
**INFORMATION PROCESSING AMONG HIGH SCHOOL HISPANICS:
RECRUITING IMPLICATIONS FOR HIGHER EDUCATION**

by

MARY SUSAN HAMMONS, B.A.

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ABSTRACT

This study reports on focus group research undertaken with Hispanic high school students in four West Texas cities of varying size in the fall of 1996. The purpose of the research was to identify: (1) what media and other sources influence Hispanic high school students who are seeking information about higher education, and (2) what effect identification, as defined by use of language, has on the informational sources and appeals most likely to influence Hispanic high school students in their search. The growing Hispanic population in the Southwest represents an opportunity for institutions of higher education, and particularly community colleges. Based on the comments of the focus group participants, recommendations are made on how colleges seeking to attract more Hispanic students can better target both the students and their parents. Results show Hispanic students will be attracted by a college which has both personal and cultural support systems for them. Specifically, the students desire visits to their homes or community by a college's representative, a personal invitation to the students to visit a campus, or telephone calls to them. The students desire to know that a college has other Hispanic students, activities for Hispanics, and courses in Hispanic culture. Results also show the students desire in-depth information about a college, particularly the cost of attending and how to pay for it. Finally, because parents are encouraging attendance, colleges should target these parents.

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CHAPTER I

INTRODUCTION

The growing Hispanic population in the United States, and particularly in the Southwest, represents an opportunity for institutions of higher education. Community colleges in particular stand to benefit from this sizable pool of potential students. Therefore, identifying the subsegments of the Hispanic market which are potential college students, others who influence their decision to enroll in college, and the most effective communication methods and messages to reach each of these subsegments would provide valuable marketing information to both colleges and universities.

This study begins with a closer look at the demographic characteristics of the nation's Hispanic population and at ways marketers are targeting this ethnic group. Next, it reviews studies which have examined the experience of institutions of higher education in recruiting or retaining Hispanics: the Wolfson campus of Miami-Dade Community College in Miami, Florida; West Texas State University, now West Texas A&M in Canyon, Texas; and New Mexico State University in Las Cruces, New Mexico. Then this study reviews communication research which has been conducted about Hispanics, particularly into how language and ethnic identification influence choice of media and information search behavior.

Finally, this study reports on research undertaken with one subsegment of the Hispanic population: high school students. Through focus groups, the research sought to identify: (1) what media and other sources influence Hispanic high school students who are seeking information about higher

education, and (2) what effect ethnic identification, as defined by use of language, has on the informational sources and appeals most likely to influence these high school students in their search.

CHAPTER II

REVIEW OF THE LITERATURE

U.S. Hispanics

The size of the Hispanic population in the United States is impressive. Hispanics numbered an estimated 22.4 million, or 9%, of the population in 1990. This number is expected to grow to 31 million or 11% of the population by 2000. In 1990, four states, including Texas, had more than a million Hispanics, and Texas' 4.3 million ranked second only to California in the number of Hispanic residents (Vendrell, 1994-95).

Another reason marketers are paying more attention to Hispanics is their per capita income, which is rising along with their growing numbers. Their per-week expenditures on items such as food already double those of non-Hispanics (Webster, 1992). Not unlike other ethnic groups, Hispanics differ in level of education and income. American Demographics reported that a large percentage of the Hispanic population has attained prosperity since 1970. Both husband and wife work in many Hispanic families, and between 1972 and 1988, the number of households with annual incomes of \$50,000 or more increased 234% (Fry, 1991).

As Hispanics assimilate further into the American culture, they will hold better jobs, and their ability to purchase more and better quality products will increase commensurately. According to the U.S. Census Bureau, the total income of Hispanics after taxes was \$62.5 billion in 1982 (Delener & Neelankavil, 1990).

Hispanics are heavily concentrated in five states, adding one more reason why this is a segment of the population which holds great potential for

marketers—including those in the Texas—among the states with the largest number of Hispanics (Webster, 1992). Also, although the ethnic and racial origins of Hispanics in the United States vary widely, most of those in the Southwest are of Mexican descent, making the task of targeting them somewhat easier (Fry, 1991).

Half of the Hispanics in the United States are immigrants and most are younger than 25 years of age (Westerman, 1989). Peers strongly influence the buying preferences of these immigrants, who are hungry for information about their adopted country and who get much of that information from television. Such ethnic groups desire to see themselves portrayed positively in the media with images which mirror their expectations of an affluent lifestyle. How to convey these images without offending ethnic consumers is one challenge facing advertisers (Westerman, 1989).

A Wall Street Journal article (Templin, 1996) reports that broadcasters and marketers are beginning to pay more attention to the large number of English-speaking Hispanics. The Journal notes half of the 27 million Hispanics living in the United States in 1995 were born in this country and, according to the U.S. Census Bureau, about 75% of Hispanics speak at least some English (55.3% are bilingual, 23.1% speak primarily English, and 21.6% speak primarily Spanish). Until recently most broadcast programming aimed at Mexican-Americans was in Spanish, but that is changing. Broadcasters, particularly in Texas, now are targeting these English speakers—who are the youngest, most affluent and best educated Hispanics—with Tejano music. Tejano, which means Texas in Spanish, is a blend of Mexican and American music popular with second- and third-generation Mexican-Americans. Companies which previously had targeted

Hispanics only in Spanish now are addressing English-speaking Hispanics in English as well. Among these is McDonald's Corporation, which recently retaped some of its Spanish-language advertisements in English. One example is a McDonald's ad in which a Hispanic father is coaxing his young son to say "papa." When the father finally gives him a bag of French fries, the boy exclaims: "Papa!" which means both father and potato in Spanish (Templin).

Vendrell (1994-95) notes that in recent years the term Latino has replaced Hispanic, particularly in states like Texas, California, and Illinois, where the majority of the Hispanic population is from Mexico or Central America. In other states with large numbers of Hispanics from Puerto Rico, the Dominican Republic, and Cuba, Hispanic is the preferred term, according to Vendrell. Latino is becoming preferred nationwide, he adds.

Hispanics and Higher Education

Based on experiences reported by faculty and administrators at the Wolfson campus of Miami-Dade Community College, Padron (1992) found similarities among that campus' students, of whom three-fourths are Hispanic. Padron concludes from demographics of the campus and Miami and from faculty and administrators' reports that most of Wolfson's students also are first-generation college students, even though Miami-Dade does not collect data about whether its students are the first in their families to attend college.

The 10,000-strong Wolfson campus' student body is 73.5% Hispanic, 14.1% Anglo, 11.4% black and 1% other. Forty-two languages and 120 countries are represented, 18% of the students are foreigners or refugees, and

more than 60% of the students receive state and federal aid based on need (Padron, 1992).

One commonality of these students, Padron (1992) reports, is that they tend to need both more academic and personal guidance than other students. The educational system intimidates and bewilders many of the students, who may be unclear about when the system can and cannot be flexible (Padron, 1992). A home environment which hinders learning and studying is another problem identified. For example, some of these students may have to study on a couch in a room with poor reading light. A lack of family support is yet another factor which hinders learning. Family conflicts include students being required to baby-sit younger brothers or sisters instead of attending class, parents who criticize single mothers for attending college instead of caring for a baby, and older siblings who did not attend college ridiculing the students (Padron, 1992).

Another factor which many of these first generation students share is often being ill-prepared for college-level work, either because they failed to learn the necessary skills in college-preparatory courses taken in high school or because they did not take these courses. Tests taken by entering freshman show two-thirds have deficiencies in one or more basic skills. Having to take remedial courses for the first year of college leads some of the students to feel inferior and makes retaining them a problem for the college (Padron, 1992).

Because a large percentage of Wolfson's students are immigrants, who often begin with classes to learn English and then advance to other courses, a large percentage of the students at the campus also are older. Children attending Miami's public schools often are the only family support these

students have, and it is not unusual to have more than one generation of a family attending the college at the same time (Padron, 1992). This situation can be a benefit, Padron said, in that two or more members attending from the same family can strengthen each other's resolve to succeed in college. Yet it also can be a disadvantage because none of the family members attending are familiar with how the system works (Padron, 1992).

Padron interviewed a Wolfson faculty member who commented that the students often have a union-card mentality about attending college. The faculty member observed that "the degree that they seek is not valued for the sake of knowledge or education but rather simply as a document the students must have in order to make a better living than their parents" (Padron, 1992, p. 74).

According to Padron (1992), minority students, who also are likely to be first-generation college students, are not well informed about higher education opportunities. Among the recruitment strategies used to attract these students is forming working relationships with feeder high schools to identify graduates who are potential students and working with businesses to target older students who already are working.

Wolfson operates a neighborhood center in Miami's Little Havana, and this center is an important factor in attracting first-generation students. According to Padron (1992), Wolfson's marketing strategies not only promote enrollment but also inform the community about work force demands. The center's director believes radio and television programs—those in Spanish, in particular—offer opportunities for the college to promote education to Hispanics, and he emphasizes the necessity of education to both parents and their children by giving information on salaries and skills needed for particular

jobs (Padron, 1992). He also distributes fliers in both English and Spanish about educational opportunities in the neighborhood. The need for an educated work force and the availability of college courses and financial assistance are types of information the minority community needs. Padron (1992) concluded that when a college is trying to recruit first-generation college students, it must also target the appropriate members of the students' families.

West Texas State University in Canyon, Texas, is another higher education institution which has aggressively recruited Hispanic students (Hanson & Mangum, 1992). One tactic used is a recruiter (a position held in 1992 by a Hispanic female) charged with recruiting minority students. This recruiter visits middle schools with high percentages of minority students and hosts events on the West Texas State campus for eighth-graders from these schools. Known as the Target Middle School program, it stresses the need for attending college. The participants receive information about high school courses to take, financial aid and scholarships, careers, types of degrees, and how to select a college. The aim of the program is to communicate with students who might not have considered college because of obstacles such as lack of funds (Hanson & Mangum, 1992).

West Texas State sends a letter to first generation students whose parents did not attend college. This letter stresses that these students can be successful in college and bring pride to their families by being the first to earn a degree. The letter also explains financial aid is available. The same letter in Spanish is sent to students whose parents cannot speak or read English. The college also sends a minority brochure with similar information (Hanson & Mangum, 1992).

Like the Miami-Dade's Wolfson campus, the West Texas experience identified several obstacles presented by the Hispanic students' culture. A former minority recruiter at the college found Hispanic teens planning on attending college are more likely than Anglo students to be met with negative reactions by their families (Hanson & Mangum, 1992). The Hispanic student often is expected to go to work upon graduating from high school, and parents may not understand the need to earn a degree nor how to apply for financial aid (Hanson & Mangum, 1992).

The West Texas State recruiter also believes that high schools often do not expect as much of Hispanics as they do Anglo students. Some Hispanic students reported that their guidance counselors failed to inform them about their potential for attending college and demonstrated little interest in their educational future. Hispanic students depend on teachers, counselors, and even college recruiters, more than other students, according to the Carnegie Foundation for the Advancement of Teaching (Hanson & Mangum, 1992). Hanson and Mangum propose that programs designed to recruit Hispanics need to focus on getting them to believe in their abilities and their potential for completing college.

Martinez and O'Donnell (1993) studied Hispanic students enrolled at New Mexico State University in teacher education. The researchers wanted to know such things as how prior education, family, work, religion, and social experiences prepared these students for higher education, and, specifically, a career in teaching; and did the students' cultural backgrounds create conflicts with their educational goals. The study involved three, 90-minute, in-depth interviews with each of 12 teacher education candidates.

The researchers found a decrease in federal financial aid had hit Hispanic students particularly hard, and many had to work during the school year to earn money to take a few courses during the summers, leading them to take longer than other students to complete requirements to become teachers.

Martinez and O'Donnell (1993) identified another common thread: two types of Hispanic support systems, La Familia and the Dile system. La Familia is the name the students give to their extended family support system—a family and network of friends from which they gain close and personal relationships. Part of the La Familia tradition is children being taught from an early age to respect education. This finding seems to contradict the Miami-Dade and West Texas State experiences. This extended system also seems to be a factor through these Hispanic students' lives, according to Martinez and O'Donnell: "This bonding support provides the students a means of survival as they prepare for life outside the family, and will later sustain them when they leave home. In turn, the family system is strengthened by the support that the student provides to the family system" (p. 19).

Thus, some Hispanic students may come to college with the expectation they will find a support and mentoring system like the La Familia. However, according to Martinez and O'Donnell (1993), these students often encounter what they perceive to be an impersonal environment which is confusing and frustrating. While they want to continue their education, they feel pulled by their desire for La Familia and the support it offers. Many Hispanic students withdraw from college or seek a school closer to their home for this reason.

The second system, Dile, (which means "to tell" in Spanish), represents support from friends. Hispanic university students may seek the assistance of other Hispanics who are familiar with how the system works. A student who cannot or will not go directly to a person who has information the student needs may ask a friend to get that information. For example, if a student has not understood something a professor has said in class, the student may ask a friend to approach the professor to clarify the statement (Martinez & O'Donnell, 1993).

At the same time, the Hispanic students' respect for education, the New Mexico researchers report, leads students to seek out professors, who they view as mentors, for help with both academic and personal problems (Martinez & O'Donnell, 1993).

Martinez and O'Donnell (1993) conclude that communication is the key for understanding between Hispanics and educational support systems. These students must perceive that available support systems are both personal and cultural, and capable of giving the Hispanics the feelings of La Familia and Dile with which they are familiar.

Additionally, Martinez and O'Donnell (1993) advise educators to convey this message to the students' families by meeting students and parents informally on campus and visiting in students' homes. In this way, university support personnel will convey a caring atmosphere akin to that of a Hispanic student's family. According to Martinez and O'Donnell: "These suggestions not only would provide the Hispanic with a 'familiar' setting of support, but would also create a communication base by which to familiarize further the Hispanic student to other support systems" (p. 31).

Communication Research on Hispanics

Hernandez and Newman (1992) reviewed marketing research conducted to determine if the English or Spanish language should be used in advertising to Hispanics. Their conclusion is that advertising to Hispanics' dominant language, which may be either English or Spanish, is most effective. Spanish-only advertising, they say, oversimplifies the Hispanic market. Whether an advertiser should use English or Spanish depends on target Hispanics' level of acculturation, or assimilation, into the U.S. culture, and their language fluency. Hernandez and Newman report two major findings in connection with the use of English versus Spanish language: (1) Advertising to bilingual Hispanics in their dominant language, whether it is English or Spanish, is most effective; and (2) Advertising recall by bilingual Hispanics does not seem to be correlated only with the use of Spanish or English copy.

In terms of language used by different media, research in 1975 in New York City and in 1978 by Arbitron in five major cities, including San Antonio, Texas, both reveal that Hispanics listen to significantly more radio as compared with non-Hispanics (Hernandez & Newman, 1992). The San Antonio study found Hispanic listening to be greatest from 10 a.m. to 3 p.m., and the Hispanic age group most likely to listen to radio was the 18-to-34 year-old, both male and female (Hernandez & Newman). The New York study reported 57% of Hispanics listen to Spanish-language stations, but many Hispanics also listen to contemporary and country formats (26% of the Hispanic audience compared to 28% of the non-Hispanic audience) (Hernandez & Newman).

