A survey on the effects of role models on the drop-out rate of Chicanos in higher education

Lisa Arieta
San Jose State University
A SURVEY ON THE EFFECTS OF ROLE MODELS ON THE DROP-OUT RATE OF CHICANOS IN HIGHER EDUCATION

A Project Report
Presented to
The Faculty of the School of Social Work
San Jose State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

By
Lisa Arieta
May, 1986

Chicano Center LC 2683.6
Arieta, Lisa. A75x
A survey on the effects of role models on the drop-out
APPROVED FOR THE SCHOOL OF SOCIAL WORK

Hector Garcia, Ph.D., Chairperson

Anthony Soto, Ph.D.

Simon Domínguez, M.S.W.
Acknowledgements

It has been a long struggle for me from being a vocational secretary student in high school and getting a 1.47 G.P.A. to getting a masters nine years later.

It never could have been possible without the support of my parents, my brother and sisters, my boyfriend Eduardo, and my friends pushing me and having confidence for me when I had none. A special thank you to my sister Leslie who was my role model and encouraged me to continue when I wanted to quit.

Thank you to my committee, especially Dr. Garcia, who was very patient, encouraged me to keep working, and gave me a few kicks along the way.

And a special thank you to the School of Social Work and all the wonderful people there who helped me to be proud of my heritage and who I was.

Yes, si se puede!
Table of Contents

Chapter                                           Page
1. Introduction ........................................... 1
    Background .......................................... 1
    Statement of Problem ................................. 3
    Impact of Problem .................................... 5
    Method ................................................. 5
2. Review of Literature .................................. 6
    Self Esteem and Success .............................. 8
    Success Related to Number of Siblings ............... 8
    Success, Financial Level, and Parental Occupation . 8
    Success Related to Role Models ...................... 9
3. Methodology .......................................... 12
    Research Objectives .................................. 12
    Major Variables ..................................... 12
    Research Design ..................................... 13
    Pretest ............................................... 13
    Sample and Procedure ................................ 13
    Mailing Procedure ................................... 14
    Operational Definitions .............................. 14
    Data Analysis ....................................... 15
    Limitations .......................................... 15
4. Data Analysis ......................................... 17
    Major .................................................. 17
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>17</td>
</tr>
<tr>
<td>Year in School</td>
<td>17</td>
</tr>
<tr>
<td>Work Situation</td>
<td>18</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>18</td>
</tr>
<tr>
<td>GPA</td>
<td>18</td>
</tr>
<tr>
<td>Language</td>
<td>18</td>
</tr>
<tr>
<td>Generation in U.S.</td>
<td>19</td>
</tr>
<tr>
<td>Behavior in School</td>
<td>19</td>
</tr>
<tr>
<td>Behavior of Peers and Family</td>
<td>20</td>
</tr>
<tr>
<td>Pride and Attendance</td>
<td>21</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>21</td>
</tr>
<tr>
<td>Living Arrangements</td>
<td>22</td>
</tr>
<tr>
<td>Conditions for Studying</td>
<td>22</td>
</tr>
<tr>
<td>Use of Campus Services</td>
<td>22</td>
</tr>
<tr>
<td>Clubs</td>
<td>22</td>
</tr>
<tr>
<td>Counseling</td>
<td>22</td>
</tr>
<tr>
<td>ASPIRE</td>
<td>23</td>
</tr>
<tr>
<td>EOF</td>
<td>23</td>
</tr>
<tr>
<td>Writing Lab</td>
<td>23</td>
</tr>
<tr>
<td>Reading Lab</td>
<td>23</td>
</tr>
<tr>
<td>Tutorial</td>
<td>24</td>
</tr>
<tr>
<td>Support and Encouragement</td>
<td>24</td>
</tr>
<tr>
<td>Role Models</td>
<td>24</td>
</tr>
<tr>
<td>5. Conclusions and Recommendations</td>
<td>27</td>
</tr>
<tr>
<td>Role Models</td>
<td>28</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
</tr>
<tr>
<td>Recommendations</td>
<td>29</td>
</tr>
<tr>
<td>Tables</td>
<td>30</td>
</tr>
<tr>
<td>Appendixes</td>
<td>50</td>
</tr>
<tr>
<td>Notes</td>
<td>56</td>
</tr>
<tr>
<td>Bibliography</td>
<td>58</td>
</tr>
</tbody>
</table>
CHAPTER 1

Introduction

Background

In the United States, Hispanics have the lowest level of educational achievement. On an average, the highest level obtained is 8.5 median years, compared to 12 years for Anglos.\(^1\)

The Civil Rights Commission estimated that only 5 Mexican-Americans and 8 Blacks out of every 100 students of their ethnic group who begin college ever receive a college diploma. In contrast, 24 Anglo students out of every 100 graduate with a diploma.\(^2\)

A report done by the National Longitudinal Study of the High School class of 1972, showed that, of the graduating class, 85.9% of the White Non-Hispanics and 78.5% of Hispanics who had attended college dropped out before obtaining their B.A. In comparison, 34% of the White, Non-Hispanics had dropped.\(^3\)

Other research done in 1976-77, showed that U.S. mainland Hispanics received less than 2% of all B.A., M.A., and Ph.D. degrees conferred.\(^4\) One must keep in mind the shocking reality that 6 to 7% of the total population is Hispanic.\(^5\)

Not only are Hispanics not graduating, but the ones enrolled are concentrated in higher proportions than Non-Hispanics in non-professional areas. Fewer Hispanics enroll in Biological Science, Business, Management, Engineering, and Physical Sciences.\(^6\)
In 1979, four professional areas were analyzed in terms of ethnicity for those who graduated with a degree. Eighty-five Hispanics, 180 Blacks, and 4,901 Whites received degrees in Dentistry. For medicine, 324 Hispanics, 762 Blacks, and 13,205 Anglos received degrees. Seven hundred and twenty eight Hispanics, 1,500 Blacks and 32,334 Whites received degrees in law, while 84 Hispanics, 289 Blacks, and 5,755 Whites received degrees in Theology.

