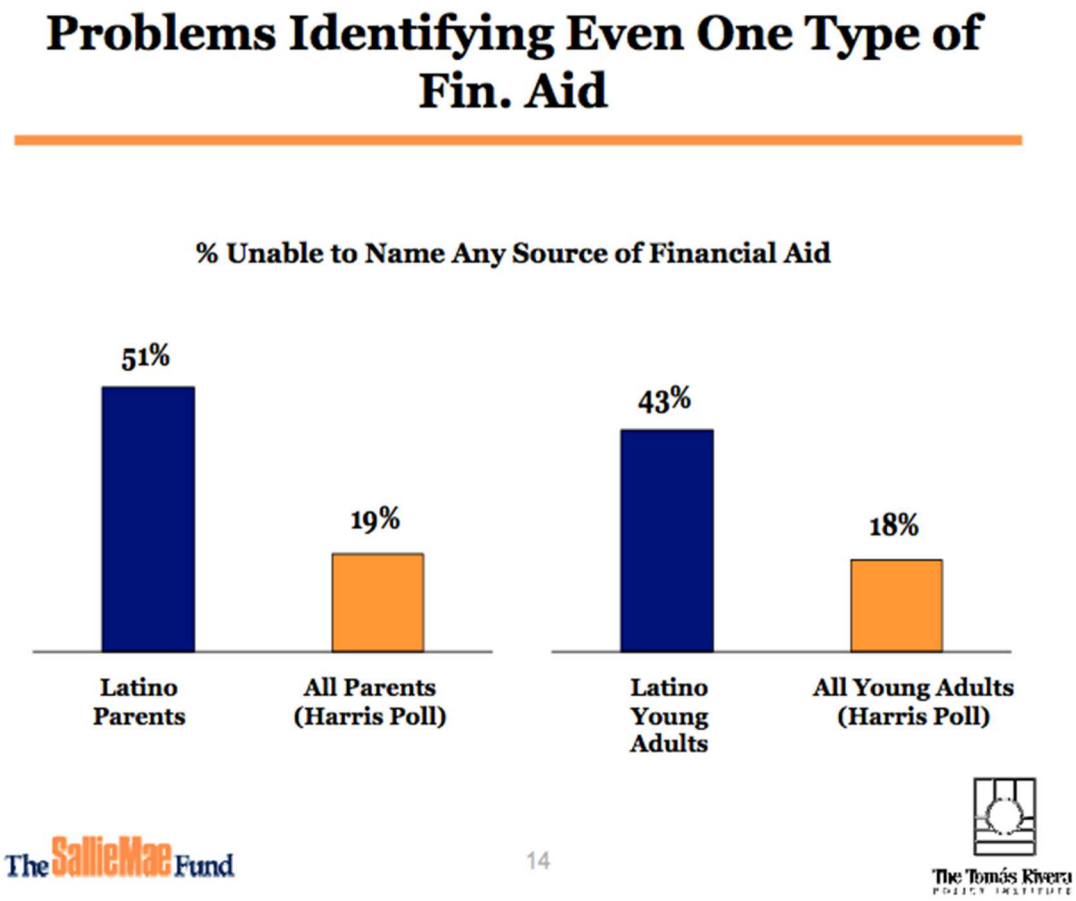

Figure 5. Identifying one type of financial aid. From *Caught in the Financial Aid Information Divide* by The Sallie Mae Fund, 2004. Copyright 2004 by the Sallie Mae Fund. Reprinted with permission.

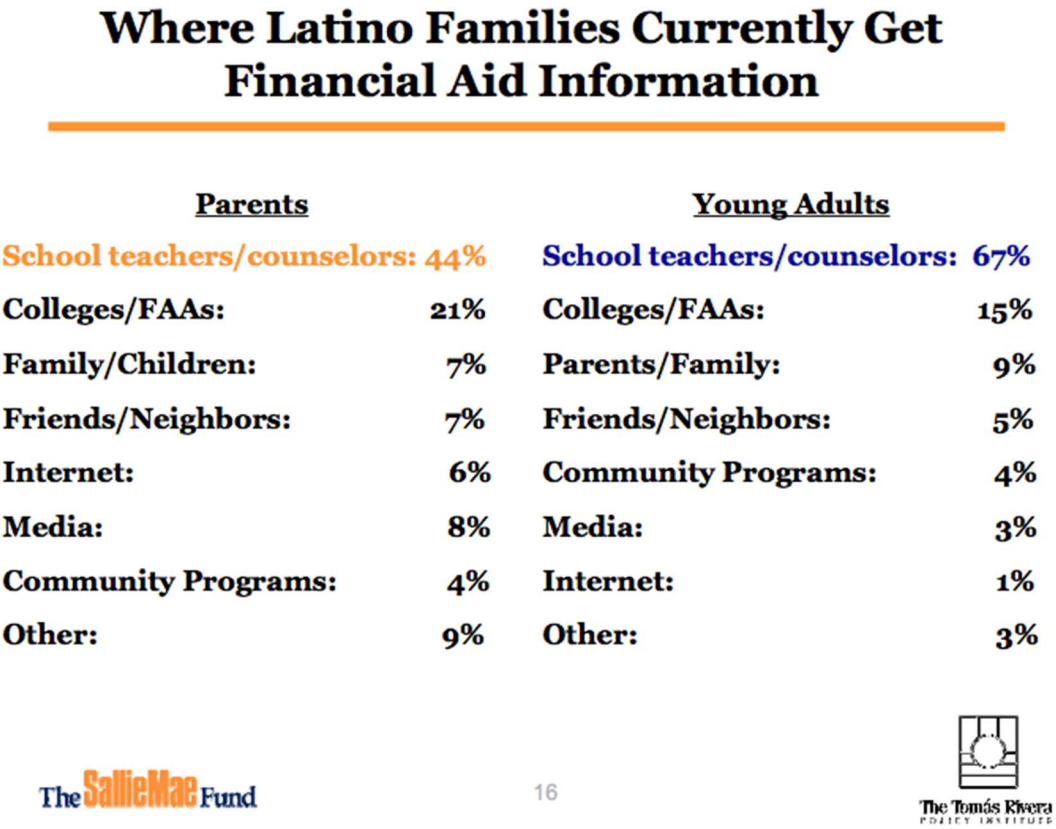

Figure 6. Where Latino families get financial aid info. Retrieved from "Caught in the Financial Aid Information Divide" by The Sallie Mae Fund, 2004.

Since many Hispanic students do not know about financial aid, many do not apply. Even when Hispanic students attend community college in states like California, which can be an affordable form of education for Hispanic students, many still do not know how to apply for financial aid. Here is what Stephen Handel (2008) writes:

> How many of the following excuses have you heard from your students? The financial aid forms are too complicated. I would rather work full-time than apply for financial aid. I don't want to go into debt. I'm sure I won't qualify since my parents make too much money. (p. 10)

The situation can worsen when Hispanic students want to transfer to CSU or UC schools because the cost of tuition goes up along with other cost that are not traditionally associated with

community college. Many Hispanic students have a "pay as you go" idea to college (Handel, 2008, p. 10). This is another issue in which having parents who have attended college can be helpful to Hispanic students. Since many Hispanic parents are not familiar with this process, it makes it difficult of them to help their children.

Many Hispanic students are either unfamiliar or do not want to take out student loans as part of their financial aid help. According to Christy England-Siegerdt (2010), "The results of this study show that people with low incomes and Hispanic people are less likely to borrow from federal student loan programs in order to attend college (p. 96)." This is a self-barrier Hispanic students put in their own way without understanding how it is part of their financial aid packet. Again, if Hispanic students are not familiar enough with financial aid, then the end result is that they will not take out a student loan. What is interesting is that Hispanic students will use credit cards to pay for school (Handel, 2008), which is another form of a loan. The difference, of course, is the interest rate that a credit card has versus a government-backed school loan. It would seem not to make sense to use a credit card when a lower-interest, government-backed student loan is available. Yet Hispanic students feel the need to "pay as you go," as stated earlier. Sometimes "pay as you go" for school is something that can be viewed as a cultural issue, along with other cultural issues.

Cultural Issues. Hispanic culture has a lot to do with how Hispanic students look at education. Many Hispanics parents want their children to get an education. According to Boden (2011):

> Mario, a student who was enrolled in three advanced placement classes as a senior, explained how he determined his career path. 'I told my dad I wanted to work as a radiologist technician like him. He said, 'No! You become the doctor, so you can tell

THEM what to do.' Since that time, I wanted to become a doctor.' (p. 101)

Hispanic parents have high hopes for their children, but culture sometimes gets in the way of college. One of the major Hispanic cultural issues is "helping the family." You can be at school during the week, but during the weekend you need to be with the family and doing your part to "help out." According to Abel Jimenez, Jr., in talking with other Hispanic students that he found on his college campus, "They were also Latinos, and they understood the responsibility I felt for helping out financially at home" (Jimenez-Silva, Jimenez Hernandez, Luevanos, Jimenez, & Jimenez, Jr., 2009, p. 736).

Abel was an engineering major at University of California, Irvine (UCI), and during this first two years of college he spent the week at school. But on the weekends he helped his father. Entering his third year of school, he was put on academic probation because of his grades. He had to speak with his parents about being able to spend more time at school to raise his grades. Abel goes on to say:

> I was forced to cut back on the hours I worked. This resulted in a conversation with my parents in which they conveyed the message that school did indeed need to come first, and if that meant that I would spend less time traveling to Sylmar and working, then so be it (Jimenez-Silva et al., 2009, pp. 736-738).

Abel was able to raise his grades and graduate, but his conversation is not uncommon for many Hispanic students. Part of the issue is that Hispanic parents do not have a clear understanding of school because many Hispanic parents have never attended college. First-generation Hispanic students find themselves in a difficult position trying to balance school and family.

What is interesting is that Abel was not the first to deal with this issue in his family. His oldest sister Margarita had the same issue when she was the first in her family to go to college.

Not only was she the first-generation student but she also was setting the stage for her other four younger siblings who came after her. According to Jimenez-Silva et al.:

> I drove home every weekend because of family obligations, including having to help my parents' business. We bought merchandise – car stereos, toys, tools, bicycle parts, bicycles, and stroller – at wholesale swap meet and then sold the items retail at a local swap meet. (Jimenez-Silva et al., p. 731).

The Hispanic culture puts a high value on family. Interestingly enough, though both Margarita and Abel dealt with this same issue. Not all of these issues are due to the parents not understanding their children's needs. Part of the issue was that both children found it helpful to go home to have some type of normality in their lives.

Hispanic students who attend predominately white colleges have a cultural issue due to being an environment that is different then what they are used to. White culture is different than Hispanic culture, and it is evident in college. According to Jimenez-Silva el al. (2009), "The other Latino students and I would often get together in the evenings and discuss our struggle to fit in within a very homogenous White population (Jimenez-Silva et al, p. 731). Margarita goes on to say that her and her four younger siblings each dealt with the same issue. Margarita and her younger sibling each had to find a way to connect to other Hispanic students on campus. The main reason was that each of them had to find some kind of identity. According to Tinto, Hurtado, and Rendón (2000, as cited in Salas, 2011), "Minority students often find it difficult to integrate into an institution with a large White population (p. 32)." According to Tinto (1997, as cited in Salas, 2011), "Forming a subculture consisting of a critical mass can allow students to feel as though they fit within an institution even though they may not share characteristics of the majority of students (p. 32). This is a very common occurrence in private college where the

majority of students are White. Another issue is the need for Hispanic students to want to continue to live at home while attending college. According to Abraham, Lujan, López, and Walker (2002), "Hispanic students attended college because the university was located within their reach, whereas non-Hispanic students were not inclined to attend college elsewhere. The Hispanic students were not inclined to attend college away from home because of financial restrictions or family responsibilities (p. 274)." Hispanic-Serving Institutions make students feel better about themselves because the students see more of their pupils who look like them. It sometimes cannot take away the feeling that students have that they do not belong at their respective college. In the scenarios of Abel and Margarita, both of them were U.S. citizens. But for some in Los Angeles, that is not the case.

Undocumented students. It is impossible to discuss Hispanics in universities without discussing undocumented students. According to Roberto Gonzales (2007), "Because of the barriers to their continued education and their exclusion from the legal workforce, only between 5 and 10% of undocumented high-school graduates go to college (p. 1)." Due to the overwhelming number of undocumented Hispanic students in California, the state has decided to take action to help them continue their education. On October 12, 2001, California Governor passed AB 540. Part of the law says the following:

> Notwithstanding any other provision of law:
>
> (a) A student, other than a nonimmigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, who meets all of the following requirements shall be exempt from paying nonresident tuition at the California State University and the California Community Colleges:
>
> (1) High school attendance in California for three or more years.

> (2) Graduation from a California high school or attainment of the equivalent thereof.
>
> (3) Registration as an entering student at, or current enrollment at, an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001-02 academic year.
>
> (4) In the case of a person without lawful immigration status, the filing of an affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so . . . (State of California, n.d.)

The reason for helping many of these students is simple: California wants more college-educated residences in order to pay taxes, e.g., income tax, payroll tax and possibly property taxes. According to Gonzales (2007), "Given the opportunity to receive additional education and move into better paying jobs, undocumented students would pay more in taxes and have more money to spend and invest in the U.S. economy (p. 1)." This population of Hispanic students can help the Army reach its goal, too. If the Army is looking to recruit more Hispanics into its Officer Corps, this can be an area that they can draw from as well. As mentioned earlier, the researcher was here in the U.S. legally because a judge made a decision not to deport his family. Without President Ronald Reagan passing the Immigration Reform and Control Act of 1986, he would still be in the U.S. legally but would not be able to serve in the military or apply for financial aid. The researcher's life would have been different. That's why he is encouraged by the Federal government's actions to help undocumented students. Congress has been working on the DREAM Act since the early 2000s.