A 1984 study in San Antonio, Texas, revealed that Hispanics who listen to Spanish-language radio usually are older and more likely to be married,

less educated, and speak Spanish more than Hispanics who prefer Anglo radio. They are most likely to listen in the morning or midday (Hernandez & Newman, 1992). Hispanics who listen to English language radio, on the other hand, are usually younger, better educated, and not as likely to be married. They also favor English television and speaking English in the home, and they are less likely than the older Hispanics to listen during morning or midday (Hernandez & Newman).

According to Hernandez and Newman (1992), a number of studies suggest that Spanish television draws a larger share of Hispanics than any English station in an area, but Hispanics also watch a considerable amount of English language television. Again, Hispanics who watch Spanish stations tend to be older, less educated, and less acculturated, and have lower incomes than Hispanics who watch English stations (Hernandez & Newman).

As for print media, Hernandez and Newman (1992) report that several studies have revealed Hispanics to be light users. They say that print media usage seems to increase among better educated Hispanics, but they suggest more research is needed on the use of Spanish versus English language print media by Hispanics. As with broadcast media, the choice of Spanish- or English-language print media appears to be connected with Hispanics' level of acculturation (Hernandez & Newman).

Hernandez and Newman propose six hypotheses for further research: (1) advertising to Hispanics in their dominant language, either Spanish or English, is most effective; (2) Hispanics who are high in acculturation are more likely than Hispanics low in acculturation to use English-language media; (3) using advertisements in English with ethnicized copy (copy reflecting Hispanic values and culture) is more effective than using copy in

English or Spanish only in reaching high acculturation/English-dominant Hispanics; (4) Spanish copy is more effective than English copy alone or English copy with an ethnicized message in reaching low in acculturation/Spanish-dominant Hispanics; (5) U.S. Hispanics' country of origin has no significant impact on use of English or Spanish copy in effectiveness of advertising when the audience's level of acculturation is controlled for; and (6) a language's impact varies with the type of product or brand advertised.

Using personal interviews in the New York City metropolitan area, Delener and Neelankavil (1990) compared the market behaviors of Hispanics with Asians. Delener and Neelankavil interviewed 99 Hispanics and 104 Asians to determine differences in media preferences of these two groups and how they use media as information sources for purchasing decisions and collecting information in general. They then compared results of their study to a Simmons Market Research Bureau 1986 Study of Media and Markets, in which media habits of a 19,146-person sample of white, Black, Hispanic (defined in the Simmons' study as Spanish-speaking) and adults of other ethnicities was studied and which is considered representative of the U.S. adult population in general (Delener & Neelankavil, 1990).

They found that, not unlike the U.S. population in general, Hispanics and Asians alike prefer television over other media, 75.8% of Hispanics and 75% of Asians. However, Delener and Neelankavil found significant differences between Hispanics and Asians in their use of both radio and newspapers. Hispanics' use of radio for entertainment is higher than that of Asians, 69.7% for Hispanics compared to 56.7% for Asians. Where there are Spanish radio stations, as in New York State, Hispanics also are more likely

to listen to radio than the population as a whole. Asians' use of radio and newspapers is about equal, and they use newspapers more than Hispanics, 57.7% for Asians compared to 53.5% for Hispanics.

Delener and Neelankavil (1990) reported that while neither newspapers nor magazines represent important media for Hispanics, they found Hispanics do prefer sports and scientific magazines more than Asians. Conversely, Asians prefer business and trade magazines more than do Hispanics. Delener and Neelankavil also found that Asians' preferences for print media tend to change with age and education, but Hispanics' patterns of print media use were similar across all age and income groups. They concluded that television and radio are the most important media to use in reaching Hispanics, a factor which they say may be explained by the prevalence of Hispanic TV networks and radio stations.

A major shortcoming of Delener and Neelankavil's research is that they do not indicate if the 99 Hispanics interviewed were asked whether they spoke only Spanish, spoke only English, or were bilingual. Undoubtedly, language spoken would be a vital variable to be considered. Additional shortcomings are that the interviews were limited to Hispanics in the New York City area. While the researchers did include information about previous media research of the general U.S. population, comparison of their findings with available data about media preferences and media uses of whites was limited.

In later research, Webster (1992) did consider language spoken in examining the rapidly growing Hispanic market and how different Hispanic subcultures search for information. Marketers, Webster reported, consider the search stage as one of the most important stages when consumers are

making a decision about buying a product. However, consumers will not always actively search for information about products, even if brands differ significantly. In fact, according to Webster, researchers have found that consumers are unlikely to extensively search for information even when they are considering the purchase of high dollar items. Consumers may hesitate to search for information partly because they believe search costs are higher than benefits they will receive. As a result, marketers must pinpoint each market segment's information search patterns and ensure information about products is readily available to each segment.

Webster's study had two primary purposes: (1) to determine if significant differences in information search behavior exist between Hispanics based on their ethnic identification; and (2) to determine if such differences do exist, do they continue to exist after two other factors—purchasing involvement and social class—are statistically removed.

Webster divided Hispanics into three groups based on ethnic identification. The first group she termed Spanish-language Hispanics, operationally defined as those who closely identify with their Hispanic subculture. The second group she termed English-language Hispanics, those who do not closely identify with their Hispanic subculture. A third group, identified as mixed-language Hispanics, are bilingual Hispanics who fall between the other two groups as far as their identification with the Hispanic subculture.

Webster (1992) cites previous studies by other researchers which suggest Hispanics in general, and Spanish-language Hispanics in particular, rely to a great extent on advertising as a source of information.

Webster sampled households in 32 ZIP codes in San Antonio, Texas. Of the ZIP codes, 20 were randomly selected, while 12 were picked based on census statistics in order to obtain areas proportionally representative of English- and Spanish-speakers and median family income. Interviewers, most of whom were bilingual, carried both English and Spanish versions of a questionnaire, which they delivered to the homes selected by systematic sampling. The interviewers asked the female head of each household to complete the questionnaire. Webster reported that a similar study of French-Canadians successfully surveyed females, and the results of a pretest for the Hispanic project showed no significant differences between wives' and husbands' responses to questions about information search patterns.

Questions in Webster's study asked respondents to what degree they depended on various sources for information: advertising, reference groups, in-store displays, Yellow Pages, magazines such as Consumer Reports, and product labels. A seven-point Likert-type scale, anchored by 7 as a high influence and 1 as a low influence, measured the respondents' reliance on each information source. To measure consumer purchasing behavior, the survey contained 33 statements where respondents were asked to place a mark in the appropriate blank on a seven-point validated consumer purchasing involvement scale anchored by strongly agree and strongly disagree. Questions also measured age, education, and occupation of both the husband and wife, number of children and ages, and combined family income. The respondents' ethnic identification was determined by a question which asked whether English, Spanish, or English and Spanish equally, was spoken in the home.

Webster found that in regard to the search for information, ethnic identification or language was significantly related to Hispanics' use of four general information categories: advertising, reference groups, miscellaneous readership, and in-store, point-of-purchase displays. This continued to be true for all four information sources even when the effects of social class were removed. When the effects of purchasing involvement were removed, ethnic identification had a significant effect on each of the categories except in-store information.

According to Webster (1992), differences in how Hispanics search for information likely result from Hispanics' degree of ethnic identification and not from differences in purchasing involvement or social class. She advises those in marketing communications not to underestimate how Hispanic subculture identification affects the search for information.

Specifically, Webster found that Spanish-language Hispanics, as compared to English-language Hispanics, are more influenced by radio advertisements, billboards, family members, coworkers, coupons, and in-store displays. English-language Hispanics, as compared to Spanish-language Hispanics, are more influenced by magazine, brochure, and Yellow Pages advertisements, sources such as Consumer Reports, window shopping, and product labels. No significant difference was found between groups in the degree they are influenced by television or newspaper advertisements, or by advice from friends or salespersons.

Mixed-language Hispanics' search behavior fell between the two other groups in regard to billboards, in-store displays, family, Consumer Reports, product labels, Yellow Pages, and window shopping. This group was closer to Spanish-language Hispanics in their reliance on newspaper and magazine

advertisements, and on salespeople. The mixed-language Hispanics tended to be more like English-language Hispanics in their reliance on radio and brochure advertisements, and on friends. However, these mixed-language Hispanics did not always fall between the other two groups in their patterns of information search.

In summary, Webster found significant differences in information search behavior between Hispanic subpopulations based on subcultural identification. Spanish-language Hispanics depend less on printed information than English-language Hispanics, but they depend more heavily on in-store displays, coupons, and word-of-mouth. Trial as a method of obtaining information also would appear to be important to Spanish-language Hispanics because they tend to exhibit limited search behavior. Webster suggested that marketers would be wise to tailor marketing programs to these different Hispanic subgroups even within the same metropolitan area. Webster proposes that because ethnic identification and geographic areas in which Hispanics choose to live are correlated, targeting these subgroups is not hard. One possible area where further research is needed, she suggests, is to determine why mixed-language Hispanics do not fall between the other two Hispanic groups in some information search patterns.

Albarran and Umphrey (1993) conducted telephone surveys of 458 Hispanics, 348 Blacks, and 414 whites in Dallas, Texas, to compare motivations for watching television and TV programs preferred by the three groups. To measure motivation for watching television, the researcher used a five-point scale (anchored by 5, strongly agree, to 1, strongly disagree) to ask respondents to respond to the concept "I watch TV because. . ." Statement completions were "to spend time with family, it's enjoyable, when

nothing to do, commercials are a fair price to pay for free TV, to learn about myself, gives something to do, it entertains me, it helps me unwind, it keeps me aware, it relaxes me, to learn new things" (Albarran & Umphrey, p. 98). Hispanics ranked two items significantly higher than either whites or Blacks: "It helps me learn about myself and others," and "I can spend time with friends or family."

Of the three groups, Hispanics also rated television commercials as being the most objectionable. Albarran and Umphrey (1993) cite sources suggesting one reason for this may be that few Hispanics are portrayed in TV advertisements, and they suggest more research is needed to identify why Hispanics give lower ratings to TV commercials. This finding appears to conflict with Webster's (1992) contention that Hispanics in general, and Spanish-language Hispanics in particular, rely to a great extent on advertising as a source of information.

The researchers also used a five-point scale to ask the respondents how frequently they watched 12 television program types. Hispanics reported a preference for news programs, news magazines, talk and interview shows, and reality programs. Hispanics were found to have similar preferences to Blacks for movies, soap operas, talk and interview shows, reality, and westerns. Whites tended to rank all program categories lower than either Hispanic or Black rankings.

Albarran and Umphrey (1993) propose that ethnicity is an important variable which should be studied in relation to how an audience uses television and other video technology. However, the research of Albarran and Umphrey shares a major shortcoming with that undertaken by Delener and Neelankavil (1990): They apparently did not ask whether the Hispanics in

the study spoke primarily Spanish, primarily English, or a combination of the two languages.

Albonetti and Dominguez (1989) propose that recent research casts doubt on some predominant assumptions about Hispanics, including that Hispanics are particularly brand loyal and that they prefer Spanish-language broadcast media. They report that surveys of Mexican-Americans did not support earlier claims that Hispanics exhibit greater brand loyalty than other groups. They also report that a study of bilingual Mexican-Americans did not find differences in product perceptions which could be the result of the use of Spanish, as opposed to English, copy. This second study, Albonetti and Dominguez contend, contradicted earlier assumptions that advertisers should address bilingual Hispanics in Spanish to increase the effect of advertisements. Other studies, they say, suggest that although immigrants and their immediate offspring may lean toward Spanish-language media, Hispanics' preference in general for such media is uncertain.

Albonetti and Dominguez (1989) evaluated Hispanic advertising (defined as Spanish-language advertising) from the perspective of marketers of consumer packaged goods. They used a stratified random sample of managers responsible for national product advertising. In their survey, Albonetti and Dominguez mailed 281 questionnaires to marketers of food, alcoholic and non-alcoholic beverages, personal care, and household packaged goods to determine: (1) what are the most important factors in deciding to use Spanish-language advertising; (2) if marketers agree on common characteristics of the Hispanic market and methods to reach it; and (3) how are Spanish-language advertising programs organized and what issues do managers of these programs face.

Responses to whether marketers agree on common Hispanic market characteristics and methods to target them hold the most relevance for this proposed research. Marketers were asked to respond to questions on a Likert scale of strongly agree, agree, undecided/don't know, disagree, or strongly disagree. Albonetti and Dominguez (1989) found that of the 119 marketers who responded, 70% agreed or strongly agreed that targeting Hispanics through advertising in Spanish will continue. Seventy percent also strongly agreed or agreed that Spanish-language advertising is necessary even for younger Hispanics because one's native tongue continues to exert emotional powers despite a person's assimilation into another culture. A smaller number—but still a majority at 56%—reported advertising was more effective than other types of promotion in regard to addressing Hispanics. The researchers found less agreement about whether creative concepts used to address the general market also can be used to communicate with Hispanics, non-Hispanic spokespersons can be used effectively in addressing Hispanics, and tailoring TV advertisements to Hispanic submarkets, such as Puerto Rican, Cuban, or Mexican, is preferable.

Albonetti and Dominguez (1989) suggest areas where further research is needed, including demographics and purchasing habits of Hispanics; similarities and differences between Hispanic consumers and other groups; how Hispanics' acculturation and assimilation affect buying behavior and use of media; and the Spanish- and English-language capabilities of different Hispanic socioeconomic classes, ethnic backgrounds, and generations since immigrating to the United States.

Many of the aforementioned factors make the growing Hispanic market enticing for colleges and universities, which have been faced in recent years

with a declining supply of high school graduates. Although the number of such graduates will again increase in the next few years, their ranks will include more and more minorities, including Hispanics. Texas' community colleges in particular stand to benefit from the burgeoning Hispanic population. This is true for a number of reasons, including community colleges' relatively low costs, ease of admission, developmental courses, and locations which allow students to live at home while attending college. Because of the concentrated areas from which they draw students, many community colleges have for a number of years relied heavily on television and radio advertisements, in addition to print media, to attract students. Understanding the media preferences of, and most effective appeals for, the Hispanic market in marketing higher education should benefit colleges looking to continue to fill their classrooms.

Specifically, there appears to be a need for research to study Hispanic high school students and how differences in "Hispanicness" (Bearden, Netemeyer, & Mobley, 1993) influence their perceptions about higher education, and what sources of information, including what media sources, and what messages about high education, would be most appealing to them.

Research Questions

This study proposes to answer two primary questions:

Research Question #1: What informational sources—including media sources—are most likely to influence Hispanic high school seniors who are seeking information about higher education?

Specific Research Question #1: Is word-of-mouth—opinion of a family member or friend, for example—a more influential source of information than

media sources for Hispanic high school students seeking information about higher education?