Within the same period of 1978-79, 20,029 Hispanics (4%), 60,130 Blacks (7%), and 779,617 Anglos (90%) received B.A.'s; 5,594 Hispanics (2%), 19,393 Blacks (7%), and 249,051 Anglos (91%) received M.S. degrees; and 439 Hispanics (2%), 1,267 Blacks (4%), and 26,128 Anglos (94%) received Ph.D. degrees.

These dismal statistics go on with the same results. Almost half of Hispanic students drop out of high school, a rate of more than double that of Blacks and three times that of Anglos. Forty percent of the Hispanic dropouts never reach 10th grade. This leaves only a fraction of those who go to a community college and graduate, and fewer still who transfer to a four year college. Therefore, there exist few Hispanic professionals in white collar jobs, and universities have very low Hispanic populations. This results in few available role models to encourage the small enrolled population to continue in their educational goals.

The 1980 Santa Clara County census showed that 226,611 people were of Spanish origin. That is, 17.5% of the total county population. Seventy-eight percent, or 176,838 of that percentage is of Mexican-American origin. A total of 129,480 people are within the 18-64 years range and these are the people eligible for college. The following
chart documents the statistical information of educational attainment of those 25 years and older in Santa Clara County.  

### Educational Attainment

<table>
<thead>
<tr>
<th>Highest # of School Completed</th>
<th>Total Population</th>
<th>Hispanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elem</td>
<td>79,257</td>
<td>32,303</td>
</tr>
<tr>
<td>High 1-3 Yrs.</td>
<td>75,193</td>
<td>17,401</td>
</tr>
<tr>
<td>High 4 Yrs.</td>
<td>217,564</td>
<td>26,253</td>
</tr>
<tr>
<td>College 1-3 Yrs.</td>
<td>182,887</td>
<td>17,202</td>
</tr>
<tr>
<td>College 4+ Yrs.</td>
<td>198,702</td>
<td>8,884</td>
</tr>
<tr>
<td>TOTAL</td>
<td>753,603</td>
<td>102,013</td>
</tr>
</tbody>
</table>

Specifically, looking at San Jose State University, one will find only 4.8% of the total population of Mexican descent. That is, 1,049 people out of the total school enrollment of 21,688. This small population is decreasing; in 1983, the total Mexican population on campus was 4.95%. Realizing that San Jose State University is surrounded by a highly populated area of Hispanics, it is shocking that only 1,162 were enrolled in the Fall 1984 semester.  

### Statement of the Problem

Reviewing the statistics, one knows that few professionals exist
which could be identified as role models for young Mexicans planning on continuing their education. At San Jose State University, approximately 24 Latino professors are employed and the majority are concentrated in Mexican-American Graduate Studies and the School of Social Work. In the writer's opinion, this lack of role models must negatively affect those Mexican-Americans enrolled at San Jose State University. The assumption is that dropouts of Mexican origin do not have strong role models to encourage them to continue in college. Whereas, if they had some type of supportive role model, they would have that encouragement to stay in school and obtain a degree. This lack of role models also affect those enrolled who are not encouraged to seek degrees in professional areas but opt for Social Science type degrees.

This deficiency of role models could also explain the high concentration of Hispanics enrolled in Community Colleges. A total of 42% Hispanics enrolled part-time and full-time were concentrated in two year colleges, while only 23% of Anglos attended two year colleges. These data, revealed in a 1980 College Enrollment of Hispanics (CEH) report, suggest that the gross numerical increases of college enrollment for Hispanics may in reality show that this increase is due to larger percentages enrolled in two year colleges. This may imply that Hispanics without supportive role models are leary of attempting enrollment in a four year college and opt for the "easier" two year college degree. One may also consider the possibility that these Hispanics come from low economic backgrounds and cannot afford to attend the more expensive four year college.
Impact of the Problem

The significance of this problem has far reaching implications. The decreasing number of educated Hispanics would result in a large mass of uneducated people who are limited in social mobility, employability, and handicapped in becoming informed citizens, particularly in participating in the democratic process of this country. This would result in a larger lower class, high unemployment, family breakdown, increased representation in social welfare and correctional systems within our country. This mass of underpaid, unemployed people would contribute to social unrest and political disruption within the nation.

Method

Of the 1,049 students enrolled in the Fall 1984 semester, 300 were randomly chosen to be surveyed to determine the impact of role models in their lives. Those results might shed light on 1) why this minority is succeeding or not succeeding in school, and 2) if role models impact their successes or failures. The investigator used a survey (see Appendix) that was self-designed and tested the impact of role models on educational achievement of Chicanos enrolled at San Jose State University.
CHAPTER 2  
Review of Literature

In the 1930's, attitudes were tinged with racial prejudice and literature on the subject emphasized the inadequacies of the children of Mexican descent. The typically low I.Q. test scores of Mexican-American children were considered evidence of innate intellectual inferiority, which in turn was thought to justify segregating the schools.16

In the past, Mexican children in the schools were typically looked upon as inferior by the teachers and school administration. When children obtained low I.Q. averages, the educational field assumed that Mexicans were inferior and those who do better or worse are either overachievers or underachievers. "Mexicans were said to be capable only of manual labor and, in fact, farmers were afraid that education would make them useless even for farm work."17 These types of demeaning statements rewarded the illiterate with a job and the more educated were denied jobs.

In the 1940's, literature suggested that the Mexican culture made them inferior. "Like the Negro, the Mexican is a child-like race without generations of civilization and culture in back of them which support the people of the U.S."18 Some "authorities" thought the Mexican culture was a hindrance to Mexican children, thinking it inferior and barbaric-like. Ignorance of the Mexican culture was appalling, considering the history of the advanced Aztec and Mayan cultures. During the depression, "some of the educational literature of this period described Mexican-Americans as disease-ridden, inclined
towards violence and crime, innately inferior, yet simple and artistic. 19

When one thinks of the self-fulfilling prophecy (one thinks, thus, one is), it is no wonder Mexican children were inferior. If a teacher expects a low goal from a child, when he reaches that goal, he will not be encouraged to do more.

Not until 1946 did the segregation and more relevant curriculum become a right for Mexican children. The first Regional Conference of the Education of Spanish-Speaking People in the Southwest was held in Texas. Those involved asked for: 1) an end to segregation; 2) a more relevant curriculum built around the Mexican American community; 3) improved and special teacher training, particularly with respect to teachers' attitudes toward this minority group; 4) increased efficiency in teaching English; and 5) improvement in school physical facilities.