DREAM act. The DREAM Act stands for Development, Relief, and Education for Alien Minors. It is for undocumented immigrants who through no fault of their own have been brought to the United States at a young age by their undocumented parents. Congress has been unsuccessful in passing the act since 2001. According to Elish Barron (2011):

> The Senate version of the 2010 DREAM Act provides a path to citizenship for select illegal immigrant students in three phases, culminating in naturalization after a minimum of thirteen years. The first phase is a grant of conditional nonimmigrant status for a period of ten years, subject to termination for the violation of a number of conditions. This initial grant does not require completion of postsecondary education or military service. The second phase provides for an adjustment of status to "alien lawfully admitted for permanent residence" after nine years of conditional nonimmigrant status, provided the alien has completed two years at an institution of higher education or two years of military service in good standing. Finally, the Act provides for naturalization upon compliance with all relevant provisions of the INA, and after three years of residence in the United States as a legal permanent resident. (pp. 626-627)

The main issue that is being addressed is not the adults who knowingly enter the United States illegally but their children who they brought with them. These children have to grow up in the U.S. and have been through primary and secondary education. Stated another way by Eduardo J. Padrón (2008):

> Children born abroad but brought to the United States illegally live in a world of fading hope. Mostly Hispanic, they are allowed to attend school through the secondary level, but once they reach the age of eighteen our system tells them to pack up and leave. We teach them English, science, civics, and American values but then tell them that they

> cannot work here due to their fathers' sins. (p. 49)

From the students' point of view, they are Americans. The only difference between them and their legal classmates are their birth certificates. Without their birth certificates, there is no way to tell the difference between them and a legal resident. Having attended primary and secondary education, and having been immersed into the culture, these Hispanic students see themselves as Americans. That is evidenced by the fact that they do not mainly speak Spanish but English. So, how did California and other states find themselves educating undocumented students?

The primary and secondary education these students receive is credited to a decision that resulted from the Plyler v. Doe (1982) case in the Supreme Court. According to Plyler v. Doe (1982, 457 U.S. 202, 457 as cited in Radoff, 2011),

> In 1982, the Supreme Court ruled that public P–12 schools must provide access to children without legal immigration status. The decision hinged on the Equal Protection Clause of the Fourteenth Amendment, which prohibits the State from denying "any person within its jurisdiction the equal protection of the laws. The Supreme Court recognized that current immigration law creates a shadow population that lives, goes to school, and works within US territory, but is excluded from full membership in the communities in which it resides. (pp. 436-437)

The decision was a 5-4 vote and has stood for 30 years. The case was brought before the Supreme Court because the state of Texas passed a law that required undocumented parents to pay for their children's education. The court did not side with the state, so children were able to receive their education free of charge. The court's decision did not apply to institutions of higher learning, but only to primary- and secondary-education institutions.

Over time this decision has created undocumented (mainly Hispanic) students who

excelled in school and are eligible and qualified to attend universities but cannot do so because of their legal status in the United States. There are several studies that have been conducted that show an educated citizen is less of a burden on society. Therefore, it is beneficial to the U.S. to give undocumented students an opportunity to continue their education at a university level.

Many American citizens, though, do not care if undocumented Hispanic students can bring benefits to the United States. What they do care about is being fair to the people who followed the legal process of entering the United States. Although that is a valid argument, it is unfair to compare adults to children. A valid comparison would be to see how many children are applying to enter into the U.S. legally. Of course, the answer is simple: none! Children do not apply on their own because their parents apply along with them or for them. The issue is whether these children have "cut in line" to become eligible to enter the U.S. Well, it is hard to cut in line when you are already past the front of the line. The issue needs to be: Now that they are here, what do we do?

California has taken the lead to be one of the first states to pass a law to give in-state tuition to undocumented students who meet certain requirements. And in October 2011, Gov. Jerry Brown also signed AB 131, which made California financial aid available to undocumented students. Some of the aid available to students include University of California grants, California State University grants, and Board of Governor's fee waivers for community colleges. The law went into effect for the 2013-14 school year. Students have to apply in January 2013 for the following school year's aid. The grants were recently signed into law, and information is not yet available regarding how the giving of those grants will affect the economy. It is probable, though, that by having a higher-educated population, tax revenue for the state will increase over time but not immediately.

Adding to the movement of undocumented students, President Barack Obama announced in June 2012 that he would grant undocumented students two-year student worker visas. Although the visas do not completely solve the problem for many Hispanic students, they do give them an opportunity to continue to pursue their education. One issue that can arise in the future is: What can Hispanic students do once they graduate from a university? The reason why that must be asked is because they still do not have authorization to work. The Immigration Reform and Control Act of 1986 require that employers verify employees' right to work in the U.S. If the DREAM Act is not passed, the gains of Hispanic students who did graduate from four-year institutions could be in danger of being stalled or becoming altogether invalidated since they will not be able to find employment after their visas expire. This issue needs to be watched carefully in the coming years after the visas expire. What also needs to be watched is what policymakers decide after they expire.

The Army can benefit from undocumented students if the DREAM Act provides them a pathway for citizenship. As mentioned before, many of these undocumented students come at an early age. They see themselves as Americans. According to René Galindo, Christina Medina, and Xóchitl Chavez (2005):

> In June 2002, four talented Phoenix high school students facing deportation to Mexico made national news headlines. The students from Wilson Charter High School, dubbed "The Wilson Four" by supporters, were on a school field trip to compete in an international solar- powered boat competition in upstate New York. They were detained by the United States Immigration and Naturalization Service (INS) for questioning after attempting to cross the Canadian border while on a sightseeing excursion to Niagara Falls. One of those students, Yuliana Huicochea, faced deportation although she was 4 years

> old when her parents brought her to the United States. She considers herself an American and said, "[d]eep down, I know where my roots are, but this is my country. This is where I went to school. I don't see me living anywhere else. (p. 90)

Yuliana Huicochea sees herself as American and so do so many more undocumented students who would benefit from the DREAM Act if it becomes law. The Army is set to receive an added benefit when someone becomes a U.S. permanent resident: After permanent residency, that person's citizenship can be established more quickly if he or she joins the military. This can be an added personal motivation to join the Army.

Additional Hispanic Framework

The literature acknowledges that there are differences in Hispanic and non-Hispanic populations. According to Nora et al. (2012), the Hispanic framework must address conceptualizing student success, infusing cultural sensitivity in theoretical frameworks, diversifying perspectives, psychological perspectives, social perspectives, cultural perspectives, and internal and external environments. These topics create an awareness of the needs in the Hispanic community.

Conceptualizing student success. What is "student success?" Is getting some college education at the community college success? Or is obtaining an associate's degree/certificate success? What defines student success? The definition can be expanded to include psychological and behavioral outcomes. Student success According to Nora et al.,

> student satisfaction, while definitely a measure of overall gratification, it can also be viewed as the culmination of the academic and social experiences that students are subjected to while attending college, thereby representing the resultant outcome of the interactions among students, faculty, peers, and their environment. (2012, p. 6)

Success is the point of view of the student; if the student feels complete in their accomplishment in college, then success has taken place. The success of the student learning in the environment of a college campus can change a person for a lifetime of learning. Interactions in the classroom with fellow peers and faculty can bring about experiences that can only be found in the classroom.

Infusing cultural sensitivity. Cultural sensitivity many times defines the population. Not having a clear understanding of the cultural sensitivity can affect the outcome of the study. According to Nora et al., "Up to now, research on minority students has depended primarily on the use of existing databases, making it necessary to rely on ethnocentric definitions and conceptualizations of variables (2012, p. 7)." Having database information signals that the study is a quantitate study that provides a lot of facts and numbers. Therefore, qualitative studies could bring to light the culture perspective from the cultural view of Hispanics on campus. Qualitative studies gives the researcher an opportunity dig deep into a persons experience to their culture and the culture around them.

Diversifying perspectives. Diversifying perspectives can give a new look at a study being conducted. According to Nora et al., "New models informed by a variety of disciplines and points of view, as well as theory refinements to existing frameworks, are needed that consider the central theoretical issues associated with the specific experiences of Hispanic students in higher education (2012, p. 8). Using a Phenomenological or Narrative research study can highlight some of the diversified perspective of a study on Hispanic students.

Psychological perspectives. The psychological perspectives can involve coping, resiliency, and self-esteem of the student in college. According to Nora et al., "Recent calls for more cross-disciplinary studies that focus on the success of Hispanic students emphasize the

sentiment that psychological (and other) factors must be accorded a more significant role in theoretical framework (2012, p. 9)." Giving students more of a voice in the psychological perspective is what's important to them during their time in college.

Social Perspectives. Social experience is a big part of college life. Having a social perspective on how students interact with other students can be an important part of any study. Social outlooks help college students get an idea of what to expect once they get into the working world. According to Nora et al.,

> While researchers touch on the importance of civic engagement, social support systems, and campus climates, measures (items/scales/variables) that are currently used in the literature do not fully or conceptually capture core constructs such as: (a) mentoring experience, (b) family and community support systems, (c) faculty and institutional support, (d) cultural sensitivity, (e) student alienation and manipulation, (f) satisfaction with the collegiate experience, (g) on- and off-campus social involvement and engagement, (h) academic integration and participation, and (i) sense of belonging. (2012, pp. 9-10)

These topics are important parts of a study in that they give a larger social perspective that effect college students.

Cultural perspectives. The cultural perspective is expressed by the background of a student's identity. According to Nora et al.,

> Issues of cultural consciousness as they relate to policy and the college environment, cultural efficacy, the encouragement of an academic family, ethnic identity within a higher education setting, the level of acculturation imposed on Hispanic students, class identity, campus climates (i.e., acceptance, tolerance, diversity), and the display of

> cultural competence by faculty, administrators, and peers are only the beginning of an introduction to factors necessary to studies of Hispanic success. (2012, pp. 10-11)

HSIs play a major role in cultural perspectives as they bring more of a Hispanic presence to a campus. A campus' culture can change a student's perspective his school and create a more welcoming environment in which he feels more comfortable because the culture is similar to his cultural background.

Internal and external environments. Internal and external environments affect students throughout their college career. Some of the internal and external environments are about the same issue. According to Nora et al.,

> These facets of both the academic environment and its surrounding communities include such indicators as financial circumstances imposed on the family when students must borrow money or depend on financial aid to offset college costs or when Latino students must depend on off-campus work. (2012, p. 11)

Financial aid is an internal and external issue that Hispanic students must face when attending college. For first-generation and first-in-the-family students, it may be an even a larger issue due to them not understanding what financial aid resources are available and what that means, e.g. grants, scholarships and loans. Does a student have to pay back any of the financial aid? Those who have attended college or graduated will know that a loan must be paid back, but a first-generation or first-in-the-family student may or may not know. These are factors that Hispanic students will need to address.

Summary

In order to address the needs of minority education, various institution have been created such as HBCUs for newly freed slaves, TBUs for Native American to have easier access to

higher education. HSIs and AAPIs serve a large part of college population that are Hispanic or Asian. Yet, even with all the help that has been provided through colleges, there still are the many barriers talked about in this chapter, such as, college entrance (meeting college entrance requirements), academic system, social system, personal purpose, commitment and family obstacles. The problem still remains that more Hispanic students need to graduate and not drop out of college.

Tinto's framework identifies the key characteristics that affect Hispanic achievement and completion of college. This chapter looked at the literature written on the issues that arise causing student to drop out e.g. grades, peer-group, personal motivation, self-empowerment, personal goals, to name a few. If the Army could identify and successfully mitigate some of these challenges for students and colleges, then it will have a better chance of being able to obtain more Hispanics in its Officer Corps.

Chapter 3. Methods

The literature review brings into focus a lot of the issues that Hispanic students attending college have to overcome. From college admittance to financial aid, Hispanic students are still experiencing difficulties maneuvering the college system. Although, California has provided opportunities through the California Master Plan, there is still much to do. As the literature review points out, Hispanic admissions rates and graduations rates can improve in higher education.

The institution and the student must work together in an effort to get to the goal of graduation. The institution has a responsibility to take advantage of extra federal funds for HSIs, to help more Hispanic graduate by providing faculty interaction and administers who are committed to seeing students graduate. It also has the responsibility to work with parents and high school administrators to make financial aid, barriers to entry and a college pathway to graduating easier for college students. Yet, the literature review also points out that it is the responsibility of the college student to put the time and effort into their grades, this includes creating a peer-group that will encourage students to complete their degrees. Personal motivation, goal-setting and self-empowerment are all useful tools that students can use to re-enforce the idea that they are the only ones who can help themselves to graduation. The researcher also believes the literature review showed how important it is for the government to be able to provide opportunities by changing laws to encourage Hispanic students (legal and illegal) to get an education. The DREAM Act is a great piece of legislation that can transform the Hispanic community for many students who see themselves as American because all they have known their whole life is America. They were not at fault for being brought to the U.S. illegally, but now that they are here, they want to make a better life for themselves and their

community. With the focus on how to get more Hispanics to graduate, ROTC is one of few programs that is reaching out to Hispanic students and requiring a college degree for access to the white-collar jobs in the Army.

The goal of this study is to understand whether Hispanic college students who joined ROTC found the program helpful in completing their degrees at CSU, an HSI school. When some people at CSU did not much care for the ROTC program, was it just because it's directed at Hispanics or because the Army is not considered to be a way to advance in society? According to Ana Cubias (2007):

> For (Rose) Furumoto (assistant professor of Chicano/a studies), just the fact that the initiative has the term "Hispanic" in it means that the military is looking for a specific ethnic group, and because of that, she said, CSU should not be assisting them with the recruitment of young students. (para. 12)

From the Hispanic student's perspective, did the Army ROTC HAI program help them to complete their bachelor's degree? Why did the Army receive such opposition for reaching out to educated Hispanics? If a company had reached out to Hispanics, there would have been praise from the Hispanic community leaders for acknowledging the benefits that Hispanics bring to the table. Since the entity here is the Army, there is no such acknowledgement from community leaders. According to Paul Castillo (2007), journalist for the CSU:

> The Army has really dug its own grave in this situation, especially with the HAI program. It would be bad enough if they had a program targeting minorities in general, but to target a specific racial group was public relations suicide. (para. 5)

Do the Hispanic students who enrolled in ROTC see the Army's efforts as a positive or negative thing on their college education? These Hispanic students will give their view on why they made

the decision to volunteer, and whether the ROTC HAI program was helpful to them to complete their degrees.