Research Question #2. What effect does ethnic identification, as defined by use of language and Hispanicness (Bearden et al., 1993), have on the informational sources and appeals most likely to influence Hispanic high school students when seeking information about higher education?

Specifically, do Spanish-speaking, English-speaking, or mixed-language Hispanics (as defined by Webster, 1992) favor different media sources and messages?

Specific Research Question #2a: Are both English-dominant and bilingual Hispanic high school students most influenced by English language advertisements with copy reflecting Hispanic values and culture?

Specific Research Question #2b: Are Spanish-language Hispanic high school students most influenced by Spanish language advertisements?

CHAPTER III

METHODOLOGY

The research method used was the extended focus group, which incorporated a written pre-session questionnaire the respondents completed before the beginning of each group discussion. This method was appropriate for this study because focus groups are suitable when a researcher desires to understand audience or consumer attitudes and behavior. Focus groups offer greater flexibility than other research methods, allowing the researcher to ask more probing questions than do surveys, to expand on important points that surface during the discussion and to clarify unclear responses respondents may give. The interaction of the group, with the remarks of one respondent generating thoughts by other respondents, also can lead to responses which are more complete and candid than those gained through individual interviews. Nonverbal clues such as facial expressions also allow the group moderator to determine attitudes of respondents who may not verbally express those attitudes (Wimmer & Dominick, 1994, p. 149).

Focus groups are qualitative methods to answer why and how questions, and are not appropriate for gathering quantitative data (Wimmer & Dominick, 1994, p. 149). As Krueger (1988) emphasizes:

It is important to keep in mind that the intent of focus groups is not to infer but to understand, not to generalize but to determine the range, and not to make statements about the population but to provide insights about how people perceive a situation. (p. 96)

However, the information gained from these focus groups can be useful to colleges and universities seeking to recruit more Hispanic students. Focus groups can pinpoint strengths and weaknesses of colleges' promotional

themes, publications or recruitment videos and help to identify unanticipated problems. They also can serve as the basis for questions used in survey research (Guillebeau, 1996).

Five extended focus group sessions were conducted between October 29 and November 12, 1996, with Hispanic high school students in four West Texas towns of varying size. A total of 57 students, including freshman, sophomores, juniors and seniors, and both females and males, participated.

Two of the focus sessions were conducted in Odessa, Texas, one at the Ector County Independent School District (ECISD) Career Center and a second at Odessa High School. Ector County, in which Odessa is located, was among the locations suitable to conduct the research because it has a large Hispanic population which is growing rapidly as a percentage of the overall county population. In 1992, the number of Hispanics in the county was estimated to be 46,200 (Paine, 1992). The number of Hispanics in Odessa, the only city in Ector County, combined with the number in Midland, 20 miles to the east, places the area 25th among Hispanic populations in the United States (Paine). In addition to Odessa College, a two-year community college, Odessa also is home to the University of Texas of the Permian Basin. Of the 4,885 students enrolled at Odessa College in the fall of 1992, 25% were Hispanic, compared to 31% of the Ector County population listed as Hispanic in 1990 (Martin, 1992).

The three remaining focus groups were conducted at high schools in smaller West Texas communities which also have large Hispanic populations, according to U.S. Census figures and Chambers of Commerce in three cities: Kermit, with a 1990 population of 6,399, 35% Hispanic; Andrews, the only town in Andrews County, which had a 1990 county

population of 14,338, 32% Hispanic; and Pecos, the largest town in Reeves County, with a 1996 county population of 16,830, approximately 75% Hispanic.

High school administrators at the ECISD Career Center and in Kermit, Pecos, and Andrews were asked to invite students at their respective schools to participate and to include a mix of grade levels and males and females who were both potentially college-bound and not college-bound. A target number of 12 students was set for each of these focus sessions, which were scheduled to begin at the students' lunch break and extend into the following class period. During the first 30 minutes, the students ate pizza and completed the pre-session questionnaire. Afterwards they took part in group discussions that lasted up to one hour. The number attending was 12 in Kermit, 11 in Pecos, 12 at the ECISD Career Center, and 8 in Andrews.

The focus session at Odessa High School was conducted at the end of the school day. Teachers at the school supplied names of Hispanic students who indicated their willingness to participate, and these students were telephoned. Some of those who agreed to take part also were reminded with a postcard. Again, the target number for this session was 12. Because over recruiting is advised (Wimmer & Dominick, 1994, p. 451), 19 students were invited. Of those, 14 participated. These participants ate ice cream and cookies for the first 30 minutes while they completed the pre-session questionnaire, and then they took part in a one-hour discussion.

The moderator audiotaped the sessions at the Career Center, Odessa High School, and Kermit High School, and later transcribed the discussions, identifying common themes which emerged. Because of mechanical problems, the sessions in Pecos, with 11 students, and Andrews, with eight

students, were not audiotaped. However, an assistant took notes and summarized the discussion at Andrews High School. The assistant also took notes and summarized the Career Center and Odessa High School discussions.

Focus Group Protocol

Topics discussed during the focus groups were:

1. What media source—radio, television, or newspaper—Hispanic high school students prefer.
2. Whether these students use different informational sources than other ethnic groups when thinking about purchasing something.
3. Whether a person speaks primarily English, primarily Spanish or is bilingual makes a difference in the radio or television programming or stations he or she watches or listens to.
4. Hispanic high school students' attitudes about college.
5. Factors which may keep them from attending college.
6. Factors likely to encourage them to attend.
7. Information they desire when making a decision about attending a college.
8. Sources of information they consider most influential when deciding about a college.
9. Students' attitudes about advertising in general.
10. Students' attitudes about English-language advertising reflecting Hispanic values or culture.
11. Students' attitudes about television, radio, and newspaper advertisements for colleges;

12. Students' attitudes about brochures or other direct mail pieces from colleges;

13. Degree of influence their parents have had on the decision to attend or not attend college.

14. Whether or not the parents attended college has influenced the way they feel about their children attending.

15. Best methods and messages to use to give the parents information about a college.

These preceding topics were phrased as questions. For example, "What factors are likely to encourage you to attend college?" Some of the richest responses resulted by asking the students to role play. For example, they were asked to pretend that they worked for a college and it was their job to recruit Hispanic students. They were asked what methods and messages they would use to recruit these students, and then what methods and messages they would use to reach the students' parents.

Pre-Session Questionnaire

It was anticipated that although many of the Hispanic students would be bilingual, most would speak English well or very well. For this reason, the pre-session questionnaire was provided in English only. It asked some of the same types of questions covered during the group discussions. This served several purposes. First, it forced the respondents to take a particular stance prior to the group discussion and do away with the potential problem of a respondent not wishing to express a minority opinion during the discussion or being unduly influenced in other ways by his or her peers (Wimmer & Dominick, 1994, p. 149).

The questionnaire also provided an efficient method of gathering demographic information, including date of birth, grade in school, gender, marital status, number of children, if any, and annual household income. Also included were six questions to determine a Hispanicness index for each respondent. These questions measured the students' strength of ethnic identification, English language ability, language spoken at home, language preference, length of residence in the United States, and ethnic or racial group of a spouse (Bearden et al., 1993).

Finally, the questionnaire allowed a means to gather a large amount of quantitative data that the group discussion did not. This information included hours per day of television viewing and radio listening; subscription to cable TV; frequency of Spanish-language television viewing and radio listening; preference of TV and radio stations and radio programming; days per week of newspaper readership; and newspaper section and newspaper preference. The students were asked if they desired to learn vocational skills, earn a college degree or take college classes, and whether college was a good use of their time. They also were asked if any of the following would keep them from taking college classes: transportation, child care, work schedule, finances, family responsibilities, personal feelings about ability to do college work, or ability to speak or write English.

Three questions used semantic differential scales to determine very important to very unimportant: (1) importance of knowing skills needed for particular jobs, salaries earned in particular jobs, cost of attending college, financial assistance available, types of courses offered, ability to work while attending college, availability of courses to prepare a student for college-level work, location close to home, and time it takes to complete a college degree;

(2) likelihood of the students' seeking college information from a relative, friend, employer, co-worker, minister, college recruiter or other college employee, or high school counselor or teacher; and (3) helpfulness in providing college information of TV advertising, radio advertising, newspaper advertising, yellow pages advertising, brochure, college visit, telephone calls from a college representative, or visit to a student's home by a college representative.

CHAPTER IV

RESULTS

Demographic Profile of Respondents

Of the 57 respondents, there were six freshman, 12 sophomores, 22 juniors and 17 seniors. Of these, 32 were females and 25 were males. The youngest students, of which there were three, were 14 years old. However, five of the 57 students had lived in the United States 12 years or less. One of the students was married. All of the 55 respondents who answered the question about having children, said they had none. Although the questionnaire asked about the family's annual income, many of the students said they were unsure what the income was, and 19 students, or 33.3%, declined to give a response to this question.

Of the 57 students, 55 identify themselves as being Hispanic. Ethnic group was listed by one student as white and Spanish, and by another student as Hispanic, white, and Native American Indian. The question about how strongly they identify with their ethnic group drew the following responses: 38.6% very strongly, 31.6% strongly, 28.1% more or less, and 1.8% very weakly.

Three questions sought to measure language abilities and preferences. When asked how well they speak English, 92.5% of the students reported they speak English very well or well (Table 1). When asked how frequently their family speaks Spanish at home, 71.7% answered all or most of the time (Table 2). When asked which language they prefer, 94.3% said they prefer either English or either Spanish or English (Table 3). As for how they prefer their racial group to be called, 63.2% checked Hispanic (Table 4).

Use of Media

Preference for Broadcast Media

Students in the focus groups overwhelmingly mentioned either television or radio or both as preferred media, but it was unclear from the discussions alone which of the two they used most. The questionnaire revealed that the mean number of hours the students spend listening to radio each day is 3.849 hours, compared to 3.786 hours per day watching television.

Of 51 students who answered the question about the number of days they read a newspaper, the mean response was 2.824 days per week. Preferred newspaper section listed by the students was: local news, 39.6%; sports, 32.1%; national news, 11.3%; lifestyle, 9.4%; comics, 5.7%; and other, 1.9%. The Odessa American (Sunday circulation 30,942) was listed by 61.8% of 55 who responded as the newspaper they read most frequently.

Use of English Versus Spanish

It was difficult to determine whether the students prefer English or Spanish television or radio, because many mentioned they watch or listen to both. Questionnaire responses showed that 75.9% of the 57 students never, rarely, or only occasionally watch Spanish-language television (Table 5). When asked to name the most-watched television station, only 13% of the 57 students listed a Spanish station. FOX, listed by 33.3% of the students, was the station or network named most often (Table 6). When asked how often they listen to Spanish radio stations, however, 38.2% said they always or frequently listen (Table 7). When asked to name their preferred radio station, of the 55 students who responded, 52.6% listed stations with Spanish programming. It should be noted that only four stations comprised this

52.6%; and one, KMRK—listed as the preferred station by 21.8% of the students—plays Tejano music, but the disc jockey speaks in English (Table 8).

Many of the students indicated that their parents are heavy users of Spanish-language programming, and that they, the students, accommodate their parents' viewing habits. One boy said of his parents:

I'm like them, but they're not like me. I can listen to whatever they have on; but when it's my turn to pick the radio station, they say, "Turn that crap off." And I like all kinds of music. I listen to Northeno, Tejano, whatever. But they're set in their old ways, and I can live with that. When it's their turn to listen to what I like, they don't like it.

Another boy in the same group said:

Me and my mom are alike. We watch the same TV shows and listen to the same stations. My dad is different. He likes old Spanish movies, old movies, like when he was a teenager. He watches them all the time. I just go in my room and watch TV in there.

Attitudes About Advertising

Advertising in General

Some of the students said that they are influenced by television advertisements to make purchases, a few said newspaper advertisements were more influential, and still others said they make a decision to buy at the point of purchase. Among the comments were: "Go to the store, and if you see it, get it; and "I just really go to the store and buy whatever I want to buy." A few said friends, family members, or salespeople were more influential in their purchasing decisions than media advertising, and several said they compared prices before buying.

Most seemed to feel they were no more influenced by advertisements or friends or family than their non-Hispanic friends. A boy said, "It (opinion of others) influences me, but not to the point that it makes me decide yes or no. If I like it, I like it. They're not going to change my mind." "I'm my own person, and I shop for what I like," said a girl.

Several students mentioned that advertising has to be creative to capture their attention. One boy gave the example of the Budweiser frogs. A number also talked about advertisements being misleading or exaggerated. Students in two different groups cited commercials for shampoos which don't perform as advertised. Others mentioned advertisements for toys and cars that don't deliver what they promise. One boy said advertisements for clothes are misleading: "They use super models. You think if you buy the clothes, you're going to look like that. You're really not going to look like that. They're just deceiving you."

Advertising Which Reflects Hispanic Culture

Students were asked what they thought of the McDonald's TV ad with a Hispanic father who coaxes his young son to say: "Papa!" by handing him a French fry—"papa" means both father and potato in Spanish—and a number had seen the ad. Most thought the idea was creative or funny. One boy said that some Hispanics could be offended by such an ad if they thought the ad made fun of them. Several other students agreed that when advertising exploits the Hispanic culture, it would become offensive. Asked to give an example, one boy responded, "the Frito Bandito, something like that, a generalization." In one group, a girl and a boy said they would like to see more Hispanics in advertisements. Anglos and Blacks frequently are in

advertisements, but advertisements rarely feature successful Hispanics, the boy said.

Advertising for Colleges

Many of the students did not recall seeing, hearing or reading any advertisements for colleges, and those who did had mixed responses to them. A number of the boys in different groups recalled seeing television advertisements for universities during the half times of televised football games. While these advertisements captured the boys' attention, several thought they needed to give more information. One boy said, "They look pretty good. They show the campus, the students, what they have to offer; but they don't give you the prices." Another boy said his dad always calls him to watch advertisements on TV for colleges because his father wants him to go.

Another boy said such advertisements have a subtle influence, "You'll be watching. You won't be thinking about college, but if there's a commercial on TV about college, you'll start thinking about going to college. It will leave a thought in there that you might want to strive to achieve it."

Several of the students recalled seeing TV advertisements for Odessa College, Midland College, and the University of Texas of the Permian Basin. After a girl said she was influenced by an Odessa College TV ad featuring Larry Johnson, a Black professional basketball player who attended the community college after graduating from high school in Dallas, two boys mentioned its influence on them as well. One of the boys said:

There's only been one college commercial that's really caught my eye. That was with Larry Johnson. I love basketball, and I've been in [basketball] since elementary. To see someone like

him who's from the Midland-Odessa area—20 years ago or 15, if you had said the name, nobody would know—but now, he has ranking in the NBA.

A girl in the same group said she was influenced by a University of Texas of the Permian TV ad featuring a married woman who thinks out loud that she's too old to go to college. A boy in another group recalled a Midland College aviation technology program ad which shows students working on airplanes, but he added, "They don't show you what they have to do before they start working on the planes."

One student recalled a TV ad for a commercial business school as being boring. Several students remembered TV advertisements for technical schools, but could not remember anything about those advertisements. One boy said advertisements for technical schools "tell you lies," but, when asked, could not explain how the advertisements lie.