It was recognized that Mexican-American attendance at school was poor, that their academic achievement was low, and that there was an urgent need to improve their minority socioeconomic status. This was a major change in the system. Finally at this conference, educators realized there was a problem within the system. In the 1950's and 1960's, civil rights brought about more changes in the system. There was a continuing growth in the recognition of Mexican children and their involvement in the system.

At present, various authors have speculated reasons behind the low rate of graduation among Hispanics in the United States. These studies have focused on different reasons and characteristics affecting Hispanic dropouts. Generally, these studies have focused on self-esteem,
socioeconomic level, number of children in a family, parents' occupation, support, and most recently, the importance of role models.

Self-Esteem and Success

Lavin (1965) suggested self-esteem was the main contributing factor in successful completion of school.

Finding that among persons of equivalent measured intelligence, those with the higher self-estimate will out perform those with lower estimate. This could mean that the image of self is what is presented in interaction with others and what is presented in interaction with others and what others respond to and make judgment about. Thus, the student who thinks he is not very intelligent may participate less in class discussion, may be inclined to give up sooner when working on difficult problems, and so forth. If this is the case, others may respond to him as if he were less bright than he is, in fact; and this might result in lower grades.20

Success Related to Number of Siblings

In The Prediction of Academic Performance, Lavin cited the correlation of number of children in the family and performance in school. The general picture that seems to emerge is that the student who does well in school comes from a family which has a relatively small number of children, in which the parents exhibit warmth and interest, where the child has a relatively high degree of power in decision-making, and where the family is able to arrive with relative ease at consensus regarding important values and decisions.22

Success, Financial Level, and Parental Occupation

Another author stated that financial power is related to whether a person attends college or not. It appears that the greater the financial ability of the family, the greater the chance for college attendance.21
In *Higher Education in the U.S. and Latin America*, Canegumi (1982) states that...

parent's occupational status has also been found to exert an influence upon college-going behavior. It was found that the parent of 62.7% of students who enter college were white collar workers, while the parents of only 27% of those who entered were farm workers.\(^{23}\)

He also stated that socioeconomic status is directly related to academic performance. That is, the higher one's social status, the higher his level of performance. This relationship holds for all educational levels.

**Success Related to Role Models**

Most recent studies and programs being designed to improve graduation rates of Hispanics in college have focused on role models and positive support.

A good number of studies suggested that parental influence on children, either directly or indirectly, is probably as great a factor as that from any other single source. Ridon (1966) reported that parents frequently impose psychological pressures on their children by their own images and attitudes towards college.\(^{24}\)

Cangumi and Kowalski stated:

the reasons that students decide to go to college or university are idealistic and practical, economic and intellectual, and political and social. A number of students believe a college diploma may be the answer to a better job and higher social status. Others have been motivated by their high school teachers to pursue higher educational goals, believing that a college education will help prepare them to combat the many social inequities that exist.\(^{25}\)

The National Commission on Secondary Schooling for Hispanics reported a need for positive Hispanic role models in schools. Since
little exist, they suggested that "schools should seek alternative ways of increasing the number of Hispanic role models and mentors to whom students can relate in the junior and senior high school setting while schools work to correct the balance on regular staff." 26

The commission also cited that "some schools used regular lecturers by members of the Hispanic community; part-time employment of retired neighborhood residents as grandparent monitors; and community, social and recreational programs on school grounds to bring more adult Hispanics into contact with Hispanic students." 27

In a recent two day round-table discussion (January 1985) co-sponsored by the Office of Bilingual Education and Minority Languages Affairs, the American Association of Community and Junior Colleges and El Congreso Nacional de Asuntos Colegiales, discussions and recommendations were made to improve educational achievement for Hispanics.

Recommendations focused largely on strengthening support systems for Hispanics through the use of role models and the institution of mentor-internship programs. The participants felt that this could be accomplished by establishing partnerships between community colleges and the business sector, and in particular, between national organizations and institutions sharing mutual interest in the Hispanic community. 28

The CSU System has also realized the need for role models for Hispanics and have included in their recommendations to improve Hispanic enrollment, to include:

a Leader Fellowship Program for talented upper-division Hispanic students interested in committing themselves to employment within the private sector, who will assist in establishing
linkages between the private sector and the CSU intended to expand both educational and employment opportunities for Hispanics. That assistance may include, but not be limited to mentoring, role modeling, and business/industry liaison.29
CHAPTER 3

Methodology

The researcher had questions as to how much effect a role model had on the success or failure of Chicanos enrolled in college. This study is descriptive in nature, intended to add to the body of knowledge concerning this population. The researcher feels that causal relationships between variables are not intended to be conclusive.

Research Objectives

Objectives of this study might shed light on the following:

1. Can success or failure in school be related to having or not having a role model.

2. What type of support system the student has.

3. Behavior of students at school and use of services on campus that might impact on their success or failure.

Major Variables

Several major variables exist in this study: demographics, educational behavior; behavior and support of friends, family, and role model; specific data on their role model; and miscellaneous variables.

Demographic variables include: age, work, financial aid, year in school, GPA, language written and spoken, generation in the United States, living arrangements, and type of neighborhood the respondents lived in during their childhood.
Educational behavior variables include: behavior in class and out of class with instructors, as well as with classmates.

Behavior and support of friends, family and role model variables include: education of peers, pride in attendance, and support and encouragement to stay in attendance from these significant others.

Variables concerning role models include: existance or non-existance of one, education of role model, ethnicity of role model, availability of role model, and support of role model.

The miscellaneous variables include: the respondent's view of themselves as role models, who they admire, and general comments.

Research Design

This research was conducted by using the survey method. The researcher devised a questionnaire (see Appendix A) that elicited information about the aforementioned variables.

Pretest

A pretest was given to ten Oriental students at San Jose State University. The test was given to the participants in order to observe their attitude about the test, to get feedback of the clarity of the questions, as well as understanding on the method of answering. As a result, the participants confirmed that the survey was clear and they understood what was asked of them.