If ROTC is benefiting students on their college campuses, the academic community can take note from this phenomenon. With so few programs designed to help Hispanic students graduate, ROTC may be leading the way. Academia can take away an important thing from this study: It can learn about what is working for Hispanic students in terms of helping them graduate from college. Why did these Hispanic students graduate when some of their peers did not? From this study, academia can create another program to help Hispanic students graduate from college.

Restatement of Research Questions

These questions are asked in accordance with Tinto's theoretical framework on why students drop out of college. They also add to Tinto's work in showing whether the ROTC program at a HSI (CSU) can help Hispanic students complete their four-year degrees. The research questions are:

1. How did the Army ROTC HAI program help Hispanic students overcome family related obstacles to education?
2. How did the Army ROTC HAI program integrate the academic system into ROTC?
3. How did the Army ROTC HAI program integrate the social systems into ROTC?
4. Did the Army ROTC HAI program help improve the student's academic and social integration in the personal purpose?
5. How did the Army ROTC HAI program help improve the student's personal commitment to graduation?

Description of the Research Methodology

Psychological phenomenology (Moustakas, 1994) is going to be used based on the experience of several Hispanic students (Creswell, 2007) in the ROTC program at CSU. This qualitative analysis is the best measure to understand the Hispanic student's experience in the ROTC program at CSU because it will give their perspectives and how the program affected them directly. The phenomenology study was selected to remove any bias that the researcher may have and just allow students to give their own points of view.

Although the researcher is an Army officer, he was not commissioned through an Army ROTC program. Therefore, he will not be adding his commissioning experience to this study. He will focus on the epoche, as mentioned by Creswell (2007): "In addition, Moustakas focuses on one of Husserl's concepts, epoche (or codes), in which investigators set aside their experiences, as much as possible, to take a fresh perspective toward the phenomenon under examination (pp. 59-60)." This study seeks to study whether or not the ROTC program is helping Hispanic students graduate from college. The Hispanic students' shared experiences can lead to more programs being developed at HSIs to help Hispanics graduate from college. Currently, there are not many programs that are designed to help Hispanic them graduate from college.

Quantitative Versus Qualitative Study

Quantitative studies look directly at numbers and statistics. According to Daniel Muijs (2011), "Quantitative research is essentially about collecting numerical data to explain a particular phenomenon . . . as the data we need to collect are already available to us in numerical form (p. 2)." For quantitative studies, the numbers are the main focus. One must have the ability to gather the information and make sense of the phenomenon that is taking place in the study.

The study contains no personal opinions of a subject; moreover, numbers and their implications are the only relevant elements. This type of study can help the researcher remove biases that may manifest themselves in a qualitative study. The study of, "How the Army Hispanic Access Initiative is helping Hispanic students graduate from college" can be quantified to show how many Hispanic students graduate from ROTC and college. The numbers will only show data, e.g. so many Hispanics entered the program, so many graduated from the program. Data do not have a voice or internal perspective of the subject of the study.

If a quantitative study were done, it would not give the depth of reality of a first-hand experience. The researcher wants the data to take its own course from the students' prospective. A qualitative study will give the students a voice that is all their own. According to Auerbach and Silverstein (2003), "The qualitative research paradigm assumes that the best way to learn about people's subjective experience is to ask them about it, and then listen carefully to what they say (p. 23)." This is the goal and reason that the researcher has decided that a qualitative study is the best approach. The researcher wants to know the internal reasons of why the subjects believe the program is a success or failure. The reason why this is so important is that no matter how much an institution of higher learning creates a program, it is only beneficial if the student sees the benefit. This is the heart of the qualitative study; when the student can share their thoughts, experiences and reasons for their outcomes, institutions of higher learning can then can use the information to design programs that will better help Hispanic students graduate from college.

Process for Selection of Data Sources

The data being collected will be about Hispanic students' participation in the ROTC program at CSU. While other studies look at why Hispanic students do not graduate, this

collection of data will attempt to identify the phenomenon of how Hispanic students graduated. What can be shared with other colleges to increase the number of Hispanics graduating from college?

The researcher will use his personal contacts (e.g. Facebook, e-mail, etc.) to get in touch with his students. He will look at students who meet the definition of Hispanic according to the U.S. Census, have graduated from CSU, and have been commissioned into the Army Active Duty, Reserve or National Guard. All Hispanic students in the ROTC program are there voluntarily. To protect students' identities, the researcher will use pseudonym names.

Students will be contacted through e-mail (e.g. Facebook Instant Messenger) addresses that the researcher has on record when they were in the program. He will request from students he does contact if they know of other classmates who would be interested in the study, also known as snowball sampling. Those who reply and indicate they want to be part of the study will be contacted by e-mail or phone to schedule an appointment for a phone interview or in-person interview.

All students who decide to participate in the study will sign a consent form. The form will describe the purpose of the study. There will also be writing on the form that indicates that the students' answers will be recorded for accuracy. The study will give insight on the success or failures of the Army's ROTC HAI program based on the students' perspectives.

Interview Questions

Interview Questions go side-by-side the theoretical framework of Dr. Vincent Tinto.

1. How did the Army ROTC HAI program help Hispanic students overcome family-related obstacles?

a. Did you have family issues during the time you attended the CSU Army ROTC (e.g., living at home, financial, college knowledge, etc)? What was the result of ROTC's assistance?

b. Did you know of anyone in your family who had graduated from college? If so, did that family member help you through college or did ROTC? If not, did ROTC help you maneuver through college?

c. Did you see yourself attending college when you entered high school? If so, did you know the requirements to get into college when you became a senior in high school? If not, what changed that caused you to think about going to college?

d. What was the most difficult obstacle for you graduate from college?

e. When you were accepted into college, did you know how you were going to pay for school? If so, what was your plan? If not, what did you do to figure out how to pay for college?

f. Did you apply directly to a four-year institution or did you attend a community college first? Why did you choose the path you chose?

2. How did the Army ROTC HAI program integrate the academic system into ROTC?

a. How did Army ROTC integrate academics into its program?

b. Did you have to maintain a level of academic standards to stay in the program? If so, tell me if you felt it was easy or difficult, and why? If not, do you think the Army ROTC should have an academic standard, and why?

c. Did your grades stay the same, go down or improve because of ROTC?

3. How did the Army ROTC HAI program integrate the social system into ROTC?

a. What social ROTC activities did you participate in? Tell me if you benefited from the social events, and if so, how?

b. What did you enjoy the most about ROTC social activities?

c. Did you attend other activities outside of ROTC with ROTC students? If so, why did you attend activities not required by ROTC with ROTC students? If not, why did you not attend other activities not required by ROTC?

4. How did the Army ROTC HAI program help improve the student's academic and social integration into his or her personal purpose?

a. Did you have a peer-group environment that helped you graduate? If so, how did the peer group help you? If not, did you have another peer group outside of ROTC that helped you graduate?

b. Did these activities create an environment that pushed you to graduate?

c. Did you mentor other ROTC students? If so, what was the experience like? If not, do you believe it would be helpful, and why?

5. How did the Army ROTC HAI program help improve the student's personal commitment to graduation?

a. Since everyone needs to graduate to be commissioned into the Army, why did you seek a commission?

b. What was the personal reason(s) that pushed you to graduate?

c. Would you recommend other students to join ROTC? If so, why? If not, why

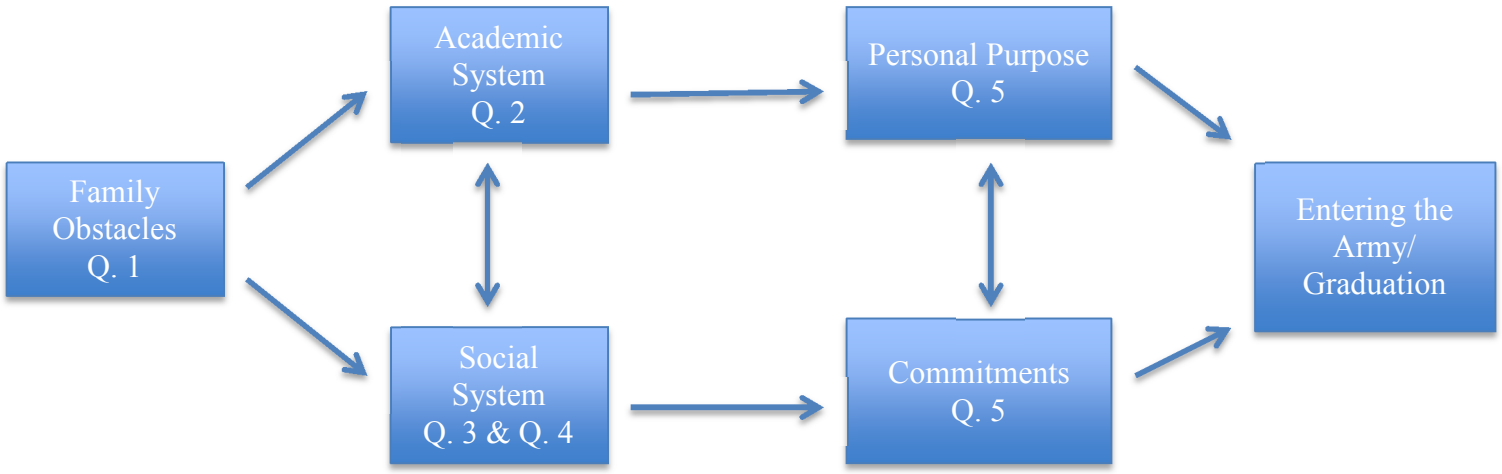

Figure 7. **Study flowchart in relation to questionnarie question**

The five main research questions are used as the guide for the questionnaire.

The five questions are shown with Dr. Vincent Tinto's theoretical framework below.

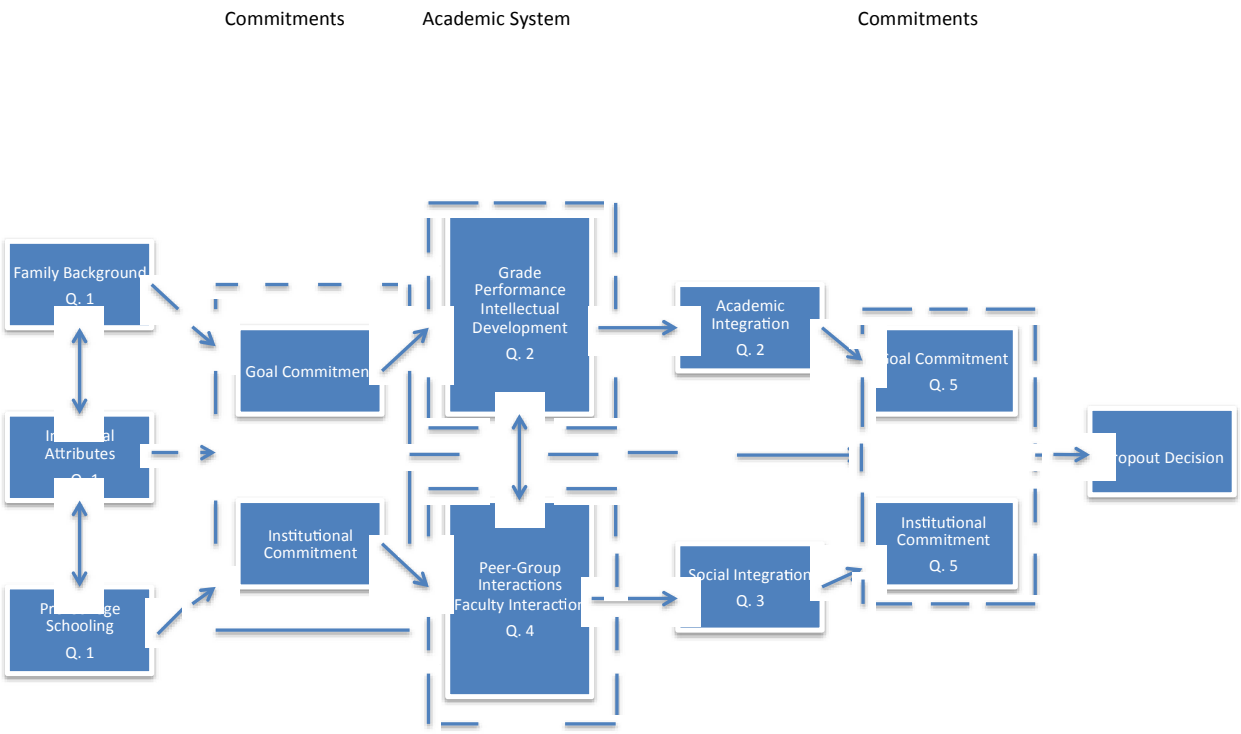

Figure 8. A conceptual schema for dropout from college. Adapted from "Dropout from Higher Education: A Theoretical Synthesis of Recent Research" by V. Tinto, *Review of Educational Research* 45, pp.89-125. Copyright 1975 SAGE Publications, Inc.

The goal for these Hispanic students is to enter in the Army Active Duty, Reserve or National Guard. The additional benefit is that these students will complete their college degrees. The Army benefits society by placing these students in leadership roles. Society also benefits by having more educated Hispanics leaders.

Definition of Analysis Unit

The analysis unit for this study is Hispanic students who volunteered for the CSU ROTC HAI program from fall 2002 to the fall 2013 school year. Each student had to meet four requirements:

1. Did the student self-identify as Hispanic?
2. Was the student enrolled in the CSU ROTC program?
3. Did the student graduate from CSU?
4. Did the student commission into the Army Active Duty, Guard or Reserve?