Although some students said they were influenced by TV advertisements, others said they did not pay attention to them, or if they did, were not influenced. Several said other types of promotions were more influential. One girl's comments were typical: "They really don't influence me because they don't give enough information; but like when they send you books and postcards to go visit their campus site, that influences me." Another girl voiced a similar sentiment:

The commercials—I already have my mind set on doing it—they don't really influence me. What influences me was when they sent me letters and called me to go visit them. I asked them questions: What did they have for me? And that's what really interested me. If I saw a commercial, I just push it aside. I kept it in mind, but never really paid attention to it.

A few of the students had received a number of brochures or other types of direct mail from colleges or universities, some had received a few, and

others had looked at ones that had come to older siblings. Many of the students reported they had received none.

Attitudes About College

Although the respondents represented four different grade levels, almost all said they planned to attend college. Responses on the questionnaire bore this out: 100% reported they planned on taking college classes, and 98.2% strongly agreed or agreed college is a good use of a person's time. This uniformity of responses in both the group discussions and on the questionnaire could be explained by the students' knowing the moderator worked for a college and desiring to give a response they thought would please the moderator. One also has to consider the small sample size. A girl at Odessa High School said, "Your education, that should come first, and I think everybody should have a chance, but not everybody will. And it's important for everyone, not just the people who can afford it."

Another girl in the same group added, "I think going to college is good. I'm not saying that you're not going to be nothing if you don't go to college, only that you'll have more opportunities if you do go to college and more chances to be what you want to be."

A third student, a boy, noted that some students may decide college isn't for them:

Right now, the way things are looking, I don't think there's anything that would keep me from going to college. Before you say you're going to college, you would have to think about what kind of person you are because college may not be for everybody, because college is basically the same as the real world. You're moving away from home. You're meeting new people. You're going to be own your own, and you know as soon as you leave for college, there's no looking back. I can't look at the mistakes I've made. I have to keep in mind that now I'm moving on, and what I

left behind is left behind. My family, I can always go visit them. .
.You've got to know that you want it (college) for yourself.

Reasons for Attending

In the group discussions, the primary reason students cited for aspiring to college was to prepare for a job that pays well in order to support themselves and their future families. Again, questionnaire responses supported this finding, with 92.7% of the respondents indicating they desired to learn vocational skills to improve their employment opportunities.

As one girl put it, "You will get a better opportunity later in life, and you'll be able to support yourself and your children." A boy in the same group said:

I think college would give me opportunity out in the world, and I also think that it would make the difference for my family—my future family—because I would have a better paying job than my dad. He works out in the oil field, and he didn't graduate. I might be the first in my family to graduate.

Even a boy whose father has a master's degree said that when layoffs came in the oil industry, the family had to relocate, but his father had continued to work; and the boy attributed this to his father's education. Several students used the words "survive" and "survival" when talking about the need for a college education.

A few, however, gave other reasons for wanting to attend. One cited the desire to be educated and have more knowledge. A girl expressed a similar sentiment:

Let's say if I were rich, and my dad would say, "You don't have to go to college, you could just live off us the rest of your life," I think I would want to go to college. I just want to have knowledge. You need that. I want to be educated and live my life educated.

One boy views higher education as an avenue for Hispanics to advance as an ethnic group. He said:

I think the Hispanic culture needs to be more active—economically, socially, and, especially, politically—because we have been behind. African Americans, they've had the NAACP for a longtime. Whites, they just pretty much control political things. Getting into college first for the Hispanic community will be our first step to get in with the rest of the country.

Still another reason cited by one boy for wanting to attend college was the need to understand technology. He commented:

Back then, with a high school diploma, that was enough; but now with technology increasing so fast, you know high school's not enough. Computers are the future. If we don't know computers, we won't get anywhere in the future. So I think college will prepare us for that.

Factors Encouraging Attendance

Relatives, particularly parents, were among factors mentioned frequently as encouraging the students to attend college. The respondents related that even parents who had not attended college themselves were anxious for their children to attend, and parents "pushing" them to attend was a phrase repeated often. A girl's comments about her mother were typical: "She never got the chance to do everything so she's always telling me that if you ever get the chance to do something that we really want to do then she'll do as much as she can to let us do it. . .She wants us to do more, accomplish more than what she did."

A girl said her mother was attending college herself, "and she's pushing me and stuff. She says, 'Look, you're already fixing to graduate. Don't waste your time.' We're not like in poverty or anything. We're doing pretty well, but it could be better."

A boy said, "All parents want their children to be successful, so if they didn't go to college—for example, my parents, my dad dropped out in the ninth grade and didn't go to college, and he wants me to go to college because he knows that I'm not going to be anything if I do the same thing he did."

Still another girl said, "Nobody in my family, in all my family except my sister, has ever gone to college. That makes my parents push me even more to go to college because they don't want me to have a life like they did."

Another boy said his father was the main factor encouraging him to further his education:

I think he just graduated from high school. My mom went to OC for about a year or two, and she quit. That's really influenced me because I see both of them: "I should have gone to college." I don't want to be 20 years in the future and be like them: "I should have done to college." I would rather do it than waste four or five years of my time and paying for it the rest of my life for not having a good education.

A boy in Andrews said his father gives him this advice: "Get a grip on life, or life will get a grip on you, so go!"

Several of the students said they were encouraging themselves to attend college, and to a lesser extent, they mentioned friends, teachers, coaches, and high school counselors.

Some said having information about college would encourage them. These were among comments: "If I had all the information, it would easy to go"; and "If I had all the information, and if I would know how much it would be, and to see if I could make it through, that would be it. I would just go."

Other factors mentioned as encouraging attendance were visiting a college campus, and having information about costs, availability of jobs,

length of time to earn a degree, types of programs and classes offered, and students' access to technology at a particular college.

Factors Discouraging Attendance

As already mentioned, almost all of the students indicated they want to attend college, but one boy said, "Everybody says they'll go to college, but half the amount that say it don't go." Not being able to pay for college was by far the factor mentioned most often as possibly preventing the students from going. A boy at the ECISD Career Center said not only is paying for college a problem, but he is wary of scholarship search services:

The government doesn't give enough grants. They're trying to phase scholarships out, and people are using scams like, "You pay me so much money, and we'll send you all this scholarship stuff." And scholarships are supposed to be free, and they're trying to get your money that you've saved up to go to college. But they just take it all up.

The respondents also frequently mentioned family responsibilities of various types as reasons they might not attend. These included caring for younger siblings or a parent if one or both parents died or became ill, or the students' getting married or becoming parents themselves.

A number of others cited a lack of information about how to get into college or about how much college costs. Other factors the students said might discourage attendance were wanting to go to colleges far from home or a particular college not having the program a student wanted. Some were unsure what college they wanted to attend or what they wanted to study, and one girl worries that she won't have her mother there to push her to do the work. One girl simply said she did not want to go to college.

Responses to the questionnaire confirmed finances as the primary perceived barrier to college: Asked to indicate if finances would keep them from attending, 49.1% of 55 students who answered the question checked yes. This drew the highest percentage of positive responses of seven factors (Table 9).

College Information Desired

Information Students Want

A number of students would be favorably impressed by a college or university offering various types of Hispanic support systems. For example, several said they would want to attend a school that had either a large percentage of Hispanics or at least a balance of ethnic groups, activities for Hispanics, courses in Hispanic culture, or special scholarships they could receive. Said one boy, "I think as a Hispanic you want to go somewhere where you know there's more people of your race. I would tell (prospective Hispanic students) that there are a huge number of students who are Hispanic." A girl said she would tell prospective Hispanic students that a college has people to help and encourage them. Several students suggested quoting or highlighting successful Hispanic students. One boy said:

I think that to some Hispanics it's enough to see that a Hispanic is talking to them about college because he's been there. . . Just because people say college isn't for Hispanics, they have to go experience it for themselves because they have to know that Hispanics have good jobs; and it's not just whites or other ethnic groups, that Hispanics can advance in technology in the future.

However, a girl in the same focus group disagreed with the need for special programs for Hispanics. She said:

I don't like the way people try to balance each culture. I think we're all Americans, and I don't think it should matter if

you're a Hispanic or white or Black. I think if you want to go to college, you can go to college. . .You shouldn't get privileges because you're a Hispanic to get to go to college.

Other types of information the students said they would desire about a college were the cost to attend, ways to get financial aid, available jobs, types of courses offered, how long it takes to earn a degree, percentage of graduates who get good jobs or what salaries the graduates make, what the campus looks like, and how safe the campus is. One boy suggested showing the night life. Several students indicated they would want to know a college was far from home because they don't want to attend a college that is close to their family. A girl said she would focus on the unity of the Hispanic student body.

On the questionnaire, skills needed for particular jobs was rated the most important of various types of information desired about college (Table 10).

How to Reach Students

Many of the respondents said they would prefer some type of personal contact with a representative of a college or university. The suggestions included having a representative telephoning or meeting with the prospective students or sending representatives to group meetings with students and having representatives available to answer questions in a public place like a mall. This boy's comment was representative: "If someone came to visit me from a college, I would want to go there. . .because I know that they cared enough to send someone to talk to me than just send me a brochure."

Another boy said he would send a Hispanic representative to the meet with prospective students: "That way people can feel more comfortable knowing that the Hispanic came all that way from whatever college

encouraging me. I think that would give them more of an opportunity to decide to go to college in the future."

A girl echoed her desire for a visit from a college representative "because if someone comes up to you and says, 'Let's try this out,' well they really want you. They really care, and it's not fake because you can send out brochures and lie about anything. There's no way to prove it."

Yet another student, a boy, said:

It's better in person because if you see a brochure, you might have questions and won't have anybody to ask. . . You get more information out of a person, and it's more formal. If someone came to visit me from a college, I would want to go there instead of if just someone sent me a brochure because I know that they cared. . .

A boy in the same group agreed:

I think if the college representative came to visit you in your own home, it might show that he was really interested in you, and he really wants you to attend his college. And it doesn't matter how far apart the college is from your home, if they're really interested in you, and they want you to get a college degree, then I think they would visit you in your home. I think I would choose the college that would send a representative.

Other students would want a personal invitation to visit the college's campus. Still others suggested letters, brochures or newsletters to prospective students or videos, TV or radio commercials targeted at them.

One boy suggested colleges should advertise to prospective students via the Internet. Another boy, a freshman in a different group, said he used the Internet to make purchasing decisions, but added he did not believe he was typical of his peers.

On the questionnaire, the students indicated that a visit to a college by the student would be the most helpful source of information about a college

(Table 11) and that a college representative would be the source from which they would be most likely to seek information (Table 12).

Information Parents Want

Types of financial aid, including scholarships, were mentioned most frequently by the students as information they thought parents would want. Campus safety also was mentioned by many of the students as something that would interest parents.

Other items mentioned were the cost of the college, availability of jobs for students, the number of graduates and their success in finding jobs, and the teacher-student ratio.

How to Reach Parents

Again, many of the students thought some type of personal contact—either a phone call or visit by a college representative, or a personal invitation to the parents to visit the college campus and talk to administrators—would be greeted favorably by parents. This boy's comment was typical: "If you set an appointment and you show up, they can see the type of person you are: if you're into your job and you really want to help students."

A number of the students suggested delivering information about college to parents via TV and radio advertisements in English or in Spanish on Spanish stations, because one student said some Hispanics do not like to read, and another said some parents cannot read English. Several others suggested sending brochures in either English and Spanish.

Summary

Research Question #1: What informational sources—including media sources—are most likely to influence Hispanic high school seniors who are seeking information about higher education?

Specific Research Question #1: Is word-of-mouth—opinion of a family member or friend, for example—a more influential source of information than media sources for Hispanic high school students seeking information about higher education?

Both the focus group and responses to the questionnaire suggest that television is the most influential media source for Hispanic high school students, but word-of-mouth, in the form of contact with a representative of a college, is more influential than any media source, including television.

Research Question #2. What effect does ethnic identification, as defined by use of language and Hispanicness (Bearden et al., 1993), have on the informational sources and appeals most likely to influence Hispanic high school students when seeking information about higher education? Specifically, do Spanish-speaking, English-speaking, or mixed-language Hispanics (as defined by Webster, 1992) favor different media sources and messages?

Specific Research Question #2a: Are both English-dominant and bilingual Hispanic high school students most influenced by English language advertisements with copy reflecting Hispanic values and culture?

Findings of the focus groups and the questionnaire suggest this to be true. In the group discussions, most of the students indicated they would be favorably inclined toward English-language advertising which reflected Hispanic culture or included Hispanics.

Specific Research Question #2b: Are Spanish-language Hispanic high school students most influenced by Spanish language advertisements?

Because the vast majority (94.3%) of the respondents in this study were bilingual or English-dominant Hispanics, not enough information was available to draw a conclusion about this question. Also, because the majority were bilingual or English-dominant, and because most were born in the United States, the Hispanicness index (Bearden et al., 1993) to measure the rate or degree of acculturation—defined as learning a culture into which a person is not born—was not a meaningful measure for this particular group of Hispanics.

Table 1: How well student speaks English.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Very well	1	32	56.1	60.4	60.4
Well	2	17	29.8	32.1	92.5
Not well	3	3	5.3	5.7	98.1
Not at all	4	1	1.8	1.9	100.0
	0	4	7.0	Missing	
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 2: Frequency student's family speaks Spanish at home.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
All of the time	1	18	31.6	34.0	34.0
Most of the time	2	20	35.1	37.7	71.7
Sometimes	3	15	26.3	28.3	100.0
	0	4	7.0	Missing	
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 3: Preferred language. (*67.9% who prefer either Spanish or English + 26.4% who English = 94.3%)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Spanish	1	3	5.3	5.7	5.7
Either Spanish or English*	2	36	63.2	67.9	73.6
English*	3	14	24.6	26.4	100.0
	0	4	7.0	Missing	
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 4: Preferred racial name.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Hispanic	1	36	63.2	63.2	63.2
Latino	2	2	3.5	3.5	66.7
Mexican-American	3	9	15.8	15.8	82.5
Mexicano	4	8	14.0	14.0	96.5
Spanish	5	1	1.8	1.8	98.2
Other	6	1	1.8	1.8	100.0
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 5: Frequency of Spanish TV viewing.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Always	1	3	5.3	5.6	5.6
Frequently	2	10	17.5	18.5	24.1
Occasionally	3	16	28.1	29.6	53.7
Rarely	4	19	33.3	35.2	88.9
Never watch	5	6	10.5	11.1	100.0
	0	3	5.3	Missing	
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 6: Most watched TV station. (*Spanish networks Univision, 11.1%, Galavision, 1.9% = 13%; **Johnny Canales Show not a station.)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Univision*	1	6	10.5	11.1	11.1
Fox	2	18	31.6	33.3	44.4
Galavision*	3	1	1.8	1.9	46.3
ABC-NBC	4	1	1.8	1.9	48.1
TBS	5	2	3.5	3.7	51.9
HBO	6	2	3.5	3.7	55.6
NBC	7	1	1.8	1.9	57.4
TNT	8	1	1.8	1.9	59.3
USA	9	2	3.5	3.7	63.0
NBC	10	5	8.8	9.3	72.2
CBS	11	3	5.3	5.6	77.8
Canales**	12	1	1.8	1.9	79.6
Showtime	13	1	1.8	1.9	81.5
FOX-USA	14	1	1.8	1.9	83.3
MTV	15	2	3.5	3.7	87.0
BET	16	1	1.8	1.9	88.9
ESPN	17	2	3.5	3.7	92.6
Prime Sports	18	1	1.8	1.9	94.4
Lifetime	19	1	1.8	1.9	96.3
USA-NBC	20	1	1.8	1.9	98.1
ABC	21	1	1.8	1.9	100.0
	0	3	5.3	Missing	
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 7: Frequency of Spanish radio listening.