The Sample and Procedure

Of the total population at San Jose State University in the Fall of 1984, 1049 self-identified themselves as of Mexican-American
heritage. Three hundred were randomly selected and sent the survey. One hundred participants returned their surveys.

The simple random sampling procedure was implemented as follows: numbers from 1 to 10 were written on strips of paper and placed in a hat. One number was chosen from the group. The number chosen was five, so every fifty person on the alphabetical list was sent a survey. If the desired number of cases had not been obtained by the end of the list, another number would have been chosen and the researcher would repeat this method until all 300 were chosen.

Mailing Procedure

The 300 randomly selected subjects were mailed the survey with a letter of intent and a self-addressed return envelope (see Appendix B). The participants were asked to return the survey promptly.

Operational Definitions

For the purpose of this survey, the following operational definitions are provided.

Hispanic: pertaining to or deriving from the people, speech, or culture of Spain. Often used when related to people of Latin American heritage.

Mexican-American: Those descended from immigrants from the country of Mexico.

Chicanos: first, second, etc. generation descended from Mexican immigrants. Those usually associated with this name are more liberal and political. Those who choose this name usually do so as a symbol
of resistance as well as a demand for self-determination. (One can compare this term as to Blacks vs. Negroes in the 50's and 60's.)

**Role Models:** A role model is a man or woman who is competent in their field that has encouraged one to do well in school, whether verbally, by actions, or by observation. This person is admired by one, and one aspires to be like him or her. This person could be someone from one's past, but, it is someone who made a positive impact on one's life to achieve.

**Anglos:** All those non-Hispanic, non-minority groups.

**Blacks:** Those descended from Africa and Caribbean nations.

**Data Analysis**

The data is arranged into tables and explanations which present the following information:

1. demographic information
2. behavior scholastically
3. information concerning role models

Data was tabulated by hand. Values were computed which show how each subject in the research population responded to each variable or the questionnaire, as a percentage of the total population, or as a percentage according to their year in school.

**Limitations**

The researcher became aware of several limitations:

1. No comparison was made to other minorities and Anglos and their use of role models.
2. No control was available of who returned their survey; therefore, few people with low G.P.A.'s responded.

3. No comparison could be made of those who were disqualified/dropped out of college.

4. No comparison could be made according to sex of subjects.

5. No comparison could be made of sex of role model.
CHAPTER 4
Data Analysis

Major

The largest number of respondents, 28%, came from the School of Business. Twenty-four percent came from the School of Social Science. Liberal studies majors made up 15% of the sampling. Applied Arts and Science had 11% of the sampling. Ten percent of the sampling was from the School of Engineering. Three percent of the sampling was from the School of Math and Science; 3% from the School of Social Work; 3% from Humanities and the Arts, and 3% were undeclared. (See Table 1)

Age

The majority of the respondents, 51%, fell into the 20-25 age range. The next largest group was the 26-30 year age range, with 24% of the respondents. Twelve percent of the subjects were under 20 years old. Eight percent were between the 31-36 year range, and 5% were 36 years and older. (See Table 2)

Year in School

Nearly half of the sampling were seniors (47%). Twenty-two percent of the subjects were juniors, 18% of the respondents were sophomores, 11% graduates, and 2% freshmen. (Table 3) Since only 20% were sophomores and freshmen, one is inclined to believe the majority of students must have been transfer students.
Work Situation

Of the sample, only 14% were not working full-time/part-time, while the remaining 86% were working. Of those, 60% reported working part-time and 26% worked full-time. Working while attending school sometimes affects the student's ability to achieve higher grades, as well as placing a limit on the amount of units one may take, or time available for study. (Table 4)

Financial Aid

Almost 60% of respondents are receiving some type of aid. The largest proportion, 22%, receive grants; from the remainder, 13% receive scholarships, 3% are on stipends, 3% stated they were on other types of support which included the G.I. Bill and company reimbursement. Only 2% were on loans. Of the remaining, 39% of the respondents stated they received no form of financial aid. (Table 5)

GPA

Grade point averages over 3.0 were present in only 1/3 of the sampling. Of the remainder, 40% had G.P.A.'s between 2.6-3.0; 26% had G.P.A.'s between 2.0-2.5; and only 1% had a G.P.A. under 2.0. (Table 6)

Language

All of the respondents were Hispanic; however, their use of the Spanish language in either speaking or writing ability was limited, according to the responses provided. From those students who responded,
90% stated they felt more comfortable in speaking English, while 10% state that they were more comfortable when speaking Spanish. Writing in English was more comfortable for 92%; only 8% felt more comfortable writing in Spanish. (Table 7)

Generation in the United States

Only 30% of the respondents were either new immigrants or first generation born here. Seventy percent stated they were second, third, forth, or even fifth generation in the United States.

Behavior in School

For students enrolled in higher education institutions, there may be specific types of behavior which may help them adjust to the academic conditions and to improve their performance in their classes. These behaviors were explored by means of a series of questions dealing with behavior in school. They were asked to answer in terms of frequency of their behavior by stating if they always, frequently, sometimes, or never had the specified behavior. (See Table 9)

By observing the results, only a few responded in the "always" category (8%) about speaking in class. Only 1% talk to the instructor after class, and no one indicated that they always meet in study groups as part of their studying habits. However, 62% do their assignments on time. The majority of the respondents appear to be passive students who primarily go to class and do not participate actively; this behavior seems to be suggested because only 9% always present their views/disagreements in class and only 4% consistently question the teacher's
grading standards. It would be convenient to compare these figures for Hispanic students with the behavior statements of majority or other minority students. Unfortunately, no comparison figures are available in the researcher's experience.

**Behavior of Peers and Family**

The next series of questions focused on the type of support the respondents had in attending school. These factors may seem to be very important and affect the student's success or failure in school.

**Peers**

The respondents were asked about their peer relationships by eliciting information about friends at school and home, if those friends were different in each setting, and if they had friends who attended college. The researcher felt that peers have a strong effect on each other, and can encourage or discourage a student. More than one-half of the sample, 58%, had friends at school that were different from the ones at home. The rest, 47%, stated that their friends at home and at school were the same people.

A little more than one-half, 52%, did not have friends who attend college, whereas 48% have friends who attend college. This is considered important because it could be possible that the remaining 52% could have problems with gaining support from those who do not have the same experience.