If the student's response was "yes" to all of the above, then he or she was added to the study. The requirements do not demand that the student identify whether he or she was a transfer student, a student who enrolled right after high school, or someone who enter the workforce (e.g., Army) straight out of high school and then returned to college. This study does not consider how Hispanic students made their decisions to attend college. At this time, the researcher believes that the community at large is successfully helping Hispanic students get enrolled into college. According to Mark Hugo Lopez and Richard Fry (2013):

> For the first time, a greater share of Hispanic recent high school graduates are enrolled in college than whites. College enrollment rates among 18- to 24-year old Hispanics who had completed high school continued their upward march in 2012. According to the Census Bureau, 49% of young Hispanic high school graduates were enrolled in college. By comparison, 47% of white non-Hispanic high school graduates were enrolled in college. (para. 2)

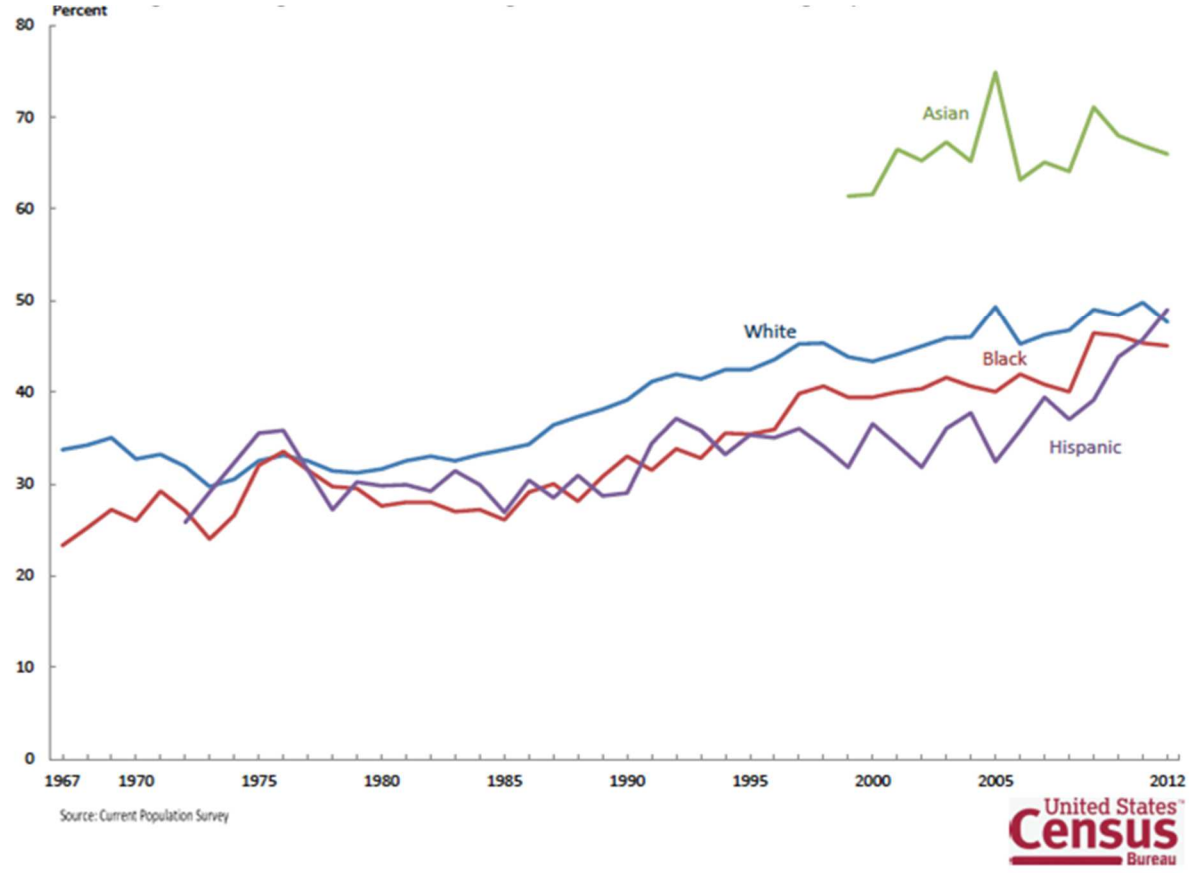

Figure 9. **High school graduates Aged 18 to 24 enrolled in college, by race, 1967 to 2012. U.S. Census website**

These numbers do not reflect the final outcome of graduation. Therefore this study follows the pathway of students in the CSU ROTC program who did graduate and the role of ROTC had in their college experiences.

Definitions of Data-Gathering Instruments

Definitions will be given for instruments used to gather data. Those instruments include: Skype phone and one-on-one interviews. The researcher will transcribe all but one small section of the transcript, and an assistant will help with half of an interview. This process will help during the time when member-checking takes place on the study's validity. Skype phone call will be used with an audio recorder. The best kind of information gathering is one-on-one, so the

researcher will schedule a time, date, and location to meet the students in person, if possible. Due to some of the students being in the Army Reserves/Army National Guard, it is possible to find some students who are still in the area.

Validity and Reliability

Validity and reliability of the data are needed to confirm the quality of the study that is being presented. In order to provide a qualitative study that is trustworthy, the researcher will select from the nine validities provided by Creswell and Miller (2000). They are specified below:

- Triangulation - a validity procedure where researchers search for convergence among multiple and different sources of information to form themes in a study.
- Disconfirming evidence - the process where investigators first establish the preliminary themes or categories in a study and then search through the data for evidence that is consistent with or disconfirms these themes.
- Researcher reflexivity - the process whereby researchers report on personal beliefs, values, and biases that may shape their inquiry. It is particularly important for researchers to acknowledge and describe their entering beliefs and biases early in the research process to allow readers to understand their positions, and then to code or suspend those researcher biases as the study proceeds.
- Member checking - consists of taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information and narrative account. With the lens focused on participants, the researchers systematically check the data and the narrative account.
- Prolonged engagement in the field - during repeated observation, the researchers build trust with participants, find gatekeepers to allow access to people and sites,

establish rapport so that participants are comfortable disclosing information, and reciprocate by giving back to people being studied. This lens is focused on gaining a credible account by building a tight and holistic case.

- Collaboration - means that the participants are involved in the study as co-researchers or in less formal arrangements. This validity lens is one of building the participant's view into the study.
- The audit trail - the credibility of a study is established by turning to individuals external to the project, such as auditors--formally brought into the study--or readers who examine the narrative account and attest to its credibility.
- Thick, rich description - the purpose of a thick description is that it creates verisimilitude, statements that produce for the readers the feeling that they have experienced, or could experience, the events being described in a study.
- Peer debriefing - a peer review or debriefing is the review of the data and research process by someone who is familiar with the research or the phenomenon being explored. (pp. 126-129)

It is important to have at least two or more validities (Creswell, 2007, p. 209). For this reason, the researcher has selected three validities: researcher reflexivity, member checking and peer debriefing. The focus of this study is to get the student's point of view. Researcher reflexivity will show the bias that the researcher brings. Member checking supports this purpose, and peer debriefing is meant to support the integrity of the overall study since the researcher has worked with these Hispanic students and has a personal satisfaction in seeing them graduate and move on to better things. It is important to have researcher reflexivity, so that the reader can be made aware of my bias. The readers must be able to look at the study from the student's point of view.

Due to the possibility of misunderstanding responses during the interviewing process, the researcher will use member checking. Member checking will allow students' perspectives to be accurately reflected. It is important that the researcher does not put "words" in the student's mouth. Students will be able to double check their statement on the transcript for validation. During this time, students can clarify any of their statements or even change their statement if after some time they realize that their statement was inconsistent with their point of view. Sometimes students need to see what they said in writing to be able to reflect on their original statements.

Lastly, the researcher will use peer debriefing from Dr. Barnes. Dr. Barnes does not have any experience in the military or ROTC. She will be a great assess as someone from the outside who will be able to look at the research with an open mind. Dr. Barnes is an excellent peer debriefer for four reasons:

1. She will keep the researcher "honest" by playing the "devil's advocate."
2. She will make sure that the researcher can defend the study.
3. She will push me to the next step by making suggestions or asking if I have considered certain viewpoints.
4. She will provide catharsis for me and thereby make sure that the study is free of emotions and feelings that I may bring to the study. (Lincoln & Guba, 1985, p. 308)

Dr. Barnes is a 2013 graduate of Pepperdine University with a degree in Organizational Leadership. Prior to completion of her doctorate in Education, Dr. Barnes received her undergraduate degree in Business Administration from Huston-Tillotson University in Austin, Texas; and MBA from Pepperdine University. In her professional career she served in Human Resources (HR) Management with several Federal Agencies. Prior to retirement in 2007, her

HR assignments included directing the Employee and Labor Relations operations at the Los Angeles Regional Office of the Department of Veterans Affairs (DVA); directing three major operations including Human Resources, Support Services, and Finance at the DVA, and serving as Employment Branch Chief at the Los Angeles office of the Federal Aviation Administration.

Data-Gathering Procedures

The gathering procedures will entail setting up telephone, Skype or one-on-one in-person interviews. Using HyperRESEARCH to transcribe the interview, the researcher will look for common phenomenon among all participants and their experiences in the CSU ROTC program. In order to make sure that the students' information is correct (member checking), a transcript will be given to students in an effort to make sure that their answers weren't misinterpreted. According to Thomas (1993), "To ensure accuracy, the researcher must always constantly double-check interview and observational data for both accuracy and imposition of research values through leading questions or subtle misinterpretation that confirms some presupposition without actually demonstrating it (p. 39)."

Plans for IRB

For the purpose of this study, there are several institutions that the researcher thought would need Institutional Review Board (IRB) approved from the CSU, and Department of the Army. In the end the only IRB that is necessary is Pepperdine University. The CSU was contacted to obtain their requirements for their IRB, but since none of the subjects are current students, CSU stated that no IRB would be required. The researcher will be use his personal contacts to get student participation and thus will also not be required to receive any IRB assistance from the Army. According to Army Regulations (AR) 70-25, it does not require an IRB from the Department of the Army, because of the exemptions listed in Appendix F of AR

70-25. So although it would seem that there would be need for several IRBs to conduct the study, the only one that is required is from Pepperdine University.

Summary

Part of the purpose of conducting a phenomenological study is to give Hispanic students of the CSU ROTC program a voice to their college experiences. Their success in graduating from a four-year university with a bachelor's degree is to be commended. When so many books, articles, brochures, etc., have been written on why Hispanic students are not graduating from college, these students did what so many have tried and failed to do. Hispanics students helping other Hispanic students by talking about their experience of how they completed a college degree.

Students will provide answers about their experiences, as well as the hurdles they had to overcome. Their success speaks to the abilities of Hispanic students to rise above the challenges of a four-year program. Each student has a different reason why he or she chose to volunteer for the ROTC program. Some of these students had to face additional challenges in volunteering for the program that were not mentioned by Tinto, including issues related to family, community and friends. Yet, above it all they continue to look for ways to reach their goals of being a college graduate. Their voices are important to listen to. They are the future leaders of the Hispanic community.

Chapter 4. Finding

This study focuses on phenomenological research of Hispanic students' experiences during their time at the CSU Army ROTC. Understanding their success in college can help other U.S. schools develop programs to increase the number Hispanic college graduates. Chapter one states the problem Hispanic students face of graduating from college. Although U.S. history shows how the country established some colleges for minority group, e.g., HBCUs, and TBUs, there were no establishments of Hispanic colleges or universities. Yet, because of Congress, there is now a focus to help Hispanic students in colleges with the establishment of HSIs. Chapter two, which is the literature review, is about the many issues Hispanic students face that prevent them from graduating from college. Some of the issues are in the control of the students, and others come from the institutions. Chapter three goes over the research methods used in the study, how the study was designed, and what instruments are used for the study. Chapter four shed some light on the success Hispanic students had in completing their degrees.

This study uses Dr. Tinto's theoretical framework as a guideline to help explain why students drop out of college. The study will go through the line of questioning that shows how these students overcame barriers identified in Dr. Tinto's theoretical framework. As mentioned in chapter one, the questions are based on Tinto's model and have been grouped into five areas: (a) family background, individual attributes, and pre-college schooling, (b) academic integration, (c) social integration, (d) personal purpose, and (e) personal commitment.

Students were selected by meeting four requirements: (a) Did the student self-identify as Hispanic?; (b) Was the student enrolled in the CSU ROTC program?; (c) Did the student graduate from CSU?; and (d) Did the student commission into the Army Active Duty, Guard or

Reserve? The researcher obtained students' information through Facebook or e-mail. This outreach was made to students who graduated and commissioned into the U.S. Army.

Interview Process

Seven students decided to participate in the study. Although the researcher was able to reach an eight former student, that student was not available during the interviewing process in order to be part of the study. The remaining seven are divided into four males and three females. Each former student is currently serving in the Army Active Duty, Reserve or National Guard. Two served on a deployment overseas; two are in the process of joining law enforcement; one is applying to grad school; two obtained regular civilian jobs; and all are in a position in leadership in the Army. They all were a part of CSU Army ROTC sometime between 2003 to 2014.

A message was sent about the possible study on February 7, 2015, via Facebook messenger. The recruiting script is located in Appendix C. The intent was to give students advance notice about a possible study and to give the researcher a soft inquiry into who was going to be interested in participating in the study. IRB was approved on March 11, 2015, and interviews were conducted March 12 through March 15, 2015, in person or over Skype phone. Students were e-mailed a consent form (Appendix B), which they signed and scanned back to the researcher. Student interview times varied from 12 minutes to 30 minutes depending on how much students wanted to elaborate on their responses. They were informed that their interviews would be digitally recorded and then transcribed. The researcher completed the transcribing within a few days following the interviews. Each student had an opportunity to review their transcripts to clarify any of their statements. Once completed, the students returned their transcripts with corrections. This process helped to make sure that their responses were true to the student without any interference from the researcher.

The participants

This is an introduction to the students who participated in the study. The researcher will use pseudonym names to give the participants a more personal touch. It is not meant to give a comprehensive background of the students but a concise one. All students have a bachelor's degree from CSU. Their time in ROTC varies from four years to only the last four semesters before graduating. Some started in community college, and others started in their freshman year at a four-year college. Not all students were from the local area. Here are descriptions of the students with their pseudonym names:

- Jose – Political Science major, started ROTC freshman year, attended CSU all four years, branched Engineers (Reserves), and from the local area.
- Juan – Sociology major, four semesters of ROTC, transferred from community college and then started ROTC at CSU, branched Engineers (Reserve), and from the local area.
- Miguel – Central American Studies major, sophomore year, started ROTC at community college, branched Military Police (Active Duty), and from the local area.
- Maria – Environmental and Occupational Health major, started ROTC second semester of sophomore year, was at CSU all four years, branched Medical Service (Reserves), and from the local area.
- Carlos – History major, sophomore year, started ROTC at community college, branched Armor (Active Duty), and from the local area.
- Ana – Political Science (concentration Politics and Government) major, started freshman year, attended CSU all four years, branched Military Intelligence (Reserves), and not from the local area.