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Always	1	9	15.8	16.4	16.4
Frequently	2	12	21.1	21.8	38.2
Occasionally	3	17	29.8	30.9	69.1
Rarely	4	15	26.3	27.3	96.4
Never listen	5	2	3.5	3.6	100.0
	0	2	3.5	Missing	
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 8: Preferred radio station. (*Stations with Spanish programming; KIUN is a Pecos station that airs Spanish programming beginning at 1 p.m.)

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
107.9 KQLM*	2	12	21.1	21.8	21.8
96.1 KMRK*	3	12	21.1	21.8	43.6
99.9 KGEE	4	3	5.3	5.5	49.1
107.9 & 96.1*	5	2	3.5	3.6	52.7
92.3 KNFM	6	1	1.8	1.8	54.5
102.1 KCDQ	7	1	1.8	1.8	56.4
95.1 KQRX	8	3	5.3	5.5	61.8
97 Gold KOIP	9	1	1.8	1.8	63.6
101.3 KXXL*	10	1	1.8	1.8	65.5
1400 KIUN*	11	2	3.5	3.6	69.1
106.7 KCHX	12	11	19.3	20.0	89.1
106.7 & 107.9	13	1	1.8	1.8	90.9
98.7	14	2	3.5	3.6	94.5
91.1	15	1	1.8	1.8	96.4
106.3	16	2	3.5	3.6	100.0
	0	2	3.5	Missing	
		-----	-----	-----	
	Total	57	100.0	100.0	

Table 9: Factors discouraging college attendance.

FACTOR	PERCENT
Finances	49.1
Family responsibilities	31.6
Work schedule	30.4
Feelings about ability to do college work	17.9
Transportation	10.7
Child care	10.7
Ability to speak or write English	7.1

**Table 10: Importance of information desired about attending college.
 (Measured using a 7-point scale with 1 = very important and 7 = very unimportant.)**

TYPE OF INFORMATION	MEAN
Skills needed for particular jobs	1.696
Types of courses offered	1.732
Cost of attending	1.768
Ability to work while attending school	1.821
Financial assistance available to attend college	1.964
Courses to prepare for college-level work	2.036
Salaries earned in particular jobs	2.161
Time it takes to complete a college degree	2.745
Location close to home	4.089

**Table 11: Helpfulness in providing information about a college or university.
 (Measured using a 7-point scale with 1 = very helpful and 7 = very
 unhelpful.)**

INFORMATION SOURCE	MEAN
Visit by the student to a college	1.333
Visit by a college representative to student's home	1.526
College brochure	1.526
Telephone call to student by college representative	1.684
Television advertising	3.070
Newspaper advertising	3.368
Radio advertising	3.439
Yellow Pages advertising	3.772

Table 12: How likely students would be to seek information from various sources. (Measured using a 7-point scale with 1 = very likely and 7 = very unlikely.)

INFORMATION SOURCE	MEAN
College recruiter/other college employee	1.946
High school counselor/teacher	2.054
Relative	2.607
Friend	2.768
Employer	2.911
Co-worker	2.911
Minister	3.625

CHAPTER V

ANALYSIS

Implications

While the nature of focus group research and the small sample size cannot definitively answer the research questions posed, the information gathered during this study can serve as a guide to colleges and universities seeking to attract Hispanic students to their campuses and as the foundation for further research.

First, this study concurs with Martinez and O'Donnell (1993) that Hispanic students will be attracted by a college which has support systems which are both personal and cultural. This is demonstrated by the students' expressed desire for a personal touch from a college—either a visit to their home or their community by a college representative, a personal invitation to the student to visit the campus, or a telephone call. It is also demonstrated by the students' desire to know that a college has a support system of other Hispanic students, activities for Hispanics, and courses in Hispanic culture. College marketers would be well advised to ensure that these structures are in place and that prospective Hispanic students are informed about them. These high school students also would be influenced by the testimonials of Hispanic college students who have been successful.

Second, this study reveals that Hispanic high school students desire more in-depth information about college. Given that the students rated brochures as among the most helpful sources of information and that most did not report receiving large amounts of direct mail from colleges, personal

letters and brochures would appear to be an effective means of initiating contact with these students.

Third, this study shows that Hispanic students are hungry for information about the cost of college and how to pay for it. Both printed materials and personal contacts should explain costs of college and steps to go about applying for and receiving financial aid, including scholarships. Given the desire by many of these minority high schoolers to earn a better living than their parents, they should be given information about what types of jobs they would be prepared for when they graduate from particular programs.

Fourth, because it is obvious from this study that the parents of most of these students are encouraging them to attend college, marketers should also target the parents. Again the personal touch from a college is in order, although for the parents both contact with a college representative who speaks Spanish and Spanish versions of printed materials seem to be indicated.

The method used—that of the focus group—the small sample size, and the manner in which the respondents were chosen all represent limitations of this study. While administrators were asked to choose both potentially college-bound and not college bound students, they may have unconsciously selected a school's better students to participate, explaining the high percentage of students who indicated they were college bound. Too, highly motivated students may have been more willing to participate in the after-school session at Odessa High School.

Further research using the focus group findings to survey a larger, representative sample of Hispanic high school students would be advised. In

addition, further research to determine the best methods and appeals of communicating with the students' parents— many who obviously prefer to converse in Spanish—is needed.

Personal Observations

This researcher was struck by a number of themes that emerged from the focus groups. First was the extent to which these students' parents— most of whom who have not attended college themselves— are urging their children to continue their educations. This was a contrast to what was expected to be found. Over and over again in the sessions, students used the word "pushing" when describing their parents desire to see them go to college. Most said their parents would take extraordinary measures to help their children succeed. This supports Martinez and O'Donnell's (1993) finding of the La Familia support system and a deep respect for education.

The second theme that emerged was the degree of personal contact that the students expect from a college or university. They want to know that a school and its representatives care about them as people and are sincere about wanting to help them succeed in college. Again, this indicates that these students are looking for the La Familia support system.

The third theme is the degree of trust that the students are ready to give to these college representatives. While skeptical of much advertising, they surprisingly are extremely willing to heed the advice of a college's representative who takes the time to make personal contact with them.

There was a contrast between the groups in knowledge of the college search process. This researcher was startled that some seemed so desperate

for information about how to pick a career and a college, determine the cost of attending, and go about applying for financial aid.

Finally, that college is viewed by a few of these students as not only a avenue for them to advance personally, but also as a means for Hispanics to advance as a group was an unanticipated finding.

How Colleges Can Use This Information

Based on the themes identified in the focus groups, the following steps are recommended for a college wishing to effectively target Hispanic high school students and their parents while maximizing scarce resources:

1. Develop a brochure in English for Hispanic high school students. Include photos and testimonials of successful Hispanic students who have recently graduated from the college and who are working; the percentage of the student body that is Hispanic; financial aid, including scholarships, available, and how to apply; costs of the college; jobs available on or near campus; courses of study and jobs that the students would be prepared for when they graduate. A brochure in both Spanish and English would be appropriate for parents.
2. Have a college recruiter, ideally, a Hispanic, visit communities with large percentages of Hispanic students. Invite both students and parents to attend group informational sessions that highlight financial aid available and how to go about getting it. Have someone who speaks Spanish available to answer parents' questions.
3. Follow this community visit with a personal letter and a phone call, to students and parents who attended the meeting, asking them to visit the campus at the expense of the college. Again, a Spanish version of the letter

and someone who speaks Spanish seem to be called for when contacting the parents.

4. Develop Hispanic support systems for these students, including Hispanic organizations, activities and courses in Hispanic culture.

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**APPENDIX A: FOCUS GROUP TRANSCRIPTS
AND NOTES**

FOCUS GROUP TRANSCRIPT

KERMIT HIGH SCHOOL

OCTOBER 29, 1996

MODERATOR: I want to ask you about the kind of media sources—what I mean by that is radio, television, newspaper, that sort of thing—do you all use most often?

BOY: Don't know.

MODERATOR: Do you watch television a lot? Listen to radio?

BOY: Watch the movies.

MODERATOR: At the movie theater?

BOY: No, at home.

MODERATOR: On TV or do you rent movies?

BOY: Rent movies.

MODERATOR: When you're thinking about buying something, I wonder if students who are Hispanic would use different information sources such as asking your friends for their opinion—you've already mentioned radio—than do other groups. Take yourself for example. Do you think you use different sources than your friends that are non-Hispanic?

BOY: Yes.

MODERATOR: Could you elaborate on that a little bit. In what way? What do you use differently from you non-Hispanic friends?

BOY: What do we do differently?

MODERATOR: Yes, if you're thinking about buying something and you want to find out information about it, do you use different sources of information than your friends who are non-Hispanic?

BOY: Sometimes.

MODERATOR: What types?

BOY: With some people.

MODERATOR: What type would you use differently?

BOY: Like with your clothes?

MODERATOR: Yeah, anything that you're thinking about buying.

BOY: Don't know.

MODERATOR: If you were going to go buy something, if you were looking to buy some clothes, and, if you wanted some information about it, what source would you be likely to use or sources of information? It doesn't necessarily have to be radio or TV.

BOY: Parents.

MODERATOR: Parents? Does anyone agree with that or have another example?

BOY: I agree.

MODERATOR: Okay, let's go on to another one. Do you think that whether a person speaks primarily English, primarily Spanish, or is bilingual makes a difference in the type of radio or television programs or stations that he or she watches or listens to? What about your group of high school students here—because you all speak English, obviously very well—do you listen to different stations or watch different TV stations than your friends who aren't Hispanic even though you speak English?

BOY: No.

MODERATOR: I would like to ask you what you think about college. Are you planning on attending college?

Lots of yeses.

MODERATOR: Everybody?

BOY: Everybody says it now, but I don't think nobody will go.

MODERATOR: Why do you think that is?

BOY: Because something happens all the time.

MODERATOR: Like what?

BOY: Everybody says they'll go to college, but like half the amount that say it don't go.

GIRL: Different things happen.

MODERATOR: Like what?

GIRL: Maybe they get pregnant.

BOY: They get married and all that stuff—the usual.

MODERATOR: I haven't heard anything from you.

BOY: Cat's got his tongue.

MODERATOR: Okay. We just kind of talked about that a little bit, but what factors do you think keep somebody from attending college?

BOY: Work.

MODERATOR: Work? What factors are likely to encourage you to attend college? What are some things that would encourage you to attend college?

GIRL: A good college.

GIRL: Friends, away from home.

MODERATOR: Everybody wants to leave, go?

GIRL: Parents, friends.

MODERATOR: So you think parents and friends are important? What types of information would you want if you're making a decision about a college to attend?

GIRL: How much it costs.

GIRL: Where it's at.

MODERATOR: As far as where it's at, where's the town that it's in or . . .

BOY: The distance.

GIRL: How far.

MODERATOR: Would you want something close or far from home?

BOY: Far.

SEVERAL BOYS AND GIRLS: Far.

BOY: Out of the country.

MODERATOR: What are some other things, other types of information?

BOY: What kind of benefits it has.

MODERATOR: When you say benefits, explain a little bit.

BOY: Financial aid. Has good courses. How many years it takes.

MODERATOR: How long you have to go? What do you think?

BOY: She just came for the pizza.

MODERATOR: We're going to change track a little bit. I would like to know what you think about advertising. By advertising, I mean paid advertising. Just think about some of it that you see on TV or maybe hear on the radio. Do you find it objectionable? Do you dislike advertising, or do you like it?

BOY: Like it.

MODERATOR: Explain a little bit.

BOY: Everybody knows about it.

MODERATOR: I want to give you an example of a commercial, and I want you to tell me what you would think of this: It's an English language commercial for McDonald's. It has a Hispanic father trying to get his little boy to say "papa," and finally, he gives him a bag of French fries, and he says, "papa." Of course, papa means both father and potato. What would you think if you saw an ad like that, an ad that is in English but has Hispanic meanings? Would that appeal to you, or would you not like it?

GIRL: It wouldn't matter.

BOY: I wouldn't even care.

MODERATOR: It's not something that appeals to you? What do you think about television, radio and newspaper ads for colleges? Have you seen any? have you seen TV ads for colleges?

BOY: Technical.

GIRL: Technical schools.

MODERATOR: What do you think about them? Do you pay attention? What makes you listen or watch it?

BOY: They tell you lies.

MODERATOR: Do you believe that, that you really can't believe what they say?

BOY: Sometimes.

BOY: Some stuff they say.

MODERATOR: Have you been influenced by any brochures or direct mail pieces that you've received from a college? What types of information do you think brochures should tell you about a college? We talked about some of this earlier. Have you all been getting things in the mail at home from colleges or universities?

BOY: Yes, I've got around 10 already.

MODERATOR: Do you read them? You really do?

BOY: Yeah, I read them. I just read them and see what they say.

MODERATOR: Is there any particular information in there that you think has been useful? What types of information?

BOY: They're like all the same. They're not all the same, but they're like similar.

MODERATOR: If you were writing the brochure, say if you were working for a college, and you were trying to get Hispanic students to come to your college. . .

BOY: I would tell them that they lowered their wages to get them to come to that college.

MODERATOR: Okay, what else would you all put in. I would like for everybody. . .

BOY: Courses about Hispanic culture.

MODERATOR: Okay, that would be something you would like to take if you went to a college? Who else? I would like for everybody to. . .

GIRL: I agree.

MODERATOR: Can you think of other information? We talked about the cost. You would say you're lowering your costs. How much have your parents influenced your decision to attend or not to attend college? Maybe

the choice of the college? Are you planning on attending? Have they influenced your decision? How about anybody else?

GIRL: They want you to have a future and have a good job.

BOY: They don't want you to turn out like them. That's what they say.

MODERATOR: Do you think that whether your parents attended college or didn't attend college has influenced maybe the way that they feel about your attending? Do you think that if they didn't attend, they're more likely to want you to attend, or not necessarily?

GIRL: Want you to.

MODERATOR: Does anybody disagree with that?

SEVERAL BOYS AND GIRLS: I agree.

MODERATOR: You said awhile ago, I think, that your parents were encouraging you. Right?

BOY: It wasn't me. I don't really talk to my parents about it.