However, 86% stated that they do have friends who have graduated from college with only 14% who have no friends who have achieved a degree.
Pride and Attendance

The subjects were questioned about their pride and attendance at school. This can be a motivating force for students and would be an encouragement to graduate. The majority, 93%, stated they did have someone they would want to make proud. Fifty-four percent wanted their parents to be proud of them, 24% wanted another family member to be proud of them, 4% for everyone, and 4% for themselves. From the rest, 4% were interested in their mate being proud of them and 3% stated they wanted to do it for their children. Only 7% stated they had no one they wanted to make proud of them.

Neighborhood

The next question asked about the type of neighborhood the subjects grew up in. This might reflect the type of preparation and education they had in their pre-college years, the idea being that someone who grew up in a low income minority neighborhood would probably attend a school in a poor district, receive a different level of quality education, and be poorly prepared for college. Not one of the subjects grew up in a high income neighborhood. The majority, 61%, lived in middle income neighborhoods and 39% grew up in low income neighborhoods.

Living Arrangements

The subjects were questioned on their living arrangements, assuming that again, this factor could reflect the type of support at home or, in other living situations, to pursue their studies. A student living with other students might have more support to
attend and not drop out than someone who lives with friends who are not attending college. The majority, 79%, lived in their home with either their parents or with their mate. The remaining lived in the dorms (4%), with students (8%) or with friends (9%).

Conditions for Studying

The subjects were asked to rate the type of support they had when studying. Over 3/4 of the people, 77%, felt they were supported when they study at home; 21% felt they were just tolerated; and only 2% felt they were discouraged about their pursuing a degree.

Use of Campus Services

Students were questioned as to what types of services they used while in attendance at school.

Clubs

Clubs can be a social way students can meet each other. Over 1/2 of the respondents, 60%, did not belong to any type of clubs on campus. Of the remaining 40%, 17% belonged to a major related club, 20% belonged to an ethnic club, 8% to an activity club, and 5% to a miscellaneous type club (e.g., ham radio club).

Counseling

The subjects were questioned on their use of counseling services. Half of the freshmen and half of the juniors use counseling services. Over half of the seniors, 53%, use counseling. Only 33% of the sophomores use services and graduates stated they did not use the
services. Since the highest proportion of use of counseling services is found among freshmen and juniors, it may be possible that many of them that use these services (transfer from other colleges or are fresh out of high school) to help them ease their adjustment to a four year university. Possibly the drop-in use of services for sophomores is they have adjusted to the four year university setting and would not re-enter counseling until their senior year, when they need to deal with decisions concerning their imminent termination of their education. (Table 11) Utilization of counseling services varies according to the program content of each service.

**ASPIRE**

ASPIRE aids students with tutorial services. Only 19% of the seniors and 9% of graduate students use Aspire.

**EOP**

EOP helps minority and first generation students who come from deprived scholastic backgrounds. Only 39% of sophomores, 32% of juniors, and 28% of freshmen use EOP.

**Writing Lab**

The writing laboratory aids students to improve their writing skills. Twenty-eight percent of sophomores, 32% of juniors, and 19% of seniors use these services.

**Reading Lab**

The laboratory aids students like the writing laboratory with
improving their reading skills. Half of the sophomore subjects use this lab with 19% of the juniors and 9% of the graduates.

**Tutorial Services**

Arrangements are made through the student's department to obtain tutoring for their specific needs. Only 17% of sophomores, 18% of juniors and 26% of graduates use this service.

Only 9% of sophomores, 4% of seniors and 9% of graduates have not used any type of counseling or other services at this university.

**Support and Encouragement**

Students were asked to rank their perception about the support and encouragement to pursue their academic goals on a scale from 5 for the highest, to 1 for the lowest. They were asked to rate the support and encouragement from parents, other close relatives, friends, high school counselors, role models, and even artificial kinship like "padrinos" (godparents).

The highest ranking for support and encouragement reported by the respondents are given to mother, and role models, the father occupying a third place. (See Table 12)

**Role Models**

The next series of questions concentrated on role models. At this time, the author defined the concept of a role model and questioned the respondent as to whether they had one. Sixty-nine percent stated they did have a role model. Thirty-one percent stated they did not. (Table 13 and Table 18)
Of the 69% who were considered role models, 6% were high school counselors, 1% were coaches, 3% personal counselors, 1% neighbor, 23% friends, 43% relatives, 3% well known person, 10% college professors, 3% boss/supervisor, 4% elementary school teachers, and 3% other. (Table 10)

Seventy-five percent of the role models were classified as a minority and 25% were not. (Table 14)

Of those who were classified as a minority, 2% were Black, 42% Mexican, 2% Latin, 3% Asian, and 1% other. (Table 15)

When questioned about the role models' education, 1% of the role models were in attendance of a university, 4% had A.A.'s, 49% have B.A./B.S. degrees, 20% have M.A./M.S. degrees, 9% have Ph.D.'s, and 17% unknown amount of education. (Table 16 and Table 17)

When asked what they did when a problem arose in school, 69% talk to the instructor, 65% talk with a friend, 24% receive tutoring, 18% talk to their role model, 13% do other things (e.g., work harder), and 5% do nothing.

Of the 69% who stated they have role models, 88% turn to their role models for encouragement, whereas, 12% do not.

Over 3/4 of the subjects, 77%, stated that they have direct contact with their role model and 23% do not.

Less than 1/2, 43%, stated that their role model helped them in their selection of their major, whereas 57% made that decision on their own. Of those who were classified as undeclared, 62% stated they would turn to their role model for direction in choosing a major, 38% would not.
A majority of the subjects, 81%, stated that they at present are a role model and 91% stated that they wish to be a role model for other minorities.

When looking at GPA's of those people who stated they had role models, 71% had GPA's above 2.60 compared to 21% of those claiming they did not have a role model, who had GPA's above a 2.60. Of those who had a role model, 19% had GPA's between 2.0 - 2.5. It seems that those who claimed they had a role model had higher GPA's overall.