- Rosa – Public Health Education major, started freshman year and dropped out, returned sophomore year, at CSU all four years, branched Adjacent General (Reserves), and from the local area.

Epoche Process

The researcher understands that he will need to go through the epoche process in order for the study to not be biased. The researcher must do as Moustakas (1994) mentions:

> As I reflect on the nature and meaning of the Epoche, I see it as a preparation for deriving new knowledge but also as an experience in itself, a process of setting aside predilections, prejudices, predispositions, and allowing things, events, and people to enter anew into consciousness, and to look and see them again, as if for the first time. (p. 85)

The researcher would like to point out some personal beliefs about the study. When he first started working with CSU ROTC, he was hired (according to him) in part to reflect the Hispanic population of CSU. The Army was able to hire a Cadre member who could relate with the Hispanic community, someone who through experience understood the benefits of the Army and could translate it to the Hispanic community. The Army has played an important part in the researcher's life, one that he never expected when he was a child. The Army paid for part of the researcher's master's and doctoral degrees, allowed him to buy a house when banks were no longer offering zero down payment, and gave him experience of leading others when companies did not offer him the opportunity. The military gave the researcher opportunities that he was unable to obtain in the civilian sector.

Knowing that these same opportunities would be available to Hispanic students initially encouraged the researcher to conduct this study. These students had a personal connection with the researcher, some more than others, and they have had a personal impact on his life. The joy

he receives from knowing that the Army would provide these students with the same benefits he enjoyed encourages him to continue to help others.

The researcher has a bias that the program is successful. To mitigate this bias, the questions are designed to address the issues that students have in dropping out of school through Dr. Tinto's theoretical framework. The researcher many times knew what the participants were describing in their responses, but he asked for clarifications when they used military terms that he understood but wanted to clarify for the reader's understanding.

This process also led to a new discovery for the researcher. One discovery was in regard to how many of the students fit the research described in the literature review. One example is that 43% of young adults couldn't name one source of financial aid (The Sallie Mae Fund, 2004, p. 14). The researcher thought surely this could not be true in today's time. Yet, participant Juan states, "When I first started the community college, I really didn't know about things that were available, such as scholarships, financial aid, Pell grants and all that, until a few years into community college." Allowing participants to simply reply without interjecting allowed them to respond with their own experiences.

In order to get the first-time look (Moustakas, 1994), the researcher has asked for the assistance of a colleague, Dr. Barnes. She has no ROTC experience and can look at the data from the study with a fresh perspective, bringing no prejudgment as to what the student is saying or implying. With her assistance, she has presented three major themes from the study: Challenges, Benefits, and Support Systems. The researcher has added one more theme: Role Models. Coding was divided into 32 different categories, which can be found in Appendix E.

Results of Analysis

The results will show the phenomena through the participants' own words. The analysis of their answers will tell their stories of what Army ROTC HAI did for them during their journey to complete a four-year college degree and commission in the U.S. Army. Their stories will give insight into what other programs can be started to help Hispanic students graduate from college. The researcher has shared his bias and now wants to present the findings that were in accordance with students' experiences. Rather than just answer the research questions in sequential order, the researcher will follow coding themes. According to Creswell, "I see researchers who embrace this idea when they begin a project by describing their own experiences with the phenomenon and brackets (codes) out their views before proceeding with the experiences of others (2007, p. 60)." Following Creswell's direction, the researcher will now use themes. All four themes of Challenges, Benefits, Support and Role Models answer the research questions.

Challenges. According to the coding found in Appendix E, there are several challenges facing Hispanic college students. The researcher will focus on three main issues where there was a majority consensus and allow several of the participants to speak in their own words. The researcher will also allow the participants to share their responses regarding how they overcame their challenges. Research Question 1 was affirmed by six of the seven participants when they confirmed they received financial support from the Army, and examples are stated below. Research Question 1 asks: "How did the Army ROTC HAI program help Hispanic students overcome family-related obstacles?"

> Juan states: "Yes, and it was pretty much just financial. I really didn't have too much time to get a part-time job because of full-time school and full-time ROTC."

Miguel states: “I struggled because financially you did not know what you were getting into.”

Maria states: “The biggest struggle was with money to pay for school.”

Ana states: “It is kinda difficult to help someone financially.”

Financing their education was a clear issue throughout the study. The obstacle of payment weighed heavily on the participants, but it did not deter them from moving forward to completing their degrees and subsequent commissions. Each one found a way to make payments and complete the task at hand. Of the seven students that were interviewed, four used the Army’s Tuition Assistance (TA), and two received an Army ROTC scholarship. Only one student did not receive either TA or get a scholarship.

The second challenge is being the first in their families to go college. Research Question 1b was affirmed by five of the seven participants when they confirmed they received help maneuvering through college from the Army, and examples are stated below. Question 1b relates to ROTC helping students maneuver through college. Question 1b states, “How did ROTC help you maneuver through college?

Jose states: “Yes, it did because to be in the program, every semester I had to turn in an academic planner. Basically which laid out all the classes that I was going to take until I graduated. So, that kinda laid out the framework toward my graduation.”

Juan states: “What helped me definitely was ROTC because they kept me on track, kept me focused with college and in all my classes, making the 104-R (academic planner), which is the education plan.”

Miguel states: “ROTC pushed me to stay in college and finish my degree. So, that was the biggest help that I received.”

> Ana states: "When it came to grades, they made sure every semester our grades were good, they were tracking how we were doing. They tried to be very involved academically."
>
> Rosa states: "I knew that I had to maintain a certain GPA, so it pushed me to make sure that I was on top of my classes, making sure that I'm getting my studying done."

It is evident from the responses that ROTC was involved with the students academically. Students are required to complete a 104-R (academic plan), a course-by-course outline from the time the student enters the program to graduation. ROTC students must fill out an academic plan, and doing so has been proven beneficial for many, including participant Juan, who gave a statement about his earlier experience in community college. Juan was asked, "Did you apply directly to a four-year institution or did you attend a community college first? Why did you choose the path you chose?" His response was, "Definitely community college first, and I was there for about five years. I didn't even plan on going to a four-year." This same participant entered ROTC and graduated in four semesters after transferring. The difference this time at the university level was that he had someone who required him to fill out an academic plan. Universities are starting to implement this same tactic; they call it academic mapping. The University of Hawaii has acknowledged this to be an issue. According to its website,

> However, anyone who has perused a university catalog can attest to the difficulty in building a four-year course of study leading to a degree in any field. Most university students end their undergraduate careers with excess credits, and fully half of those who begin college leave without earning a degree. The challenge for students is not to comprehend the requirements as described in the catalog, but to build a four-year

> sequence of courses that enables them to meet both general education and major program requirements—and graduate on time. (University of Hawaii, 2011)

The key is to developing an academic map to graduation. This is a tactic that the Army ROTC program has been using for several years. But ROTC still puts the burden of developing the academic map on the student. The Cadre (Instructor) does not fill out the academic plan/map. Students are required to figure out the courses needed to graduate before entering into the program. The incentive was this: Figure out how to graduate, and then you can be a part of the program. The Cadre would follow up to make sure students were on track to graduate. In Miguel's words:

> But, what I did like about ROTC was that they tracked your four-year degree, what classes we were taking next semester, and how you were going to complete your four-year degree. They actually kept better track of classes and career path better then your counselors did, which is pretty cool.

Oversight on the Cadets allowed some accountability on the students and the way they were choosing to maneuver through college.

The last major challenge for the participants is that they did not want to attend college. Research Question 1c was affirmed by five of the seven participants when they confirmed they confirmed that their motive to join the Army was to become an Officer, and examples are stated below. Question 1c: "Did you see yourself attending college when you entered high school? If so, did you know the requirements to get into college when you became a senior in high school? If not, what changed that caused you to think about going to college?"

> Jose states: "I was going through a phase where I was like, 'I don't want to go to college because I was in the National Guard.' And the only reason I went into the National

Guard was because my parents said, 'Don't go full time, Active Duty, because we want you to go to college.' "

Juan states: "I had never thought of going to college. I never cared too much at (the) time; my GPA wasn't great at all."

Miguel states: "I really did not care about going to college throughout my high school years."

Maria states: "I had never thought of going to college before I was a (high school) freshman. My goal was to join the military/Marines right after high school."

Carlos states: "I didn't want to go to college when I was in high school; I didn't like school. I wasn't very good at it."

Being so close to many of the participants, it was difficult to believe that these students did not always want to attend college. When the researcher met with most of the students, all were already in college. The thought that students did not want to attend college is surprising partly because participants Miguel, Maria, and Carlos were all above a 3.3 GPA. Miguel explains a little about his high school experience: "My grades in high school were about 2.4, 2.5." Carlos talks a little about his experience getting to a university: "I went to community college first. . . . I really didn't want to go to college. . . . I didn't take the SAT, so the only option was the community college at the time." These participants clearly had the potential to do well at the college level, although their high school experiences were not all that great. Reading these quotes, one would think that the participants would not enroll or graduate from college. The reasoning for the research participants to attend college is as follows:

Jose states: " . . . I met a friend of mine who told me about the program (Army ROTC) at California State. . . . The only reason why I applied was because of the program (Army ROTC).

Juan states: ". . . there was more that I wanted to get from life. So, that's when I started to look at the military and getting my degree, and becoming an Officer because I wanted a lot more."

Miguel states: "What changed me about going to college was one of my friends. He (explained) to me the idea of ROTC and being a commissioned Officer and getting a degree. I did not even know that you could become a commissioned Officer that way. So, I (jumped) on board, tried it out, and I liked it."

Maria states: " . . . the one that encouraged me . . . was my older sister—she was the one to push me . . . the last couple of weeks before you could turn in an application for college."

Carlos states: "I ended up going to college because I wanted to be an Officer, and the only way to do it was to get a degree, so I had to."

Four out of the five participants mentioned that ROTC/Officership is the main reason why they decided to attend college. The reasons for the participants to join ROTC will be described in the following section:

Benefits. Although the respondents described several benefits for joining ROTC, this section will focus on the main benefits that affected all the participants: diversity and leadership. These benefits are part of the driving force that moved the participants from not wanting to go to college to seeking to graduate and commission. This section will cover two of the research questions, namely questions 3 and 5. Research Question 3 was affirmed by seven of the seven

participants when they confirmed they enjoyed the social activities from the Army, and examples are stated below. Research Question 3: "How did the Army ROTC HAI program integrate the social system into ROTC?" In regard to sub-question 3b — "What did you enjoy the most about ROTC social activities?" — they responded in the following manner:

> Jose states: "I guess, just hanging out with the people I was working with for the past four years."
>
> Juan states: "Definitely building better relationships with your peers, because you're spending a lot of time with them."
>
> Miguel states: "What I enjoyed the most is, being able to have a place where there is a big group of people that are doing the same thing, same goals, and being able to de-stress and just have fun and learn different things and be around people with different cultures; the atmosphere was great."
>
> Maria states: "The different people that you meet. Different ethnicities and other cultures. Basically that was it, the cultures and the different people you meet."
>
> Carlos states: "Probably the people, getting to know the people you work with better. When you unwind you get to know people better."
>
> Ana states: "It would definitely be meeting new people and making good friends."
>
> Rosa states: "Hanging out with your friends and sharing stories and everything."

ROTC by default is a diverse population because the Army is a diverse population. Although at CSU Army ROTC there was a higher population of Hispanics due to the school being an HSI, ROTC did not have corresponding higher percentage of Hispanics in the program. ROTC was a mix of Caucasian, Asian, Hispanic and African-American. The population of Hispanics and African-Americans was lower compared to their Caucasian and Asian counterparts. When the

participants talk about their peers, it truly is a diversity of races and cultures. What is notable is that these Hispanic students did not let the fear of not knowing a culture stop them from doing ROTC. They actually are embracing the different ethnicities and cultures. This will help them in their future development, because as they move up the chain of command, there is less and less Hispanics in positions of leadership. Leadership is what all the participants are pursuing.

ROTC is a leadership-producing model. Each of the participants was looking for leadership opportunities when they started ROTC. Now each and every one of them is leading Soldiers one way or another. This is why the Army HAI is so important. It gives Hispanics opportunities to lead. Research Question 5a was affirmed by seven of the seven participants when they confirmed ROTC helped improve their personal commitment to graduation, and examples are stated below. Research Question 5 asked, "How did the Army ROTC HAI program help improve the student's personal commitment to graduation?" Here are the responses to question 5a, "Since everyone needs to graduate to be commissioned into the Army, why did you seek a commission?

> Jose states: "I wanted to do more. I was Enlisted in the National Guard, and I saw Officers. . . . I wanted to be a leader, and so I decided to join."
>
> Juan states: "I was mainly seeking a commission because I felt that I could, well I had originally enlisted, but just from the leadership that I grew up with, . . . I just felt that I had to be in that position, with the leadership and to help the organization, and make things better, . . . I just felt that I had to be part of the leadership, and that's what made me really committed with the program and to graduate."
>
> Miguel states: "I wanted to do something better for myself. I wanted to represent my family in a positive way and this was a way I wanted to do it. I had no intentions of ever

doing anything this big, or finishing college, so this was a way for me to do it. This is what motivated me to complete everything, college or ROTC."

Maria states: "I thought I would be in the military and I saw this, being an Officer, as a better way. Once you commission, being an Officer . . . you have a bigger impact on people who are just graduating from high school, and you get to lead them and mentor them in the military."

Carlos states: "I thought it looked like something very interesting. At the time when I chose to do it, it was something to focus on; it was not a normal 9-to-5 job. I felt that I wanted to be in charge of a maneuver formation."