MODERATOR: You don't? Have they not brought it up with you?

BOY: Not at all. They probably will sometime.

MODERATOR: Why do you think that is? What year are you in school?

BOY: I'm a sophomore.

MODERATOR: You think it's still on down the road or seems like it is? What do you think the best methods and messages are in giving your parents information about a college? Not yourself, but your parents. If you were trying to give other students' parents information about college, how would you give it to them?

BOY: It's a safe school.

MODERATOR: That's something that's important? Would you send them something in the mail or . . .

BOY: In person.

MODERATOR: In person? You think that would be . . .

BOY: A speaker.

GIRL: A representative of the college.

MODERATOR: What about as far as radio or TV that your parents would listen to? Is it different from what you listen to or watch? You think you watch the same programs or the same stations?

No response.

MODERATOR: Before we end, I would like to know if there are any questions that were on the questionnaire that you didn't understand, that you think should be reworded that were unclear.

BOY: No.

MODERATOR: As far as the discussion we had, as far as college and giving high school students information about college, are there any suggestions that you have that I haven't asked about?

GIRL: Join the military and get benefits.

MODERATOR: Have you received information from the military?

GIRL: Yes, the Army.

FOCUS GROUP TRANSCRIPT

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

CAREER CENTER

NOVEMBER 4, 1996

MODERATOR: I want to start with a question. I'm interested in finding out whether you all watch television or listen to the radio or read the newspaper. What type of media sources do you prefer?

RESPONSES: TV. Television. Television or radio. Since I work, I just listen to the radio since I don't have time to watch TV. Radio. A little bit of each. Both. I watch the TV. Radio.

MODERATOR: When you watch television or you listen to the radio, do you prefer stations that are in English or do you prefer stations that mix English and Spanish, or do you maybe like to sometimes listen to Spanish stations?

GIRL: I just change the station sometimes.

GIRL: Back and forth.

GIRL: That's what I do.

BOY: I just listen to whatever's playing.

BOY: Same here, you know back and forth.

GIRL: I listen to both, but mainly just to English.

GIRL: English.

GIRL: Spanish.

MODERATOR: Most of the time or all of the time?

GIRL: All of the time.

MODERATOR: What about television. When you do watch television, do you watch primarily English-language stations, or do you sometimes watch the Spanish-language stations?

GIRL: I watch both.

GIRL: I watch half and half.

GIRL: Like when I go home at six, I watch English and then I change to Spanish.

GIRL: I watch English.

GIRL: I watch movies in English, and I watch shows in Spanish.

BOY: I watch whatever my parents are watching.

BOY: Primarily I watch Spanish, but if there's a football game, I go to English.

BOY: Spanish.

GIRL: I watch mostly English.

GIRL: Mostly English.

GIRL: I watch both.

MODERATOR: You mentioned that you watch whatever your parents are watching. Is there a difference between what you prefer to watch and what your parents watch?

BOY: No, not really because I'm just too tired to change it.

BOY: Yesterday I watched only Spanish.

MODERATOR: How about anybody else? I'm interested in how what your parents watch or listen to is different from what you watch or listen to.

BOY: Oh, yeah.

MODERATOR: Could you tell us?

GIRL: My mother never watches English. She always watches Telemundo.

MODERATOR: Do you think the fact—does she speak primarily Spanish—does that make a difference in the TV or radio stations that a person listens to?

GIRL: She only listens to Spanish.

MODERATOR: Does she speak primarily Spanish?

GIRL: When we're watching a movie in English, she doesn't understand certain things. What's happening now? She keeps on asking questions.

GIRL: The only thing she watches in English is the news, and then she'll go to Spanish.

MODERATOR: Is she bilingual?

GIRL: Yes.

MODERATOR: Does she just prefer?

GIRL: Spanish.

BOY: My parents just mostly watch Spanish, unless there's a good movie in English. They understand a little bit. You know mostly Spanish.

BOY: My parents, they do both. They watch both.

BOY: Mine watch English and Spanish.

GIRL: My dad listens to Spanish, but he watches English television.

GIRL: My dad works at nighttime so he doesn't have time to watch TV, but my mom, if there's something really good in Spanish, she'll watch it. But most of the time she watches English.

GIRL: My dad watches mostly English and my mom mostly Spanish, and they're both bilingual.

BOY: My parents watch both, and they're both bilingual.

MODERATOR: I would like to turn to a little bit different subject right now. What do you think about college?

GIRL: I think it's very important. I want to go. I want to. I want to start going next year. I don't know how.

GIRL: I want to go, but it's like how much it's going to cost that worries me.

BOY: I want to go, but I just don't know what to do, how to get ready.

GIRL: I want to go, but I don't know what I want to be. I don't know what to look for, you know, what to go for.

BOY: I want to go, but next year, I'm thinking of starting to take basics at OC and try to transfer to a major university to get a degree.

BOY: Yeah, that's what I'm thinking of doing, taking my basics here at OC and going somewhere else for my career.

BOY: I'm being encouraged by my parents. They want me to go real bad to college. Really, I don't have a choice, but I want to.

BOY: I want to go to college.

GIRL: I want to go, but sometimes I think that like you have to do the work by yourself. I want to be able to do it because I won't have my mom there to be pushing me to do it.

GIRL: I guess the same here. I do want to go to college, and I tell my parents I want to go to college, and I'm going to go to college, and they're always pushing me and saying, "Yeah, yeah, that's good."

GIRL: I agree. I want to go, but I'm not sure of the exact steps to take to prepare to go to college and decide which one would be best.

MODERATOR: We've kind of mentioned this a little bit, but what factors maybe would keep you from going to college?

GIRL: Financial.

Several agree.

BOY: That's the main one.

MODERATOR: I hear a lot of you saying, too, that maybe you don't have the information that you need to help you make a decision? Is that right? Anybody else?

GIRL: If I don't go to college, it wouldn't be because I have financial problems. I just wouldn't want to go. I can go if I wanted to, you know. I can get the money. My brothers just didn't want to go, and they could have gone. They just didn't go.

MODERATOR: What about you?

GIRL: I guess it's just financial problems because, I mean, I think that once you want to you can go to any university that you want.

BOY: It is financial. The government doesn't give enough grants. They're trying to phase scholarships out, and people are using scams like you pay me so much money, and we'll send you all this scholarship stuff, and scholarships are supposed to be free, and they're trying to get your money that you've saved up to go to college, but they just take it all up.

BOY: I would start with financial problems. It would depend on how expensive it would be to take to support me to take the courses, and then again, I guess, responsibilities, you know, work and all that to keep you alive.

BOY: Financial is a big problem, but my parents, they want to help me out 'cause they didn't go. My brother had a chance, but he never went so they're looking forward to me going.

GIRL: It would be like financial, and then sometimes I want to go into the Air Force, but I don't know which one I want to do.

GIRL: I guess me, I really don't know what I want to be and financial problems. I want to do it on my own, but then I'll think about it, and I do need help, you know, so. . .

GIRL: I don't think mine would be financial problems because my brother went through college, and they helped him while he got a job to help him through college, and they helped him, and I know that they would do the same for me. My only problem would be the decision of which college to go to or what to major in.

BOY: I don't know what I want to be yet.

BOY: Financial.

MODERATOR: What factors would encourage you to make a decision to go ahead and go?

BOY: If I know what program, whatever. Information—what courses to get.

GIRL: If I had all the information, it would be easy to go. If I knew my mom is going to be, I know that she's going to be there for me.

GIRL: If I had all the information, and if I would know how much it would be and to see if I could make it through, that would be it. I would just go.

BOY: I would just like a tour of the campus—see how it is, if all the classes are easy to get to.

BOY: Yeah, I would want a tour, see how the environment would be around you, and then get information and see how hard it would be for me to earn the money and all that.

MODERATOR: What type of environment would you be looking for?

BOY: I don't know—like not so crazy, and not so serious. You know, just right.

BOY: I would like to look at it first, too: what it would feel like, and then get the information, so more on what I'm looking into.

BOY: Mine is getting more information.

GIRL: What is it again?

MODERATOR: What factors would encourage you to attend college?

GIRL: Oh like, my determination and how far I want to go would be why I want to go to college.

GIRL: Information.

GIRL: Information.

MODERATOR: We've talked about this a little bit, but what types of information would you want to make your decision?

GIRL: How much it was going to be.

GIRL: What kind of classes they have and how long you have to go, how many years.

GIRL: How many hours.

GIRL: How many courses you have to take to get what kind of degree.

GIRL: How much money it would cost to go and what kind of options there are. If it has what I'm interested in majoring in, and just how long it would take to get my degree.

BOY: Housing. Are there any jobs around that you can get?
Transportation.

GIRL: A good education.

MODERATOR: How would you make a decision on whether it was good or not?

GIRL: I don't know.

MODERATOR: That would be important to know when you're taking the classes? What sources of information do you think would be the most influential when deciding about a college? For example, maybe the people that would have the most influence as far as giving you information about

college, other types of sources. Where do you think would be the most important places you could go to get information?

GIRL: Counselors.

BOY: Counselors

BOY: At that school.

BOY: Yeah, right.

BOY: Brochures.

BOY: Not all the counselors have that information.

MODERATOR: How important would a student be who had been there?

GIRL: I don't think it would be that important. You might not like it or he or she might not be that ambitious towards that class or course.

BOY: You all may not have the same likes and dislikes.

GIRL: Yeah, everybody has their own standards.

MODERATOR: What about what your parents thought about the college? How important would that be?

GIRL: It would be pretty important because they pay the tuition.

BOY: If they're paying for it, that would be important.

MODERATOR: Do you think it makes a difference in a parent's attitude towards college, whether they went to college or not?

BOY: My parents didn't go to college, and they don't care if I go, but I still want to go.

MODERATOR: Why do you think they don't care?

BOY: They don't mind if I go to college.

MODERATOR: Okay, but they're not necessarily encouraging you or discouraging you either way? Okay. If they did like a certain college, how important did you say that would be?

BOY: Not really.

GIRL: My parents, my dad, it doesn't matter to him. My mom, she didn't go to college, but she's always encouraging me: "I didn't go to college. I'm going to make you go to college." She wants me to.

GIRL: It's my life. If that's where I want to go, well, that's just it.

GIRL: My mom's encouraging me because she didn't go to college. My dad didn't go to college, and I will be the first one to go to college in my entire family. My sister, she got married too soon. She didn't go to college.

MODERATOR: Is she encouraging you?

GIRL: She's not encouraging me, but I tell her, and she says, "Okay."

BOY: My parents say I can go anywhere as long as it's close to home.

BOY: My parents want me to go to college, but then again, they want me to come here so I can be close to home.

MODERATOR: Is that important for them?

BOY: Yeah, for them it is, but for me, a little bit important. It depends on how much technology that university or college would have that would help me.

BOY: Yeah, like they encourage me, but they're also like everybody else. They also want me to stay close to home. I want to go out exploring. They just have all these worries.

GIRL: Not me. I don't even want to be here, not even close to home.

GIRL: I want to be here. She always tells me to go like far. She's always telling me it's far. It's not far. She wouldn't mind it if I went somewhere else away from here. I mean she wouldn't mind if it wasn't close to home. She never got the chance to do everything so she's always telling me that if you ever get the chance to do something that we really want to do then she'll do as much as she can to let us do it because she didn't get to do it. She knows that, I mean, she wants us to do more, accomplish more than what she did.

MODERATOR: How important is it to be close to your family?

GIRL: I guess so, I mean it is. Whenever I leave, if I were to leave or something, I know I'll probably want to come down every weekend or whatever because of that, but that's life.

BOY: If I want to go far away, that's my choice, and I have to deal with it. I mean if my family's far away, I still need to get my education.

MODERATOR: Does anyone else have a response?

GIRL: That's the way my mom is. She wants me close to her, but she always wanted to go to college and get a good education, but she wasn't able to cause she got married. She says, "If you can do it, I'll do anything for you to do it." She wants me near her, but if I have to leave her to get a better education, then she'll do as much as she can for me to go.

MODERATOR: When you're looking to buy something, maybe say, for instance, some clothes or maybe a CD, how do you go about making that decision? Do you use media sources, like listen to ads on radio or television, or do you ask a friend or a parent their opinion? How do you go about making a decision?

BOY: I listen to a commercial on TV, then ask friends if they like it. TV mostly.

GIRL: TV.

GIRL: I guess advertising, too.

GIRL: I don't know.

GIRL: Go to the store, and if you see it, get it.

GIRL: You can compare prices, too.

GIRL: Whether you feel comfortable with it or not.

MODERATOR: Is that important?

BOY: I just really go to the store and buy whatever I want to buy.

BOY: TV.

BOY: TV.

BOY: See other people wearing it, like it's starting to be in fashion. You might try it out if you like it or something.

BOY: I usually just buy, try it out. If I don't like it, oh well.

BOY: I like to get to know stuff. If I see it on TV, I would buy it just to see what it would be like—curiosity.

GIRL: I guess I would look around because sometimes you can find things cheaper some places than others.

GIRL: Same.

GIRL: I decide once I'm at the store—whatever I like there.

MODERATOR: What do you think about advertising in general? Do you like advertising or not?

GIRL: Sometimes if you see a commercial, you remember it for a long time. You think about it for a long time.

BOY: If they make them real good, they catch your eye. You're interested.

GIRL: If it captures my attention.

BOY: Somehow, if I see a frog in a pond—Budweiser. And the ants, too.

GIRL: I guess it depends on the commercial.

MODERATOR: Does anybody object to advertising?

GIRL: Sometimes it gives the wrong idea, like the toys and stuff.

BOY: I love advertising, especially when you're in it. I'd like to be in a commercial.

GIRL: You are.

BOY: In January.

MODERATOR: Is there anybody else that objects to advertising, or sometimes?

GIRL: I guess the toys and stuff. They'll give the little kids, I guess, the wrong impression.

BOY: When it interrupts your favorite TV show.

MODERATOR: I would like for you to think about your friends who are not Hispanic. Do you think that they—when they go to purchase something—that they use different media sources or maybe make their decision in a different way than you do?

BOY: I don't think there's a difference.

GIRL: I don't think so, either.

GIRL: I don't think it matters. If they're white, maybe they won't buy the Spanish version like I will, but I'll buy the English, too, though.

GIRL: I don't think so either. Some people listen to the Spanish, too.

BOY: There's not a great difference.

BOY: It's really like the same. If you hang around a person for a long time, you'll get the same habits.

BOY: What was the question?

MODERATOR: Think about your friends who are non-Hispanic. Do you think that they use different sources when making a decision about making a purchase than you would, or do you think they go about it in the same way?

BOY: I think, I guess it would be a little bit different because of the culture.

MODERATOR: Okay. In what way?

BOY: I don't know.

BOY: Probably wouldn't really be much of a difference. Some people like Spanish things and aren't even the same race.

BOY: The same thing.

GIRL: There's really not a big difference.

GIRL: Same.

GIRL: No difference.

GIRL: I think it's the same.

MODERATOR: Do you think that maybe you rely on what friends or family members think more than your non-Hispanic friends?