When comparing the role models' education with the participants' GPA's, all have role models with some type of college degree. Of those who had GPA's under 2.0, 2% had role models with a B.A. Of those who had GPA's between 2.0 - 2.5, 3% had role models with an AA; 16% with a B.A.; 4% with an M.A.; 2% with a Ph.D., and 3% were unknown. Of those who had GPA's between 2.6 - 3.0, 3% had role models with A.A.; 12% with B.A.'s; 9% with M.A.'s; 6% with Ph.D.'s and 7% unknown degrees. With those having GPA's above a 3.0, 18% had role models with B.A.'s; 8% with M.A.'s; and 7% unknown degrees.
CHAPTER 5

Conclusions and Recommendations

The conclusions of this study are based on the 100 responses out of 300 questionnaires sent out to students in attendance at San Jose State University. It is possible that there may be a number of factors specific to only those who responded and cannot be conclusive to all Mexican-American students in attendance at San Jose State University.

The sample on the average, had adequate G.P.A.'s, which the researcher expected to be higher. It is very likely that since the majority of the sample works either full or part-time, this would greatly affect the G.P.A.'s of these students. Students who work have less time to study and could be less alert in classes, thus causing them to have lower than expected grades.

It appears that the majority of students do not use campus services extensively, which could aid them in their successes in school. Mostly freshmen and juniors (who are probably first time university transfer students) use campus counseling, library, and reading laboratories in 50% or more cases.

The sample's behavior in school appears to be passive when one looks at the response to the questionnaire. This passiveness could be detrimental. For example, if students are not used to speaking with an instructor when they do not understand a concept, they will most likely do nothing and obtain a lower grade in the class than if they spoke to the teacher and receive clarification.
The respondents relied heavily on support and encouragement from their family and their role models. Mothers and role models were the primary source of encouragement for the respondents.

Since a large majority of the respondents live at home, it is only obvious that they would use their families as a main support. Also it is common in Hispanic families to be close-knit, and have open communication, which would explain why mothers were chosen as the number one support of the respondents.

**Role Models**

The majority had role models that had encouraged them to excel in school. Role models were reported to help in choosing majors, achieving goals, and as motivators. The role models for this sample tended to be relatives with whom the students had close contact. The majority of the role models chosen by the sample were of Mexican-American heritage. Forty-three percent were a relative whereas the remainder were someone outside of the family.

Of those who were not a minority (25%), over half (53%) were involved in some way in the educational field. This demonstrates the necessity of needed minority role models in the educational field. These people have great effect in shaping students' goals and future. The other large percentage was a non-minority friend who was chosen as a role model (29%). This too, validates the importance of peer support for minority students.
Recommendations

Role models are definitely needed for young minorities aspiring to continue their education. Such programs suggested by the CSU system should be implemented, not only in college settings, but in high schools and elementary schools. Youth must have a positive influence that "si, se puede" (it is possible) to excel in education and have contact with those who have made it to prove it is possible.

Counseling services are needed to be used more by minority students. They need not only support from their families and role models, but support from someone within the system. Services need to be advertised so that they are aware of these services. These services must also be culturally sensitive and inviting so a Hispanic student would not feel uncomfortable to seek support from them. At present, the counseling staff at San Jose State University has only one woman counselor from Peru. The majority of the staff is open, but have received little training in being culturally sensitive. Supportive counseling can be had by culturally sensitive Hispanics through EOP and ASPIRE, but a large percentage of Hispanics do not use these services. Therefore, a need exists and changes must be made in the hiring, training, and services provided for Hispanics on campus.

Possibly an orientation just for school services is necessary. Possibly along with this service, periodic contact with the students is necessary to remind them of services and to encourage them to use them. Clubs could also provide much needed support, but possibly because many in the sample work as well as attend school, a small percentage are available to take part in these clubs.
<table>
<thead>
<tr>
<th>Major of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business</td>
<td>28%</td>
</tr>
<tr>
<td>School of Social Science</td>
<td>24%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>15%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>3%</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>3%</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>10%</td>
</tr>
<tr>
<td>Applied Arts &amp; Sciences</td>
<td>11%</td>
</tr>
<tr>
<td>Humanities and Arts</td>
<td>3%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>3%</td>
</tr>
</tbody>
</table>

TABLE 1

8 Squares to the inch
TABLE 3

PARTICIPANTS YEAR IN SCHOOL

SENIORS 47%
GRADUATES 11%
JUNIORS 22%
SOPHMORES 18%
FRESHMEN 2%
TABLE 4

<table>
<thead>
<tr>
<th>Employment of Participants</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14%</td>
</tr>
</tbody>
</table>

Squares to the inch
TABLE 5

FINANCIAL AID OF PARTICIPANTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td>2%</td>
</tr>
<tr>
<td>Scholarships</td>
<td>13%</td>
</tr>
<tr>
<td>Grants</td>
<td>22%</td>
</tr>
<tr>
<td>Stipends</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>Nothing</td>
<td>39%</td>
</tr>
<tr>
<td>Language Most Comfortable With</td>
<td>Table 7</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>English Language Spoken</td>
<td>90%</td>
</tr>
<tr>
<td>Spanish Language Spoken</td>
<td>10%</td>
</tr>
<tr>
<td>English Language Written</td>
<td>92%</td>
</tr>
<tr>
<td>Spanish Language Written</td>
<td>8%</td>
</tr>
</tbody>
</table>
TABLE 8

GENERATION OF PARTICIPANTS IN THE UNITED STATES

3rd + 29% 2nd 41% 1st 30%
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAK IN CLASS</td>
<td>8</td>
<td>24</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>MEET IN STUDY GROUPS</td>
<td>0</td>
<td>15</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>TRADE PHONE NUMBERS</td>
<td>7</td>
<td>32</td>
<td>52</td>
<td>9</td>
</tr>
<tr>
<td>SEE INSTRUCTOR AFTER CLASS</td>
<td>1</td>
<td>16</td>
<td>73</td>
<td>10</td>
</tr>
<tr>
<td>SEE INSTRUCTOR DURING OFFICE HRS.</td>
<td>8</td>
<td>28</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>DO READINGS IN THE LIBRARY</td>
<td>8</td>
<td>28</td>
<td>49</td>
<td>15</td>
</tr>
<tr>
<td>DO ASSIGNMENTS ON TIME</td>
<td>62</td>
<td>32</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>PRESENT VIEWS AND DISAGREEMENTS IN CLASS</td>
<td>9</td>
<td>23</td>
<td>44</td>
<td>24</td>
</tr>
<tr>
<td>QUESTION GRADING STANDARDS</td>
<td>4</td>
<td>5</td>
<td>57</td>
<td>34</td>
</tr>
</tbody>
</table>
High School Counselor