Ana states: "I felt like I wanted to become an Officer. I like to be in charge, I like to know what is going on, I like to lead Soldiers, and that's definitely why I went Officer . . . and ROTC was one of the smartest things I had ever done because I was doing it at the same time that I was in school. And, yes it was difficult, but I wanted to commission. So, I knew that I had to get a bachelor's degree. ROTC just made it 10 times easier than waiting to put an OCS (Officer Candidate School) packet and probably have to wait a while to get picked up. So, I like how I commissioned right away, and a career started right off, right when you're done."

Rosa states: "When I was in high school, I was in the JROTC program. I had no idea that there was a difference between Enlisted and Officers. My instructors from high school were the ones who started talking to me about it. They would encourage me to go into the SROTC (Senior ROTC) program. They were the ones who helped me to get into California State University, through the ROTC program with the Cadre that they used to have before. From the beginning I knew that was the path that I wanted to take."

Another notable thing about Rosa is that when she commissioned, the same Sergeant that encouraged her to continue with ROTC came to her commissioning. During a special part of the ceremony when the students go from being a Cadet to a Second Lieutenant, it is reflected by getting a first salute that is traditionally given by an NCO. For Rosa, that NCO was the Sergeant that encouraged her to continue, her old instructor from JROTC. At that very moment, Rosa outranked the Sergeant. What the researcher would like to point out is that her Sergeant was Hispanic, working in a heavily concentrated Hispanic high school. He was happy to grant her her first salute. All the more, he was proud to see that one of his former students was now in a position of leadership.

As for the other participants, it is clear that they all wanted to be in a position of leadership. Statements include the following: Jose stated: "I want to be leader;" Juan stated: "I just felt that I had to be part of the leadership;" Miguel stated: "I wanted to do something better for myself;" Maria stated: "Once you commission; being an Officer . . . you have a bigger impact on people;" Carlos stated: "I wanted to be in charge of a maneuver formation;" and Ana stated: "I like to be in charge." Each of these participants proved themselves in their ROTC process. Now they lead the world's greatest Army. Yet, no one does things alone. As one of the Army Warrior Ethos states, I will never leave a fallen comrade. Neither did these participants achieve their goal of graduating/commissioning alone. These participants had a support system during their time in ROTC.

Support system. During their time in ROTC, the participants described mentoring from the upper-classmen. They also described their own responsibilities to mentor under-classmen when they become upper-classmen. This process of mentoring is helpful to students coming into college. It gives students an opportunity to know upper-classmen that can help them through the

rigors of college. Research Question 4 was affirmed by seven of the seven participants when they confirmed mentoring others and being mentored from the Army helped them, and examples are stated below. Research Question 4, "How did the Army ROTC HAI program help improve the student's academic and social integration in the personal purpose?" touches on the theme of mentoring. Furthermore, Question 4c asked, "Did you mentor other ROTC students? If so, what was the experience like? If not, do you believe it would be helpful, and why?" Here were the participants' responses:

> Jose states: "From what I experienced, every year-group mentors the year-group before them. Whether they know it or not, they are mentoring them . . . I was taking time out of my schedule to help them out as well. I think if people want to grow, and develop, and they want to put in their time then the least you can do is put in your time as well. I think it was beneficial, because I had people that put in the time for me as well when I was going up the Cadet ranks.
>
> Juan states: "Yes, I did mentor other ROTC students . . . . I did notice that some were not as involved as others, and I wanted to help the people that were under me, because when I first started with the program . . . I wanted to share my experiences and mentor them and say, this is what I would do. . . . So, I can tell that it definitely helped out because I still keep in touch with some of them today.
>
> Miguel states: "I did mentor a couple of students, sir. Basically it was freshmens, sophomores, and juniors. I mentored them academically, gave them guidance on the military side as well. I was dedicated to mentoring everyone because it basically gave them motivation, to show what was in the future if they stayed in, finished college and

completed ROTC. . . . Instead of getting out and just doing the civilian four-year college. So, I did mentor a lot of students.

Maria states, "you encourage them (underclassmen) to stay in, and you can definitely learn a lot from other people.

Carlos states: "Yes, and officially everyone had (a) mentee. . . . (Cadets) taught them what they had to do, to do well in the program. There were other Cadets outside of that group that would come and ask me advice on the program. Or anything they didn't know about, they would come and ask me.

Ana states: "Yes, sir. Once you go through something that teaches you how to become better, even if you struggle with it, what not, it's nice to share with others . . . So, I definitely talked to them all the time and try to make sure that they were OK. . . . So, doing that in ROTC created that mentality in a way, especially if you are a squad leader or something. I did mentor a couple of kids that were having certain issues. I think it was a good thing."

Rosa states: "I did; it was mostly the younger Cadets. When you become an MS IV (Senior), they kinda look up to you, based on your leadership skills, and how they see that you put yourself out there. So, it was nice to teach them what you know. And, hopefully to be a good influence for them.

Coming from students who want to be leaders, mentoring is a natural fit for ROTC students. Officers are responsible for training the next generation of Soldiers in the Army. ROTC students learn from early in their ROTC career that it is important to give back to their peers. Several participants mentioned how they were mentored when they enter into the program and that it helped them during their time in the program. Others mentioned how they mentor students, even

students who were to not assigned to them. This process of mentorship is important because it provides students with their first true test of leadership. Examples are set from the Cadre who are part of the program and assigned to mentor and develop ROTC students.

Cadre responsibility to the U.S. Army is to develop students to become the next generation of leaders that the Army will need to complete its mission. This is a heavy burden that is laid to rest on the Cadre. Having a team of Cadre that reflects the general population of students is very helpful. The researcher discovered the importance of that reality after the interviews were completed. During the interviews, the researcher asked another question that is not reflected in the questionnaire. The question was, "Was it helpful to have a Hispanic Cadre/Instructor as part of the ROTC program for you? If so, why? If not, why?" Here were the participants' responses:

> Jose states: "It was ridiculously helpful. The majority of the people in the program were not Hispanic. So whenever I needed some kind of mentorship, I always had that one Hispanic Cadre that would kinda understand what I was going through, family wise. We have different customs then other cultures I would guess. So, when I had some kinda issues, I would talk to him. . . . even when I had some school issues, as well, just knowing that was a similarity in the culture helped in the bond as well."
>
> Juan states: "Yes, and I think it's because . . . our culture. I couldn't say just our culture, but with other cultures there is a little more of an understanding. . . . but it definitely did help because . . . I speak Spanish, and the Cadre member spoke Spanish, so it was a diverse program. I'm glad there was, I'm really glad there was a Spanish-speaking Cadre or a Hispanic Cadre.

Miguel states: “Believe it or not, it was. I was very excited when I had Captain (Hispanic Officer) as an ROTC instructor because it was very different. I’m used to just seeing White/Caucasian all the time in the military. So, it was very refreshing seeing someone else with a culture like mine; that understood me. My parents are traditional; they (Cadre) knew where I came from because they came from the same place.”

Maria states, “I felt more comfortable talking . . . Also, being mentored by a Hispanic felt a lot better.”

Carlos states: “I would say yes, initially because I didn’t know what the ethnicity makeup of the Army was. I didn’t know how many Hispanics there were, what kind of jobs. To see someone else with a similar ethnicity, it felt good.”

Ana states: “I think it does, it kinda shows you that someone else did it, and so you can to. I mean the Army overall is diverse, but usually the higher-ranking Officers and the majority that are way up there are not of a minority group. So, I think it’s kinda nice to see Officers of a higher ranking that are Hispanic; it’s motivating. I like that, and it did help a lot, sir.

Rosa states: “It made it so much better because I am a very timid/shy person. It is very hard for me to open up to anybody, so having a Hispanic Cadre made it feel like home. It was somebody that I could sometimes talk to in Spanish, because I feel more comfortable speaking in Spanish. I was very happy that we had a Hispanic Cadre. I know that at the beginning when I tried the program, there wasn’t any Hispanic Cadre, so it kinda made me nervous.

Training/mentoring students are part of the job of being a Cadre member. Students come and go, and you forget what kind of an impact you can have on the life of an individual. It is the desire

of the researcher that all these Officers continue to mentor and train. For many of the students, graduation/commissioning is that first major goal in their lives.

Role models. Graduating from a university is a major step for many Americans in this country. Still, many Hispanics are still lagging behind their Caucasian and Asian counterparts in graduation rates, GPA and other areas. These participants successfully completed the task of graduating. The study identified two major reasons that drove the participants to graduate. As mentioned earlier, some of the participants did not even want to go to college. The two main reasons were they wanted to commission, and they wanted to be role models.

As mentioned earlier, all the students wanted to be in a position of leadership. To get that position they must commission into the U.S. Army. This is the goal that every participant was pursuing during his or her time in college. In order for the students to get what they wanted from ROTC, grades made up a large percentage of their accession packet, forty percent. So, grades are important and can be the best way Cadets get what they want out of ROTC. Research Question 2 was affirmed by four of the seven participants when they confirmed that their grades improved, and examples are stated below. Research Question 2 — "How did the Army ROTC HAI program integrate the academic system into ROTC?" — reflects the fact that with academics comes good grades; good grades lead to graduation; and graduation leads to commissioning. So, how did participants do with grades? Question 2c asked, "Did your grades stay the same, go down or improve because of ROTC?" It is a good measure to discover their motivation to commission. Their responses included the following:

> Juan states: " . . . my grades did improve because obviously my goal was to get my certain branch or active duty, so that definitely was in the back of my mind. So, the more I studied, the better I do, then I will hopefully achieve my goal.

> Carlos states: "Initially they improved in the earlier years, they went down later years because of all the responsibilities I had with the program. . . . So, initially yes; then they went down. At that point I had been selected for what I wanted.
>
> Ana states: "I do want to say, when I started with ROTC, I started around a 3.7. I was doing really well. . . . I was just in my GE course. I had a lot of issues at home, so my grades did go down for about two semesters. ROTC kinda told me, if I didn't get my grades together that I wasn't going to be able to continue in the program. So, in a way they pressured me, … if I wanted to commission. So, I did and my grades went back up and I started receiving straight A's and B's right after that, after they brought me back to reality.
>
> Rosa states: "They improved. I know at one point they were going down. But, that was because it was my fault. I realized that I couldn't go down that path; so I decided to step it up and try to fix my grades. . . . I wanted to be in the program.

The participants mentioned their desire to want to be commissioned. Several stated that if they did not improve their grades, they would be removed from the program. This was the added motivation that was needed to get these students to improve their grades. This wasn't the only motivating factor for ROTC students. According to Juan, "I know they did this at UCLA, where they required a certain amount of hours and I don't remember exactly, but you had a certain number per week; so a study group or study session." Although the students at CSU did not have a required study group or study session, it appears that UCLA Cadets were required to have a mandatory time studying. The main reason that CSU did not have the same requirements is that, unlike UCLA students with their own student lounge area, CSU ROTC students did not have access to their building. If the school would have provided access to the CSU ROTC

building, it is possible that they would have had the same requirement. CSU did not have a study session to be in tandem with ROTC, but if it did, it would be beneficial for all students at CSU.

Not all students that are on academic probation turn around their poor grades. There were several students that were removed from the program and never returned. Some of the students that were removed from the program were motivated to meet its requirements and were reinstated. Their desire to want to get the commission/position of leadership in the U.S. Army was their motivating factor. Carlos stated that his grades did go down but only after he had been selected for what he wanted. He is really talking about his last semester of college, and his grades did not go down substantially, just little lower than what he is used to. He also was in a leadership position that did require a lot of his time. Carlos mentioned the fact "that it was probably me, and two other people that actually did majority of the work." Why is it so important for these participants to achieve their commission?

Each of the participants expressed that either they were the first in their family to graduate from college or part of the first generation. Coinciding with being the first in their family was setting the trend/example, being a role model. Commissioning and graduating from college are linked for all Cadets in an ROTC program. Research Question 5 was affirmed by six of the seven participants when they confirmed that graduating/commissioning in the Army helped them be role models, and examples are stated below. Research Question 5 returns to answer the student's biggest motivating factors: "How did the Army ROTC HAI program help improve the student's personal commitment to graduation?" The heart of the desire to graduate from college comes from question 5b, "What was the personal reason(s) that pushed you to graduate?" Here are their responses:

Jose states: “The biggest one, I believe even though at first it really wasn’t my primary reason, was my family because I saw how I had family who came at the age of 15 and 17 from a civil war, who barely completed the fifth grade or the ninth grade, and they were over here working all day. And the biggest thing was they wanted to see me graduate from university. So, first and foremost was my family. Secondly would be myself because I wanted to become an Officer.

Juan states: “Personal reasons to graduate, I think, not many of my family members went to college, let alone graduated. . . . So, this is something that I wanted to change and also be an example for a lot of my nieces, nephews, . . . all my relatives. Because I wanted to be that example or role model, and hopefully mentor them, in which I do now because a lot of them will ask me, ‘Can you help me apply for this college?’ Or, ‘I’m writing this letter for a scholarship.’ . . . Two of them are already at college, one of them is at Chico State, and another one I think she is starting at CSUN but she is finishing up at COC (College of the Canyon).

Miguel states: “A lot of people said that I couldn’t do it back in high school, to go to college and what not. And, also because I wanted to be the first in my family to complete college. I didn’t want to go to a regular 9-to-5 job for minimum wage. I wanted to change things the way it was for our family.”

Maria states: “I wanted to succeed; I wanted to graduate to get a good job to help my parents out since both are immigrants. … It was basically for my family that I was encouraged to graduate, to get a higher education, to do better.”

Carlos states: “Being able to get my commission. And, also my family, my two brothers and my sister had all already graduated;”

> Rosa states: "I think that it was the fact that I come from a middle-income family, and I wanted to be able to help my parents. That way they don't have to worry about me. I wanted to make sure that I graduated from college, to be a role model to my younger siblings.

Family was mentioned in six out of the seven comments as the personal reason for graduating. All six expressed the desire to be role models, trendsetters or bring pride to their family for graduating. The researcher can recall the body language of pride from the family members, even the families who were not supportive at the beginning of the process. Commissioning days are one of the best days to attend.