GIRL: Do I rely on?

MODERATOR: Uh-huh.

GIRL: Not really. Just what I like, basically.

GIRL: What do you mean?

MODERATOR: Say, if you're making a decision about purchasing something, and we've kind of talked about this already, are you more likely to seek the opinion of your family or friends than your friends who aren't Hispanic?

GIRL: No, not really.

BOY: If you like something, and they don't like it, they just let you know.

GIRL: It doesn't really matter because it's your choice.

BOY: Then again, say you buy some shoes or something, and you like them, but they're real goofy—or that's what other people think—you're not going to be wanting people to say, "I don't like your shoes."

MODERATOR: Do you think that difference though has anything to do with whether you're Hispanic or non-Hispanic? Or is that just part of wanting your friends to approve?

BOY: I guess just wanting your friends to approve.

GIRL: Another thing, like the difference between Hispanic people, they have different opinions, too.

BOY: I just don't ask anybody their opinion. If they don't like something I like, I don't care.

MODERATOR: You were talking about a commercial that you remember. I want to give you an example of a commercial. It's in the English language. It uses Hispanic values or culture, and that seems to be a trend. Let me give you an example, and I wish I had a copy of the ad to play. It's a McDonald's TV ad, and there's a Hispanic father and he's trying to get his young son to say, "papa"; and he finally hands the boy a bag of McDonald's French fries. And the boy exclaims, "papa." Well, of course, papa means both father and potato in Spanish. What would you think of this ad if you saw it?

BOY: It makes you think, "I wonder if he said papa for the fries or then to his dad?"

GIRL: He's bribing him with the French fries.

MODERATOR: What do you think about that ad?

BOY: I like it.

MODERATOR: You've seen it?

BOY: Yeah. I might even want French fries now.

MODERATOR: Have any of you seen any television, or heard any radio ads, or seen any newspaper ads for colleges, and if so, what do you think about them?

GIRL: UTPB.

BOY: I've seen a few major university ones during college football games. They usually show them when their college is playing different football teams—probably the only time you can see them. They look pretty good. They show the campus, the students, what they have to offer; but they don't give you the prices.

MODERATOR: Anybody else?

BOY: I've seen one. It wasn't like a major college or anything. It was sent for my brother, but he never read it. It was from Arizona or something.

GIRL: I haven't seen any.

MODERATOR: Or heard any at all?

BOY: I've seen that one with Midland College. It's where these people are working on planes, and all that. But then they don't show you what they have to do before they start working on the planes.

GIRL: I've seen that UTPB commercial. They just show the students and stuff.

MODERATOR: Did you like it or not like it? You're kind of neutral? Have you seen any?

GIRL: I've seen some, but I can't remember.

GIRL: Is that like the one, Odessa Commercial College? Is that one?

MODERATOR: That could be.

GIRL: They make it sound so boring. They say here's things that we have to offer. They make it sound boring so it's not really exciting.

MODERATOR: I wonder how many of you have received any brochures or other pieces of mail from a college?

GIRL: I have, but I never pay attention to them.

GIRL: I never have. I wish though.

MODERATOR: Have you received any?

GIRL: Not really.

BOY: Texas Tech, Florida State, Michigan, and Berkeley in California.

BOY: I haven't received any.

BOY: Just the one that came to my brother from Arizona.

GIRL: They sent my brother school things.

GIRL: I haven't ever gotten one.

GIRL: Neither have I.

GIRL: Neither have I.

MODERATOR: Pretend for a minute. Say that you're working at a college, and it's your job to recruit students to that college, and you were trying to recruit Hispanic students. I would like for you to tell me how would you go about recruiting them. I would like any ideas you have on it.

BOY: In the media or...?

MODERATOR: Say your boss says, "I want you to go out and recruit 200 new Hispanic students this year."

BOY: Hispanic students working or something. Have a commercial.

GIRL: I don't know. Probably like he said. Show the things that they have to offer.

MODERATOR: What do you think, though, that you would be interested in learning? What would you want to know about a college?

GIRL: Well, show like the college, the classes they have to offer. Show the buildings, everything like that.

GIRL: Are you talking like Hispanic students, all Hispanics?

MODERATOR: Yes.

GIRL: Maybe show a commercial.

GIRL: Show them a video or something, and that we're all Hispanics, and that we can all unite together, and that would be one way. I don't know.

GIRL: How you recruit them?

MODERATOR: Yes, if you wanted to get them to come to your college.

GIRL: I would show how it is there — like what they do, what kind of classes they have.

MODERATOR: Students that are there at the time?

GIRL: Uh-huh.

BOY: I would probably take a survey and see what they want. Show them what they want. Show them how the night life is there cause people like to party during college.

BOY: First of all, I would check out what channels, what Spanish channels, people watch most, then I would put a commercial on that one channel, and then tell them all the benefits. Show them the school, the costs, and all that.

BOY: Send brochures and anything like that about the school so they can get to know it. Get little quotes from people, other Hispanics, what they think about it, if they like it. What courses.

GIRL: I guess I would show them a video about, like the costs, and I guess ways to get grants and stuff so if they wanted to know more about that.

GIRL: I guess I would send them letters and brochures. Have meetings and then tell them what they need.

GIRL: I would say something like set up a booth like in a mall or a public place where you could get plenty of people, and you have representatives there that could answer the questions that they need to know about the prices, what they have to offer, because the main problem is that they may not know the place or the information, and you need to give it to them.

MODERATOR: Say that you have that same job and you want to give the parents of Hispanic students information about college, would you do it differently? Is there anything you would do differently from what you just told me?

GIRL: No, I think you could do it the same with the parents. Show them how you can get financial aid so they know how to pay for it.

BOY: Maybe you put it in Spanish and give the location and the cost.

MODERATOR: How would you give them that information, in Spanish?

BOY: Spanish channels, stations.

GIRL: Spanish channels.

MODERATOR: TV?

GIRL: TV and radio.

GIRL: I don't think I would change anything. I would just speak to them in Spanish.

GIRL: I would change it to Spanish.

MODERATOR: You think that's important?

BOY: I would find out what the parents watch.

BOY: I don't know.

MODERATOR: What if you were trying to reach your parents, what would you do?

BOY: My parents?

MODERATOR: Yes?

BOY: Show them how strict they were. Lie to them a little bit. They would say, "Oh, my child won't be in so much trouble there."

BOY: Really, television, or mail them the brochure and try to convince them to come down and look at it, talk to the students.

BOY: Same thing.

GIRL: How to get scholarships and stuff.

GIRL: I probably wouldn't change anything.

MODERATOR: Is there anything that I haven't asked that relates to what we've been talking about college or use of media that I haven't asked that you think would be important points?

BOY: Advertising on the Internet. More people now are getting computers and logging on to the Internet. That's where most people are starting to get their news now and find out what's going on. You can have the school have a Web page.

BOY: People are using computers almost 24 hours a day.

MODERATOR: Would that be most important to the students, if you were giving information to the students that way?

BOY: Most everybody. The parents, then. . .

MODERATOR: Are more people getting computers at home?

BOY: Oh, yeah.

MODERATOR: Were there any questions that were unclear on the questionnaire that I had you fill out? We've finished a little early. I appreciate your participating today.

FOCUS GROUP TRANSCRIPT

ODESSA HIGH SCHOOL

NOVEMBER 6, 1996

MODERATOR: I want to start with a question about which media you prefer, television, radio or newspaper?

RESPONSES: Radio; radio; radio; television; radio, television; television; television; television; radio; radio; television; radio; radio; radio; television.

MODERATOR: When you are thinking about buying something, clothes or a CD, for example, would the media that you just mentioned be important sources of information in making that decision?

BOY: Probably not.

MODERATOR: Why?

GIRL: For me, it would be the newspaper because you could see the different clothes.

GIRL: On radio you can't see what it looks like.

GIRL: I like to see what it looks like and how much it costs.

MODERATOR: In the newspaper?

GIRL: No.

MODERATOR: Oh, television.

RESPONSES: Television; television; newspaper; newspaper; television; television.

BOY: Television because it goes into more detail.

BOY: I like to watch it on TV, and that gives me an idea if I like it. Whether I buy it, I have to actually go see it.

BOY: I say newspaper. That's what I use, newspaper because I like to see a picture.

GIRL: I say radio.

BOY: When I am purchasing something, I feel that TV can kind of be deceptive, kind of manipulate.

BOY: I think it would be TV because on TV you can see it and know what it looks like before you buy it, and know what to expect when you go get it.

MODERATOR: Again, I'm going to ask you a question about when you're thinking about buying something. Would your friends or family members be important sources of information when you're making that decision?

GIRL: Yes and no. My mom may not like something, but I go get it anyway.

GIRL: My parents, they don't like what I like.

MODERATOR: You're saying no, that wouldn't influence you? Okay.

GIRL: I'm my own person, and I shop for what I like.

BOY: No.

BOY: It influences me, but not to the point that it makes me decide yes or no. If I like it, I like it. They're not going to change my mind.

BOY: Yes, it influences me in a way because of their opinion. They've got nothing to gain with what they say.

MODERATOR: Again, I'm going to ask you a question about when you're thinking about buying something. Do you think that maybe you use different sources of information than your friends who are not Hispanic? Do you think when you go about looking for information about buying something, that you think you turn to the same sources, or do you think you do anything differently?

GIRL: Sort of.

GIRL: My best friend, she's not Hispanic, and we like the same things.

MODERATOR: So you're saying there's no difference? Okay.

BOY: No.

BOY: With my parents, it's different because if I like it, they tell me, "If you like it, go for it."

MODERATOR: When you listen to the radio, do you prefer stations that are English language, Spanish language or a combination of English or Spanish?

BOY: English.

BOY: Spanish.

BOY: I don't listen to radio.

BOY: Just Spanish.

BOY: I like all kinds of music.

MODERATOR: Just whatever mood you're in?

BOY: English.

GIRL: English.

GIRL: Whatever.

MODERATOR: Whatever?

GIRL: I listen more to Spanish, but it isn't any good, then I just change to the English station.

GIRL: I listen to Spanish, and I like country.

MODERATOR: Do your parents watch or listen to different radio stations or television programs than you do, and if so, why?

GIRL: Yeah, I think me and my mom listen to different radio stations. I'm more Tejano type, and she's more Northeno—old fashioned. It's different on our radio stations, but our TV programs, I think they're the same.

MODERATOR: And what TV programs?

GIRL: Just your basic cable.

GIRL: We listen to the same, and we watch the same.

MODERATOR: And what is that? What do you prefer?

GIRL: She listens to everything.

GIRL: My mom and I like the same music and television. My dad and I are different, very different.

MODERATOR: What does he like to watch or listen to that you don't?

GIRL: He likes to watch old movies, Spanish movies. He listens to Spanish radio. I don't. I watch English movies, up-to-date shows.

GIRL: Me and my dad are mostly the same. My mom, we're different.

MODERATOR: How do you and your mom differ?

GIRL: She likes the old stuff.

MODERATOR: Spanish music?

GIRL: She likes that old music. You know, the 50s.

GIRL: We're the same. Most of our household listens to English, watches English.

GIRL: My parents don't listen to the radio, and when they do, they listen to the news. Same for TV.

BOY: Me and my dad are the same in music. Usually it's my mom; she's different.

MODERATOR: What does she listen to that you don't?

BOY: Power 106.

MODERATOR: And what do you and your dad prefer?

BOY: Oldies.

BOY: Me and my parents, we are different. They like things like Spanish TV.

MODERATOR: What about radio? What kind of radio stations do your parents prefer?

BOY: My mom likes Northeno. I like Tejano.

BOY: I'm like them, but they're not like me. I can listen to whatever they have on, but when it's my turn to pick the radio station, they say, "Turn that crap off." And I like all kinds of music. I listen to Northeno, Tejano, whatever. But they're set in their old ways, and I can live with that. When it's their turn to listen to what I like, they don't like it.

MODERATOR: I hear you saying they're not flexible.

BOY: They're flexible. They let me listen to it, but they don't want to listen to it.

BOY: My mom watches Spanish soap operas, and me and my dad watch ESPN—watch the sports.

BOY: My parents, they usually listen to the talk shows and stuff like that.

BOY: Me and my mom are alike. We watch the same TV shows and listen to the same stations. My dad is different. He likes old Spanish movies, old movies, like when he was a teenager. He always watches them all the time. I just go in my room and watch TV in there.

MODERATOR: Someone mentioned ESPN. How many people like to watch ESPN? All the guys and quite a few of the women, too. I'm going to change direction just a little bit. I would like to find out what you think about advertising?

GIRL: I think it's great, but sometimes they carry it too far.

MODERATOR: When you say too far, can you explain a little bit?

GIRL: I don't know. Just like they over do it sometimes. They just—like for clothes, for instance, it's really neat clothes, and you go out there, and sometimes you don't find it, or it's just not what you expected.

GIRL: I like advertising. If it's not there, you wouldn't really know what's out there. You could go to the same store, and you can miss it. But on TV or in the newspaper, it's right there.

GIRL: I think it's good like what they were saying, but then I think it's bad. A lot of the stuff they say is a lie.

GIRL: I think it's good because it keeps the economy going.

GIRL: Sometimes I think it's false and misleading.

MODERATOR: Do you think there's any particular type of advertising that you think is more likely to be false?

BOY: I think it's good and bad because sometimes they're reasonable, and then again sometimes they exaggerate too much in some commercials.

MODERATOR: Can you think of any particular types of things that maybe are exaggerated or that you tend maybe not to believe?

GIRL: Cars.

BOY: Like with ads?

GIRL: Cars, yeah.

BOY: Like with Ken Griffey, Junior, when they hit the ball, he's running all the way across country. They exaggerate too much on that. Sometimes they keep it reasonable.

BOY: I think it's important, you know like for cars.

MODERATOR: So it gives you information?

BOY: I think it's good, but it's overdone.

BOY: I think it saves you time. You can compare the prices.

MODERATOR: Do you think any of it's misleading?

BOY: I think it's sometimes necessary. I mean it's good because it's necessary to endorse a product; but at the same time, I think it's sometimes misleading.

MODERATOR: Can you think of any products that maybe the advertising is misleading?

BOY: Not right off the top of my head.

BOY: I think it's good and bad. They keep you informed of what's out there. But yet when they deceive you, like modeling clothes, they use super models. You think if you buy the clothes, you're going to look like that. You're really not going to look like that. They're just deceiving you.

MODERATOR: Some of you may have seen a particular commercial I'm going to talk about. There seems to be a trend in advertising to Hispanics that the advertising is in English, but it reflects Hispanic values or culture. And an example of that is a McDonald's ad, and there's a Hispanic father, and he's trying to get his son to say "papa"; and he finally gives him a bag of McDonald's French fries, and the boy shouts "papa," which means potato and father in Spanish. I wonder if anybody's seen that ad? What do you think about that ad?

BOY: Some Hispanics would be offended, but again some really don't mind because Hispanics will do that, too, so I don't think Hispanics should get offended when Americans or other ethnic groups do that.