Coach

Personal Counselor

Neighbor

Boss

Elementary School Teacher

Friends

Relatives

Well Known Person

College Professor

Other
TABLE 11(b)

USE OF CAMPUS RESOURCES ACCORDING TO YEAR IN SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>FRESHMEN</th>
<th>SOPHIRES</th>
<th>JUNIORS</th>
<th>SENIORS</th>
<th>GRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUTORING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAJOR CLUB</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 11
TABLE 11(c)

USE OF CAMPUS RESOURCES ACCORDING TO YEAR IN SCHOOL

<table>
<thead>
<tr>
<th>Year</th>
<th>Ethnic</th>
<th>Club</th>
<th>Leisure Activity</th>
<th>Other</th>
<th>Nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 11
<table>
<thead>
<tr>
<th>RATING OF SUPPORT ON A SCALE OF 1 TO 5 (5 BEING THE BEST) OF FRIENDS AND FAMILY MEMBERS</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTHER</td>
<td>59</td>
<td>23</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>FATHER</td>
<td>53</td>
<td>13</td>
<td>16</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>BROTHERS</td>
<td>30</td>
<td>17</td>
<td>25</td>
<td>7</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>SISTERS</td>
<td>32</td>
<td>18</td>
<td>14</td>
<td>10</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>FRIENDS</td>
<td>31</td>
<td>24</td>
<td>24</td>
<td>9</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>ROLE MODEL</td>
<td>58</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>HIGH SCHOOL COUNSELOR</td>
<td>29</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>PARENTS</td>
<td>17</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>GRANDPARENTS</td>
<td>27</td>
<td>12</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>36</td>
</tr>
</tbody>
</table>
TABLE 13

<table>
<thead>
<tr>
<th>Participants Who Have Role Models</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>40</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>70</td>
</tr>
</tbody>
</table>

69% 31%
TABLE 14

PERCENTAGE OF ROLE MODELS THAT ARE AN MINORITY

75%  25%

YES  NO

8 Squares

to the inch

TABLE 14
TABLE 16

IN ATTENDANCE | A.A. | B.A./B.S. | M.A./Ph.D. | Ph.D. | Other

1% | 4% | 49% | 20% | 9% | 17%

DEGREES OBTAINED BY ROLE MODELS

8 Squares to the Inch.
<table>
<thead>
<tr>
<th>Years Completed of Special Education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>25%</td>
</tr>
<tr>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>19+</td>
<td>50%</td>
</tr>
<tr>
<td>20+</td>
<td>10%</td>
</tr>
</tbody>
</table>

8 Squares to the inch
<table>
<thead>
<tr>
<th>Year</th>
<th>0-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEAR HERMANO(A):

I AM A GRADUATE STUDENT AT SAN JOSE STATE UNIVERSITY IN THE FIELD OF SOCIAL WORK. PART OF MY PROGRAM REQUIRES ME TO DO ORIGINAL RESEARCH IN AN AREA OF INTEREST TO ME. I HAVE CHOSEN THE AREA OF EDUCATION BECAUSE FEW HISPANICS MAKE IT TO COLLEGE AND FEWER STILL GRADUATE.

TO DO THIS I NEED YOUR HELP!! PLEASE TAKE 10 MINUTES AND FILL OUT MY SURVEY AND RETURN IT IN THE SELF-ADDRESSED RETURN ENVELOPE. THIS RESEARCH WILL BE COMPILED AND PUBLISHED AND SHOULD HAVE A MAJOR IMPACT OF THE WAY COLLEGES LOOK AT HISPANICS AND THEIR NEEDS IN A UNIVERSITY SETTING. IF YOU WOULD LIKE A COPY OF THE RESULTS PLEASE SEND YOUR NAME AND ADDRESS ON A SEPARATE PIECE OF PAPER WITH YOUR SURVEY.

THANK YOU FOR TAKING THE TIME TO HELP ME OUT!! ALL OF THE RESPONSES WILL BE CONFIDENTIAL.

SINCERELY,

LISA MARIA ARIETA
Please fill out this survey as honestly as you can and then please return it to the researcher in the return envelope. Thank you for your help and cooperation.

AGE: ___________ YEAR IN SCHOOL: ______________
MAJOR: _______________ GRADE POINT AVERAGE: ____________
DO YOU WORK? (CIRCLE WHICH)
   FULL-TIME
   PART-TIME
ARE YOU ON ANY TYPE OF FINANCIAL AID? (CIRCLE WHICH)
   LOANS
   SCHOLARSHIPS
   GRANTS
   STIPENDS
   OTHER, (SPECIFY) 

WHICH LANGUAGE ARE YOU MOST COMFORTABLE WITH WHEN SPEAKING? (CIRCLE WHICH)
   ENGLISH
   SPANISH

WHICH LANGUAGE ARE YOU MOST COMFORTABLE WITH WHEN WRITING? (CIRCLE WHICH)

WHAT GENERATION ARE YOU HERE IN THE UNITED STATES?

EDUCATION OF YOUR FAMILY:

<table>
<thead>
<tr>
<th></th>
<th>YEARS COMPLETED</th>
<th>DEGREE OR MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FATHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BROTHERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISTERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRANDPARENTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IN CLASSES DO YOU USUALLY: (ANSWER EITHER ALWAYS, FREQUENTLY, SOMETIMES OR NEVER)

SPEAK IN CLASS ____________
MEET IN STUDY GROUPS ____________
TRADE PHONE NUMBERS WITH CLASSMATES ____________
TALK WITH INSTRUCTOR AFTER CLASS ____________
SEE INSTRUCTOR DURING OFFICE HOURS ____________
DO READINGS IN THE LIBRARY ____________
SUBMIT ASSIGNMENTS ON TIME ____________
PRESENT YOUR VIEWS OR DISAGREEMENTS IN CLASS ____________
QUESTION INSTRUCTOR ON GRADING STANDARDS ____________

ARE YOUR FRIENDS IN SCHOOL DIFFERENT FROM YOU FRIENDS AT HOME?
YES NO

ARE YOUR FRIENDS AT HOME ATTENDING COLLEGE?
YES NO

DO YOU HAVE FRIENDS THAT HAVE GRADUATED FROM COLLEGE?
YES NO

DO YOU HAVE SOMEONE IN YOUR FAMILY THAT YOU WANT TO MAKE PROUD?
YES NO

WHO?