Summary

In summary, here are the research questions by the themes presented in chapter 4. Responses to Question 1 showed how the Army provided scholarships and tuition assistance, an academic plan to help students maneuver through college, and provided ROTC to motivate students to overcome challenges. Responses to Question 3 showed the benefits that students found in the program with diversity, and responses to Question 5 showed how they benefited from taking advantage of opportunities for leadership. Responses to Question 4 showed how mentoring other students provided support to incoming students, and the bonus question showed that students do appreciate having a Cadre member who reflects their background. Responses to Question 2 showed how ROTC helped students to improve their grades by having an academic standard that students had to maintain, and responses to Question 5 also showed the biggest motivating factor was the student's desire to be role models for their families.

The overall themes again are: Challenges, Benefits, Support System and becoming Role Models. Within all the four major themes, 32 codes were discovered during the interviewing

process. The results showed a small part of the success for these seven Hispanic students attending an HSI in the Army's ROTC HAI program. The Army ROTC HAI is successfully creating opportunities Hispanic students can seek at their HSI community in college. This program can also be used as a sample template for other programs that will help Hispanic students graduate from college.

Chapter 5. Conclusion

The purpose of the study was to understand the experience of HSI students in the Army's ROTC HAI program who graduate from California State University and the factors that lead to the success of graduating. This chapter will cover discussion of literature review to key findings, conclusion, recommendation for future research and summary. The methodology of the study was a phenomenological study of seven Hispanic college students who attended an Army ROTC at an HSI. Their firsthand experience of how they were successful in graduating from college can help other HSIs establish programs that will enable them to increase their Hispanic students' graduation rate.

Discussion of Literature Review to Key Findings

The discussion of the literature review with the key findings will focus on 6 main topics of the literature review: (a) Family obstacles, (b) Academic, (c) Social, (d) Personal purpose, (e) Personal commitment, and (f) College entrance. These six topics from the literature review can work as a pathway to graduation rather than the pathway to dropping out of college. Students and institutions of higher learning can work together to create a pathway to graduation. Although there are several other factors, in order to keep a concise overall understanding, the researcher will focus on the literature review of the five main points within the review. He will take a quote that was shared in the review and share how it relates to the key findings of the study.

Family obstacles. There were three main issues that came up in the literature review that were consistent with what the participants said were the obstacles they had to deal with: financial aid, parenting, and cultural issues. Financial aid clearly was an issue for all the participants. When discussing financial aid, it was expressed in the literature review that Hispanic students are

unaware of financial aid that is made available to them and that may work to pay for college/community college. Participants fell into the traditional statistics of working to pay for college while attending. According to Haro et al. (1994), "Eight out of ten Latino students surveyed held jobs while attending a four-year college (p. 8)." All seven participants worked in Army ROTC, which the Army paid them a monthly stipend. Four of the seven participants also worked in the Army Reserves or Army National Guard. This required students to dedicate at least one weekend a month to military duty. Only two of the seven received Army ROTC scholarships, which meant that those students did not need to work, although one of the two still had a part-time job. So, having to balance work, school, and ROTC was still a part of the everyday life of a Hispanic student going to college in order for him or her to attend.

Therefore, many of the participants could not depend on their parents to help them with payment for college, or other college-related issues. According to McCallister, Evans, and Illich (2010), "Although the parents in this study believed in the importance of education, the students also reported that their parents were not heavily involved with their schooling, and rarely helped with school projects, homework, or extracurricular activities (p. 786)." Five of the seven fit this category of not having a family member to lean on for support. Only two of the seven had siblings that had attended college before them. Participant Maria, stated:

> The one (who encouraged) me . . . was my older sister. She was the one to push me (a) . . . couple of weeks before you could turn in an application for college. She just sat me down, and she was the one that made it happen . . . .

And participant Carlos said the following: "Yeah, they (my three older (siblings)) helped me, gave advice, and . . . guidance potentially." Although parents desired that their child(ren) attend college, students without older siblings needed to find guidance outside of the family for support

through the college experience. This is going to require some kind of support system to be in place that students can have available and utilize for guidance. ROTC provided this guidance for the participants.

> Juan states: "What helped me definitely was ROTC because they kept me on track, kept me [focused] with college and in all my classes, making the 104-R, which is the education plan."

Once ROTC provided the support foundation for students, it gave them the resource to help others. Now that Juan has experienced what it is like to graduate from college with ROTC's help, he is helping his relatives with college.

> Juan states: "I wanted to be that example or role model, and hopefully mentor them . . . a lot of them will ask me, 'Can you help me apply for this college?' "

Juan is now helping the next generation of college students in his family. His family now has a resource that they did not have before, and ROTC was part of helping him learn about all the resources that are available to college students. All of the seven students who have graduated from college each have the ability to be the family go-to person on how to maneuver through college. This means that these students can better prepare their relatives about the realities of college.

One such reality is the different culture they will find on a college campus. College campus are still predominately white. Even at an HSI where there is a larger Hispanic population, it does not mean that their college culture is going to be Hispanic. According to Tinto, Hurtado, and Rendón (2000, as cited in Salas, 2011), "Minority students often find it difficult to integrate into an institution with a large White population (p. 32)." According to Tinto (1997, as cited in Salas, 2011), "Forming a subculture consisting of a critical mass can

allow students to feel as though they fit within an institution even though they may not share characteristics of the majority of students (p. 32). The participants did have a subculture, but it was not a Hispanic subculture, and they found this attractive. The subculture was an Army subculture that was very diverse. All participants actually expressed their contentment in the fact that the program was diverse. All seven expressed pleasure in the fact that they were able to meet different people and cultures. Maria sums it up quickly: "Different ethnicities and other cultures." This gives Army ROTC students a view of what to expect when they get out of college. Although Dr. Salas' program at Colorado State University provides a place for Hispanic students to feel at home, Army ROTC is preparing students for a diverse world that they will be leading.

Academic. The grades that college students receive are important. The better the grades, the greater the chance that students will complete their degrees as they progress towards graduation. According to Shouping Hu and Edward St. John (2001):

> the composition of college grades for racial/ethnic groups differed substantially. African Americans had higher percentages of below-C and C grades, followed by Hispanic, then Whites. Conversely, higher percentages of Whites had A and B averages, followed by Hispanics, then African Americans. College grades had substantial influence on persistence. Differences in college grades among racial/ethnic groups help explain the difference in average persistence rates for three racial/ethnic groups. (p. 279)

Hu's and St. John's statement brings to light the importance of grades and the need for motivation and persistence for academic excellence. The participants expressed their desire for why they wanted to strive for academic excellence. The incentive for the participants to get

good grades was the prospect of getting a job in the Army Active Duty. When asked if it was easy to maintain the required GPA,

> Carlos states: "I think it was a C average. I don't think that part was difficult. What was difficult was that if you wanted to get anything on active duty and a branch that you wanted, you needed to have a minimum of a 3.2 or 3.3 to be competitive.

As mentioned by Hu and St. John, the better the grades, the better the persistence rates towards graduation. For ROTC students, good grades means getting what you want in the Army versus having the Army give you a branch (job) that you do not want but fills its needs. The latter can take place because students sign a contract in their freshman, sophomore or junior year and could get stuck with a job after graduation that they did not want for three or four years without an option to change their branch. So, grades play a big influence in the future of Cadets.

Social. Social interaction is important for any college student to feel comfortable in a location that is different than a place he or she is used to. According to Sylvia Hurtado, Deborah Carter, and Albert Spuler (1996):

> Students who reported that resident advisors and upperclass students assisted in their first year scored higher on the Social Adjustment and Attachment scales in the second year of college. (p. 147)

The participants shared how they interacted with incoming freshmen as well as current students in their sophomore and junior years. Participant Miguel gave the best statement regarding helping lower-classmen in ROTC:

> Miguel states: "I did mentor a couple of students, sir. Basically it was freshmens, sophomores, and juniors. I mentored them academically, gave them guidance on the military side as well. I was dedicated to mentoring everyone because it basically gave

> them motivation, to show what was in the future if they stayed in, finished college and completed ROTC . . . instead of getting out and just doing the civilian four-year college. So, I did mentor a lot of students.

This interaction of working with lower-classmen is important because almost all students at one time or another want to quit college. When Carlos was asked, "What was the most difficult obstacle for you graduate from college?"

Carlos stated: "In the beginning, how far away it seemed. I wasn't in ROTC the first year of college I was in community college. I wanted to be in the Army at that very moment; I thought about dropping out and enlisting a couple of times. I came pretty close to it."

It is unclear from the response if ROTC played a role in keeping the participant in school, but it does display that starting from your freshmen year in college, graduation seems so far away. This gives more time for students to start thinking about other things they can be doing besides college, such as enlisting in the Army. So, the role of older students encouraging younger students is an important part of the social facet of college.

This does not take away from other social activities that students share in college. Social activities play an important role in the college experience. Participant Juan expressed his thoughts about what social activities did for him.

> Juan states: "Definitely building better relationships with your peers, because you're spending a lot of time with them."

Relationships with peers provided an opportunity for students to encourage one another to continue to stay focused on the goal of graduating. As Miguel stated earlier, he wanted to show students what they could accomplish if they stayed in the program. This direct contact with upper-classmen provides an opportunity to remind lower-classmen that they have the ability to

make it till the end if they continue to move forward and not focus too much on the long road ahead. This social interaction provides added value to student's experience in college. The difference between ROTC and other social activities in college is that ROTC provides a job opportunity at the end of program. Fraternities, sororities and student clubs only provide a way for students to interact together during their time in college. ROTC provides a job where students can continue to use and learn skills for personal development, along with networking similar to fraternities, sororities and students clubs.

Networking is a primary benefit from social interaction. The Army provides a great place for first-generation students to network. It has a long history spanning generations of individuals who have served in the military. In any branch of the military, not just the Army, there is a bond that is not found in other industries. In regard to the Officer Corps, many leave the Army and enter the civilian world in a variety of career fields. This provides first-generation college students with an established network that they can tap into. Some of the networking connections may not seem useful right away, but they may prove to be beneficial as many Officers enter into manager positions after leaving the Officer Corps.

Personal purpose. Personal purpose in helping others comes from the need to find a purpose in what someone is doing. The Army provides the purpose of leadership for the Cadets in ROTC. As a leader, one must not only find the purpose for oneself but for the group in which someone is leading. According to Fiebig et al. (2010), "Internal educational barriers refer to one's perception of their personal ability or motivational levels; whereas, external educational barriers highlight financial, demographic, or relationship type barriers (p. 849)." For the participants dealing with the external, such as financial and demographic, these topics have already been discussed. Internal barriers direct students' personal purpose and affects how they

relate to their peers and the groups they lead. Internal and external barriers can be addressed in part by applying the Warrior Ethos.

The Army has a culture according to its Warrior Ethos that says, "Never leave a fallen comrade." The statement not only applies to what Soldiers must adhere to on the battlefield, but it applies to life in general: Don't leave your buddy behind; we as Soldiers take care of one another. This lesson is taught in Army ROTC through the actions of people taking care of one another; it's not learned in a lecture class. Participant Jose had a death in the family during his time in Army ROTC. This is difficult for any person to deal with, but here is Jose's statement of what took place at that time:

> "When I had problems with family members that were deceased, they gave me time off from the program to just balance myself and get back together and get back into the program. (At) one point, the Colonel actually just sat down and talked to me for a little bit to make sure that I was all right.

Although the mission of graduating from college is at the forefront, taking care of each other is just as important. In the aforementioned situation, the Professor of Military Science (PMS) took time to just sit down with the student and talk to make sure that he was OK. The time of the PMS is important, but nothing is more important than taking care of one another.

Participant Ana was in the National Guard/Reserve, and she mentioned feeling that those in command in the Army take care of you. She states:

> "Not just ROTC, but the Army itself has taught me that, to always pay attention and look at your Soldiers and know what they need because I had NCO's (Non-Commissioned Officers) that did that for me. So, doing that in ROTC created that mentality in a way, especially if you are a squad leader or something."

Ana saw by example the personal purpose in practice set out by her NCO's in the Army. This culture of taking care of one another is not always common in programs for Hispanic students. This also gives the students an opportunity to reflect the value of taking care of others to peers or lower-classmen. Establishing an environment that is helping others is important for college students, especially when you have a larger population of students who are first-generation college students.

Personal commitment. In the end, the students must have a personal commitment to the goal of graduation. No matter how creative a program is, if the student does not have a desire to participate and complete it, then the time is spent in vain. When a student does get the idea and vision that this is something that he or she does want to complete, then this can open some doors for programs to make an impact. The student is the driving force of his or her personal commitment toward graduation. According to Phinney, Dennis, and Gutierrez (2005),

> (They) found that personal goals are associated with family interdependence among college students from ethnic minority backgrounds, particularly in cases in which families have immigrated to provide a better education for their children. (p. 403)

This statement about students' personal commitment with family is consistent with the findings in the research. Six of the seven participants mentioned family as the motivating factor that kept them in the program. All seven participants were first-generation college students, and five were the first in their family to graduate.

According to Harrell and Forney (2003), "Research tells us that many Hispanics will be the first generation of their family to ever attend college and that a relationship between minority status and low-income level exists (p. 148)." The personal commitments of five of the participants happened to be that they would be the first in their family to graduate from college.

Participant Jose puts things in perspective when asked why he personally wants to graduate from college. Jose said: "The biggest one, I believe even though at first it really wasn't my primary reason, was my family." That statement bears witness to the motivation students can get from family members to graduate.

College entrance. The California Master Plan set in the 1960s is still providing educational opportunities for California's population of students, even though the state now has a more diverse population than it did back in the '60s. The purpose of The Master Plan is reflected by the Liaison Committee of the State Board of Education and The Regents of the University of California (1960) in this statement: "the existing 'open-door' policy … admits students from all levels of ability (p. 67)." For some students, community college was their path to obtaining a bachelor's degree. Other students choose the direct path to CSU, and although the students in the study did not attend the UCs, it did not mean that opportunity was not present. Two of the three were eligible and most likely could have been accepted into a UC school, but they both chose to attend a CSU school.

I believe Miguel's statements are the most fitting in regard to the college-entrance experience. As indicated before, the community college has an open-door policy when it comes to education, meaning that all are welcome if they want to get an education.