TYPE OF NEIGHBORHOOD YOU GREW UP IN: (CIRCLE WHICH)
LOW INCOME MIDDLE INCOME HIGH INCOME

DO YOU LIVE: (CIRCLE WHICH)
AT HOME IN A DORM
RENT WITH STUDENTS RENT WITH FRIENDS
OTHER (SPECIFY)

WHEN YOU STUDY ARE YOU: (CIRCLE WHICH)
SUPPORTED (PEOPLE TRY TO RESPECT YOUR PRIVACY)
TOLERATED (PEOPLE LET YOU STUDY BUT MAKE LITTLE OR NO EFFORT TO BE QUIET)
DISCOURAGED (PEOPLE DON'T CARE AND DISTRACT YOU OFTEN)
DO YOU BELONG TO ANY CLUBS ON CAMPUS? (SPECIFY WHICH)

MAJOR ASSOCIATION (E.G. STUDENT NURSING ASSO.)
ETHNIC ASSOCIATION (E.G. MECHA)
ACTIVITY CLUB (E.G. SKI CLUB)
OTHER

WHICH SERVICES HAVE YOU USED ON CAMPUS? (CIRCLE WHICH)

COUNSELING SERVICES
ASPIRE
EOP
READING LAB
OTHER (SPECIFY)

LIBRARY
LEISURE SERVICES
TUTORIAL SERVICES
WRITING LAB

A ROLE MODEL IS A MAN OR WOMAN WHO IS COMPETENT IN THEIR FIELD THAT HAS ENCOURAGED ONE TO DO WELL IN SCHOOL WHETHER VERBALLY, BY ACTIONS OR BY OBSERVATIONS. THIS PERSON IS ADMIREED BY ONE AND ONE ASPIRES TO BE LIKE HIM OR HER. THIS PERSON COULD BE SOMEONE ONE HAS HAD DIRECT CONTACT WITH OR SOMEONE FROM ONE'S PAST. BUT IT IS SOMEONE WHO HAS MADE A POSITIVE IMPACT ON YOUR LIFE TO ACHIEVE.

DO YOU HAVE A ROLE MODEL?

YES

IS YOUR ROLE MODEL A: (CIRCLE WHICH)

ELEMENTARY SCHOOL TEACHER
HIGH SCHOOL TEACHER
COACH
COUNSELOR
NEIGHBOR
FRIEND
PADRINOS

ROLE MODEL'S EDUCATION:

YEARS COMPLETED
DEGREE

RELATIVE (SPECIFY)
WELL KNOW PERSON (SPECIFY)
COLLEGE PROFESSOR
BOSS OR SUPERVISOR
OTHER (SPECIFY)

COLLEGE
IF YOU ARE HAVING A PROBLEM IN A CLASS DO YOU: (CIRCLE WHICH)

TALK TO INSTRUCTOR
TALK TO FRIEND
GET TUTORING
TALK TO ROLE MODEL
OTHER

DO YOU HAVE DIRECT CONTACT WITH YOUR ROLE MODEL?

YES
NO

IS YOUR ROLE MODEL A MINORITY?

YES
NO

IF SO, WHICH ONE?

BLACK
ASIAN
MEXICAN
INDIAN
LATIN, SPECIFY
OTHER, SPECIFY

ON A SCALE OF 1 TO 5 (1 BEING THE WORST AND 5 THE BEST) HOW WOULD YOU RATE THE FOLLOWING PEOPLE’S ENCOURAGEMENT FOR YOU TO BE IN SCHOOL:

MOTHER
FATHER
BROTHERS
SISTERS
FRIENDS
ROLE MODEL
HIGH SCHOOL COUNSELOR
PADRINOS
GRANDPARENTS
OTHER, (WHO?)

DOES YOUR ROLE MODEL HAVE ANYTHING TO DO WITH THE SELECTION OF YOUR MAJOR?

YES
NO

IF YOU ARE STILL UNDECLARED WILL YOU CONSIDER DISCUSSING YOUR MAJOR PLANS WITH YOUR ROLE MODEL?

YES
NO

DO YOU SEE YOURSELF AS A ROLE MODEL?

YES
NO

DO YOU WISH TO BECOME A ROLE MODEL FOR OTHERS?

YES
NO
WHO DO YOU ADMIRE THE MOST IN THE WORLD (DEAD OR ALIVE)?

WHO IS A LATIN PERSON YOU ADMIRE MOST IN THE WORLD?

COMMENTS:
Notes


4 Duran, p. 15.

5 Ibid.

6 Ibid.


8 Grant and Eiden, p. 85.

9 Duran, p. 25.

10 *Demographic Profile on the Latino Population in Santa Clara County*, Stanford Center for Chicano Research (Stanford University, 1980 Census).

11 *Demographic Profile . . . , p. 5.

12 Computer Print Out, San Jose State University, Fall 1984 (12/17/84).

13 San Jose State Spartan Daily Newspaper, Letter to Editor, Dr. Hector Garcia, 28 September 1983.

14 Computer Print Out.

15 Duran, p. 6.

17 Carter, p. 8.
18 Ibid.
19 Carter, p. 9.
21 Lavin, p. 18.
22 Lavin, p. 22.
24 Canegumi, p. 42.
25 Ibid.
26 Canegumi, p. 45.
27 Canegumi, p. 47.
Bibliography


Computer Print Out. San Jose State University, Fall 1984 (12/17/84).

**Demographic Profile on the Latino Population in Santa Clara County**.

Stanford Center for Chicano Research. Stanford University, 1980 Census.


Grant, W. Vance and Eiden, Leo. *Digest of Educational Statistics*.