> Miguel states: "I applied for a four-year; did not get accepted. But, I applied to a two-year and got accepted. I did get accepted to a four-year later on, but I wanted to stay at the community college because it was more affordable. And it was a way I could finish my two years without spending a lot, so I decided to stay at the community college.

Participant Miguel is the type of student that the California Master Plan was designed to help. He did not have the grades to get into a university, so he went to a community college. He had

the grades to get into a UC school but choose to attend a CSU as a commuter student and live at home. Miguel also received an ROTC scholarship and worked part-time during his time at CSU. He also stated, "ROTC pushed me to stay in college and finish my (four-year) degree." And that statement is the purpose of this study, which is to get more Hispanic students to graduate from college. So, although he did not meet the requirements to get into a university straight out of high school, he did take the path to completing his four-year degree.

Limitations

The limitation of this study is that it focused on only one of the Army ROTC HAI schools. There are several HSIs that this study could have included, but due to the researcher's limited accessibility to students for this study, it was best to focus on one school. There are a total of four host ROTC schools in counties of Los Angeles, Orange, Riverside and San Bernardino. They are at UCLA, USC, Cal State University-Fullerton and Claremont McKenna College. To cover that amount of area by one researcher would have been too tasking. A team of researchers could expand the area of study.

For this study, it only focuses on one HSI and the experience from their students. The limit of one school experience limits the phenomenon to that school's environment and location. Expanding area of coverage to the larger Los Angeles basin can give a more expended view of the experiences. The implications of this study are limited to this one school.

Conclusion

The study shows the success of seven Hispanic students who graduated from an HSI and how the Army ROTC HAI influenced their college experiences. Although Army ROTC is not for everyone, there are several things that can be learned from their experiences. It is the desire of the researcher that more Hispanic students will continue to graduate from college and that

colleges will recognize the value that Hispanic students bring to the community at large. As the population of Hispanic students continues to grow and the demographic of America changes, it is important that the white-collar jobs of tomorrow can be filled by a larger population of a growing number of Hispanics.

As for ROTC, the researcher hopes that more and more Hispanic college students will be able to see the advantages of leadership opportunities provided by the Army. The more Hispanic leaders that are developed, the easier it is to lead the masses of Hispanics that are now making up more and more of the U.S. population. Although Hispanics are still concentrated in several of the larger states (e.g., California, Texas, Florida and New York), they are now expanding to other states. What better way to be a contributing member of society than to have more Hispanic leaders?

Although seven students is not a big number overall, it is representative of the many first-generation students who are graduating. Their extended families now have a resource that was not there just a few years ago. The Army is also benefiting by having a more diverse leadership in its Officer Corps. The culture backgrounds of Hispanics will help bring awareness of America's changing diversity. What can also be brought to the table is a new cultural background of what a white-collar Hispanic looks like and how to accomplish that goal.

As for the Army, the researcher believes that it is taking the right steps to increase the presence of Hispanic Officers. Based on the researcher's personal experience, he can say there still is a lot of room for growth. There have been several times that the researcher has been mistaken for an Enlisted Soldier. The perception that Hispanics don't take Officership positions and are only enlisted has not changed. It the researcher's hope that the time will soon come when Hispanic Officership is commonplace.

Recommendations for Further Study

The phenomenon of the success of these seven students graduating from college through ROTC is beneficial for the academic community because it still struggles to graduate more Hispanic students. By joining the Army Officer Corps, did these students help create a better pathway to college for Hispanic Soldiers under their care? Because of their position of influence, how many more Hispanic Soldiers were able to attend college? What is the point of these students graduating and moving into a position of leadership if they do not pass on the opportunity of an education that was afforded to them?

The researcher recommends doing a quantitative study comparing traditional Hispanic students versus ROTC Hispanic students. Does one have a high retention rate and/or graduation rate? What is the amount of time that students complete their college degree? What types of job opportunities are available to traditional Hispanic students? Long-term, what benefits were students able to attribute back to their college experience?

The researcher would like to see a more long-term study that looks into what kind of impact, if any, do first-generation college students have on next generation. Do their children deal with the same issues that they had to deal with when they attended college? Or are their children going to be just like traditional students who attend college? Will the fact that they are Hispanics not matter? Will the experiences facing the children of these college graduates blend into one America where their Hispanic heritage is irrelevant? The goal of these studies should be to create a further understanding of Hispanics and their growing contribution and influence to the new America.

Summary

This chapter looked at the discussion of literature review to key findings, limitations, conclusion and recommendations for future study. The literature review includes discussion on six main topics: (a) Family obstacles, (b) Academic, (c) Social, (d) Personal purpose, (e) Personal commitment, and (f) College entrance. The limitations of the study is that is focuses on one school rather than several. The conclusion is that the success of the seven students graduating from college can set an example for others to follow. And lastly, there is a recommendation of future study of second-generation Hispanics, or study of the difference these seven students will make now that they are in positions of leadership.

In closing, if the United States wants to keep its competitive advantage around the world, it is very important to educate and graduate the growing population of Hispanic students. As the percentage Hispanic population continues to grow, if this issue is not addressed, it is only a matter of time that the U.S. will lose it competitive advantage in the areas of higher education and economics. By looking at the success of a few students and what contributed to their success, it is the belief of this researcher that the U.S. can continue to keep its competitive advantage.

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APPENDIX A

Questionnaire

Questionnaire

1. How did the Army ROTC HAI program help Hispanic students overcome family-related obstacles?

   a. Did you have family issues during the time you attended the CSU Army ROTC (e.g., living at home, financial, college knowledge, etc)? What was the result of ROTC's assistance?

   b. Did you know of anyone in your family who had graduated from college? If so, did that family member help you through college or did ROTC? If not, did ROTC help you maneuver through college?

   c. Did you see yourself attending college when you entered high school? If so, did you know the requirements to get into college when you became a senior in high school? If not, what changed that caused you to think about going to college?

   d. What was the most difficult obstacle for you graduate from college?

   e. When you were accepted into college, did you know how you were going to pay for school? If so, what was your plan? If not, what did you do to figure out how to pay for college?

   f. Did you apply directly to a four-year institution or did you attend a community college first? Why did you choose the path you chose?

2. How did the Army ROTC HAI program integrate the academic system into ROTC?

   a. How did Army ROTC integrate academics into its program?

   b. Did you have to maintain a level of academic standards to stay in the program? If so, tell me if you felt it was easy or difficult, and why? If not, do you think the Army ROTC should have an academic standard, and why?

c. Did your grades stay the same, go down or improve because of ROTC?

3. How did the Army ROTC HAI program integrate the social system into ROTC?

a. What social ROTC activities did you participate in? Tell me if you benefited from the social events, and if so, how?

b. What did you enjoy the most about ROTC social activities?

c. Did you attend other activities outside of ROTC with ROTC students? If so, why did you attend activities not required by ROTC with ROTC students? If not, why did you not attend other activities not required by ROTC?

4. How did the Army ROTC HAI program help improve the student's academic and social integration into his or her personal purpose?

a. Did you have a peer-group environment that helped you graduate? If so, how did the peer group help you? If not, did you have another peer group outside of ROTC that helped you graduate?

b. Did these activities create an environment that pushed you to graduate?

c. Did you mentor other ROTC students? If so, what was the experience like? If not, do you believe it would be helpful, and why?

5. How did the Army ROTC HAI program help improve the student's personal commitment to graduation?

a. Since everyone needs to graduate to be commissioned into the Army, why did you seek a commission?

b. What was the personal reason(s) that pushed you to graduate?

c. Would you recommend other students to join ROTC? If so, why? If not, why

APPENDIX B

Informed Consent

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Participant: Former students of the CSU Army ROTC program

Principal Investigator: Sidney S. Mendoza

Title of Project: How the Army Hispanic Access Initiative is helping Hispanic students graduate from college

1. I, _____ , agree to participate in the research study being conducted by Sidney S. Mendoza under the direction of Dr. James Dellaneve.

2. The overall purpose of this research is phenomenological study is to understand the experience of Hispanic HAI students in the Army's ROTC program who graduate from CSU and the factors that lead to the success of graduating.

3. My participation will involve the following interview (in person or by phone) about your experience in the HAI Army ROTC program at CSU.

4. My participation in the study will explain support systems that colleges can provide to help Hispanic students graduate from college. The study shall be conducted over the phone or at the CSU Army ROTC location.

5. I understand that the possible benefits to myself or society from this research are helping colleges create programs that can better serve Hispanic students so that more Hispanic students graduate from college.

6. I understand that there are certain risks and discomforts that might be associated with this research. These risks include boredom, breach of confidentiality, invasion of privacy, and loss of time. I understand that I am become emotionally upset on topics of family issues, financial issues and obstacles that I had to overcome.

8. I understand that I may choose not to participate in this research.

9. I understand the study will take from 45 minutes to an (1) hour.

10. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

11. I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others. I

understand there is a possibility that my medical record, including identifying information, may be inspected and/or photocopied by officials of the Food and Drug Administration or other federal or state government agencies during the ordinary course of carrying out their functions. If I participate in a sponsored research project, a representative of the sponsor may inspect my research records.

12. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. James Dellaneve at XXX-XXX-XXXX, if I have other questions or concerns about this research. If I have questions about my rights as a research participant, I understand that I can contact Dr. Thema Bryant-Davis, Chairperson of the Pepperdine IRB, Pepperdine University, e-mail address, gpsirb@pepperdine.edu, and phone number, XXX-XXX-XXXX.

13. I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.

14. I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

15. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

Parent or legal guardian's signature on participant's behalf if participant is less than 18 years of age or not legally competent.	Participant's Signature
	Date
Date	Witness
	Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

Principal Investigator	Date

APPENDIX C

Recruitment Script

Facebook e-mail script for recruitment:

LT's and Captain's,

I will be doing a study on CSU ROTC in the coming weeks for my Dissertation with Pepperdine University. I'd like to know if any of you would like to participate in the study. I will ask you questions about your experience as a Hispanic Army ROTC student attending a Hispanic Serving Institution (HSI) and your success of graduating college. If so, please send me confirmation e-mail to pepperdine@pepperdine.edu. Also, if you know of someone else who is Hispanic and took part in CSU ROTC, please let me know. I don't have everyone as friends on Facebook but so if you know of others who you think would like to participate please send me their information. I will not use your name but will assign you a number, so your information will stay private. Please let me know if you have any questions or concerns. Thank you again for your service to our country.

Sincerely,

Sid Mendoza

APPENDIX D

Army Regulations (AR) 70-25, Appendix F

Army Regulation 70-25 (Use of Volunteers as Subjects of Research)

Appendix F Exemptions

F–1. Exempt activities

Activities in which human subjects are involved in one or more of the categories below are exempt from this regulation.

a. Routine epidemiological surveys that are of no more than minimal risk as set forth in the human protection regulations issued by the DHHS (45 CFR 46). (See the glossary for the definition of epidemiological survey.)

b. Research in educational settings which involves normal educational practices such as—

(1) Regular and special education strategies.

(2) The effectiveness of, or the comparison among, techniques of instruction, curricula, or classroom management methods.

c. Research that involves the use of educational tests when the data is recorded in such a way that subjects cannot be identified directly or indirectly.

d. Research that involves survey, interview procedures, or the observation of public behavior (including observation by participants) except where all the following exist:

(1) Responses or observations are recorded in such a way that subjects can be identified directly or indirectly.

(2) The subject's responses or recorded observations, if they become known outside the research, could reasonably place the subject at risk of criminal or civil liability, or would damage the subject's financial standing or employability.

(3) The research deals with sensitive aspects of the subject's behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol.

e. Research involving the collection or study of existing data, documents, records, or pathological or diagnostic specimens, if these sources are publicly available or if the information is recorded in such a way that subjects cannot be identified directly or indirectly.

f. Individual or group training of military personnel such as com- bat readiness, effectiveness, proficiency, or fitness exercise (for example, Army Training and Evaluation Program (ARTEP), Skill Qualification Test (SQT). Evaluation of the training's effect on the individual participants may or may not be exempt depending on how the evaluation is made (foe example, drawing of blood is not exempt).

g. Job related tasks of military or civilian personnel who are qualified to test by duty assignments that call specifically for such qualifications.

h. Inclusion of human subjects as the indirect object of research involving minimal risk or less in the development and testing of military weapon systems, vehicles, aircraft, and other material are exempt from the requirement for obtaining informed consent from the participants. The determination of whether a proposal is minimal risk or less is made by a HUC established in accordance with paragraph 3–2*b* of this regulation.

i. Other research which is exempted by future changes to DHHS regulations, and which is consistent with this regulation and DOD Directive 3216.2.

APPENDIX E

Codes and Themes

Codes and Themes:

Challenges
- Finances
- Academics
- 1st in Family/1st generation
- Unfamiliar to college
- Part-Time job
- Family issues (e.g. home finances)
- Family support (unfamiliar w/military)
- Did not want to attend college
- Wanting to Enlist
- Workload
- Don't know what you don't know

Benefits
- Uniqueness
- Social bonds
- Networking
- Tuition Assistance
- Mentor/Mentee relationship
- Challenging
- Diversity
- Leadership
- Goal setting

Support Systems
- Family
- Mentors (Cadre)
- Student support
- Similar majors

Role Model
- Academic plan
- Order of Merit List
- Guidance to graduation/commissioning
- Military Science class
- Everyone wants to graduate/commission
- Want to do more
- Role Model
- 1st in family

APPENDIX F

IRB Permission Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

March 11, 2015

Sidney Mendoza
[redacted]

Protocol #: E0115D05
Project Title: How the Army Hispanic Initiative Access Initiative is Helping Hispanic Students Graduate from College

Dear Mr. Mendoza:

Thank you for submitting your application, *How the Army Hispanic Initiative Access Initiative is Helping Hispanic Students Graduate from College*, for exempt review to Pepperdine University's Graduate and. Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Dellaneve, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact Kevin Collins, Manager of the

Institutional Review Board (IRB) at gpsirb@peppderdine.edu. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Compliance Attorney
Dr. James Dellaneve, Faculty Advisor