MODERATOR: Tell me why you think they might be offended by that.

BOY: Because McDonald's is an American brand, and the Mexicans might think that you're trying to make fun of them. But Hispanics should not be offended because they do it, too.

MODERATOR: But you don't agree with that?

BOY: I mean it really doesn't bother me. I don't really pay much attention to it. It really doesn't bother me.

MODERATOR: So you're saying that wouldn't really affect you one way or the other?

BOY: No.

MODERATOR: Okay. Has anybody else seen that ad? How would you all feel about an ad like that? I wish I had an example because it's hard not showing the ad. Do you think you might be offended by that?

BOY: I don't know about anybody else. When I hear that, it makes me laugh. If I think it's funny, I laugh. But then sometimes, it's carried too far.

MODERATOR: Can you think of any examples?

BOY: I can't think of any.

MODERATOR: Anybody else? I'm really interested in knowing what you would think about an ad like that.

GIRL: I don't know. I would have to see it.

GIRL: I don't think it would bother me.

GIRL: I think it would be funny.

GIRL: I would have to go along. It would be funny.

GIRL: If it were funny, it would be okay. If they overdid it, I probably would be offended.

BOY: Once they hit that point where they're exploiting the culture, then that's where I start getting offended by it.

MODERATOR: Tell me what you think would be exploiting the culture.

BOY: I don't know, maybe a man with a sombrero or something.

BOY: The Frito Bandito, something like that, a generalization.

MODERATOR: We're going to change topics. I would like to know what you think about college.

GIRL: I think it's real important. Everyone's really pushing you toward it. Your education, that should come first, and I think everybody should have a chance, but not everybody will. And it's important for everyone, not just the people who can afford it.

GIRL: I think going to college is good. I'm not saying that you're not going to be nothing if you don't go to college, only that you'll have more opportunities if you do go to college and more chances to be what you want to be. You'll have more qualifications and a better chance to get it.

GIRL: I think it's real important.

GIRL: Everything's based on what you know as you get older.

GIRL: I don't think without college you can survive. Education is like—let's say if I were rich, and my dad would say, "You don't have to go to college, you could just live off us the rest of your life"—I think I would want to go to college. I just want to have knowledge. You need that. I want to be educated and live my life educated. I think you need it.

GIRL: I think it's very important to educate yourself and go to college. You will get a better opportunity later in life, and you'll be able to support yourself and your children.

BOY: Back then, with a high school diploma, that was enough; but now with technology increasing so fast, you know high school's not enough. Computers are the future. If we don't know computers, we won't get anywhere in the future. So I think college will prepare us for that.

BOY: It's not more important than a family, but it is—to have an education to take care of your family.

BOY: The importance of college differs from person to person. Like for me it's like the most important thing in the world right now. But to the person next to me, a family may be the most important. Every person is different, but you do need college if you want to pull your family ahead.

BOY: I think college would give me opportunity out in the world, and I also think that it would make the difference for my family, my future family, because I would have a better paying job than my dad. He works out in the oil field, and he didn't graduate. I might be the first in my family to graduate.

GIRL: It's important because I want to be something in life. I want to show my parents that I can make it on my own.

BOY: I think it's very important, not only for the education, but just because of the. . . I think the Hispanic culture needs to be more active—economically, socially, and, especially, politically—because we have been

behind. African Americans, they've had the NAACP for a longtime. Whites, they just pretty much control political things. Getting into college first for the Hispanic community will be our first step to get in with the rest of the country, so I think that college is very important.

BOY: I think it's necessary to go to college now days because if you want a good paying job, you need an education, and like almost every job, any field you're going into to, you need some kind of college degree to go into. So I think the only way you're going to be able to survive in the future is with a college degree.

MODERATOR: What factors may keep you from attending college?

GIRL: I think that maybe if my parents died or something, and I have a little bother, and I probably would stay home from college to help support him; or if my mother goes in the hospital or something, and I want to help her.

GIRL: I think you should go. I don't think anything should stop you from going to college.

GIRL: If my mom goes in the hospital or something. Health problems, that probably would keep me. . .

GIRL: Nothing would.

GIRL: Probably financial needs or something. If it costs more than I have, I probably would have trouble getting in. Like what they're saying about their parents, if something would happen to their parents.

GIRL: I think I would have to agree about the cost.

BOY: I think it would be the money because college is expensive.

BOY: I don't think there would anything.

GIRL: I don't know.

BOY: Maybe family problems.

MODERATOR: Something happens in the family? What kind of thing might happen in the family?

BOY: Well, if my family didn't have an income, I would have to leave college.

BOY: The only way that I wouldn't be able to go to college is if I were to get married. I don't think I would do that, but I want to support my family. That's how I'm going to support them — by going to college.

BOY: Right now, the way things are looking, I don't think there's anything that would keep me from going to college. Before you say you're going to college, you would have to think about what kind of person you are because college may not be for everybody because college is basically the same as the real world. You're moving away from home. You're meeting new people. You're going to be on your own, and you know as soon as I leave for college, there's no looking back. I can't look at the mistakes I've made. I have to keep in mind that now I'm moving on, and what I left behind is left behind. My family, I can always go visit them. You have to realize that once you go to college you're moving to go on your own. You've got to know that you want it for yourself.

MODERATOR: What factors are likely to encourage you to attend college?

GIRL: My parents.

MODERATOR: You think they're really going to encourage you to go on?

GIRL: They are. Not only that, I want it. I want to get a good paying job and be somebody.

GIRL: I think myself, and well, for my parents; but mainly myself. I encourage myself to go.

GIRL: I think my parents and my friends. I really can't always be by myself. I'm the type of person other people's opinion sometimes matter to me, and I don't want to be out there alone.

BOY: I think my friends and family, too; and my teachers, too. They will encourage me and give me the confidence I can make it in college.

BOY: Probably myself, and then my parents, my family. Everybody around me encourages me to go on, to succeed.

BOY: My parents and my coaches.

BOY: My parents, they always expect good things from me; and they're not going to settle for less. They're pushing me whether I want to or not.

BOY: My parents and my drafting class because I really like it.

BOY: I think there are three main people and things that encourage me: my parents, technology, and my coaches, because technology is increasing so fast that we need to be up to date with it. And if we don't have a college degree, there's no way that we are going to survive in the future. Those are three things that really encourage me to go to college.

GIRL: My parents.

GIRL: Myself, I've seen a lot of people out there that aren't educated and that have not gone to college and stuff, and I want to live an educated life. I've seen a lot of advances in the world and a lot of things that people just don't see. I want to live a good life.

MODERATOR: I wonder if you have seen any television, radio, or newspaper advertisements for colleges, and if so, what do you think about them?

BOY: I really don't watch TV. I'm either working or at school.

GIRL: It influences me.

MODERATOR: Do you know which ones you've seen?

GIRL: Like Odessa College, like that basketball player that you show in the commercial. He got out of it, a good education. Well, I think, "Why can't I?"

MODERATOR: So you paid attention?

BOY: It will influence you. You'll be watching it. You won't be thinking about college, but if there's a commercial on TV about college, you'll start thinking about going to college. It will leave a thought in there that you might want to strive to achieve it.

MODERATOR: Are there any particular ones that you remember, ones that you remember seeing or reading?

BOY: Not really.

GIRL: I think the one that's most influenced me is the one about UTPB, about that lady where's she married and she thinks she's too old and she doesn't have an education. She's going back, and they're like, if can I do it, if I can afford it, then why can't you. You will begin thinking, "When I get out of high school, what am I going to do? If they can do it, I can, too."

GIRL: I don't think the commercials for colleges, they really don't influence me because they don't give enough information. But like when they send you books and postcards to go visit their campus site, that influences me, but not really on TV.

MODERATOR: Have you received quite a bit of pamphlets from the colleges?

GIRL: Yes.

MODERATOR: What do you think of them?

GIRL: I like them. It's hard because you see something you want. But then you turn to another book, and it's like the same thing. It's hard to decide what college you want to go to.

MODERATOR: As far as commercials for colleges, have you seen any?

GIRL: No.

GIRL: I've seen the commercials, but they don't influence me as much as newsletters, pamphlets, and books.

MODERATOR: And are you getting quite a few of those?

GIRL: Yes.

GIRL: For me, it's a little bit TV. They show other people that maybe are less fortunate than you are.

MODERATOR: And they've gone to college and been successful?

GIRL: I don't think commercials really influence me. I've seen a lot of advertising here around school. I think what will influence me or what has influenced me was visiting some of the colleges and hearing from students that go to colleges and how good it is.

MODERATOR: Have your parents taken you to different colleges? Or you've gone on your own?

GIRL: I've gone with friends, or I have relatives that are in college.

GIRL: I've seen commercials for Odessa College and Midland College and UTPB, but they really don't influence me because that's not where I want to go.

BOY: There's only been one college commercial that's really caught my eye. That was with Larry Johnson. I love basketball, and I've been in since elementary. To see someone like him who's from the Midland-Odessa area—20 years ago or 15, if you had said the name, nobody would know. But now, he has ranking in the NBA. If I set my mind that I just want to graduate from high school, and that's as far as I want to go, you never know where I might get to. If I set my mind that I'm going to be in the NBA, you never know. I might get there. I think it all depends on the way that a person thinks about himself.

BOY: I think the Larry Johnson ad on TV. When they send letters to go visit their campus because they invited me to go to ASU, which I went, but I didn't like it. It didn't have the class I wanted.

MODERATOR: What class was that?

BOY: Architect. That makes me sort of feel good that they invite me some place.

BOY: The commercials—I already have my mind set on doing it—they don't really influence me. What influences me was when they sent me letters and called me to go visit them. I asked them questions: What did they have for me? And that's what really interested me. If I saw a commercial, I just push it aside. I kept it in mind, but never really paid attention to it.

MODERATOR: You all have already mentioned that you have received brochures or publications from a college, and what you thought about them. Is there anybody that has received some that I haven't asked you about that, about the brochures? Okay. I want you all to kind of role play for a minute, and I want you to pretend that you work for a college. And that you're trying to recruit Hispanic students to come to your college. I would like to know what you would tell these students about the college that would make them come and enroll in your classes?

BOY: That there's a large population of other Hispanics that you can get to know and get to know real good. In some colleges, there's different groups, different races. And I think as a Hispanic you want to go somewhere where you know there's more people of your race. I would tell them that there are a huge number of students who are Hispanic.

BOY: I probably would emphasize the balance of the ethnic groups. I would try to have an even mixture so you don't get too much of one. You get a variety.

MODERATOR: Is there anything else you would tell the students about the college?

BOY: I would just tell them we had plenty of activities that they do in their Hispanic group—meetings and stuff like that.

GIRL: It's worth what you're paying for it.

MODERATOR: How would you tell them that it's worth that?

GIRL: I don't know.

MODERATOR: What would you tell these students?

BOY: That there's a bunch of Hispanic people there, too, and also encourage them to step up. Hispanics can go to college, and not all of them drop out of school.

BOY: I probably would emphasize the success rate of the graduates. I would show them that a certain percentage of the graduates get good jobs or are making over a certain amount of money a year and the ethnic balance.

MODERATOR: And you're talking about the graduates overall?

BOY: Yeah.

BOY: I probably would tell them about how I got there, the way my parents are working right now. You know money wise and all, and I was able to get there.

BOY: I think that to some Hispanics it's enough to see that a Hispanic is talking to them about college because he's been there. To me it's like my cousin. He was the only one before to graduate from college, and now he has a good job. They have to know that just because people say college isn't for Hispanics, they have to go experience it for themselves, because they have to know that Hispanics have good jobs; and it's not just whites or other ethnic groups, that Hispanics can advance in technology in the future.

MODERATOR: Would you have a Hispanic who's been successful in a brochure or would you have that person contact the students? How would you do that?

BOY: I think I would probably send that Hispanic personally. That way people can feel more comfortable knowing that the Hispanic came all that way from whatever college encouraging me. I think that would give them more of an opportunity to decide to go to college in the future.

GIRL: I would tell them about financial aid and the special scholarships that you receive and about the different activities that they can participate in.

MODERATOR: Activities that would be for everybody or just Hispanics?

GIRL: For anybody and for Hispanics.

MODERATOR: So those would be important, both of those?

GIRL: I don't like the way people try to balance each culture. I think we're all Americans, and I don't think it should matter if you're a Hispanic or white or Black. I think if you want to go to college, you can go to college. And it shouldn't matter that you're Hispanic, and people classify Hispanics, they

classify them real low. I think we're all Americans, and you shouldn't get privileges because you're a Hispanic to get to go to a college.

MODERATOR: What I hear you saying is you would like the information everyone receives. Is that right?

GIRL: Yes.

GIRL: It's a great opportunity to meet other people, and like what she was saying, a lot of people do classify Hispanics—that they can't do anything—never achieve anything. But they can.

GIRL: Tell them there's a big student body. That they could meet new people, the security of the college, activities, the learning process, one-on-one teaching, teachers that help.

MODERATOR: The one-on-one would be important?

GIRL: Uh-huh. In case they needed help.

GIRL: There's Hispanics that go to that college, and there would be people to help them out and to encourage them.

GIRL: A lot of Hispanics don't want to go to a college that they don't want there to be more whites than them because then they do feel that they're under them. And so I agree about how there should be more Hispanics to show that, yeah, there is more Hispanics here, and everything. But if there were more whites—the Hispanics, it would probably make them like, "Why are there so many whites and not enough Hispanics?"

MODERATOR: Would you say everybody's different?

GIRL: Yes.

GIRL: I don't know. I would probably show them some kind of population. That it's not just me and you that's going to be there. There's going to be a lot of variety of everybody because everybody can do it. It's not because of your race to where you're going to, but I think it's really important that it be a large group and not just you and him.

MODERATOR: We talked about this a little bit, but how would you give these students this information that we just talked about? Would you send them a letter, or would you send somebody to talk to them?

GIRL: Personally, because that way if someone comes up to you and says let's try this out, well they really want you. They really care, and it's not fake because you can send out brochures and lie about anything. There's no way to prove it.

MODERATOR: Would you rather have a call, a visit, or both?

GIRL: I think a visit and a call would probably be the same thing. Sometimes transportation can get in the way. That they can come from anywhere.

GIRL: I think when someone comes personally. I know there's some that can't interview you. I know there's one in California—Institute of Fashion Design—they interview on the phone. That's good, but then I think it would be better in person. Then they really know who you are. Because on the phone, you can be fake. You can be so fake on the phone, but in person you have to be yourself.

BOY: It's better in person because if you see a brochure, you might have questions and won't have anybody to ask. So it's better. You can get more information out of a person, and it's more formal. If someone came to visit me from a college, I would want to go there instead of if just someone sent me a brochure because I know that they cared enough to send someone to talk to me than just send me a brochure.

BOY: I think that it's more effective in person. You know they're serious. They're interested.

BOY: In person.

BOY: I think in person. If they send you a brochure, and you have questions, a lot of people just wonder. They don't really do anything about it unless they really like the college. So if someone comes, they can say, "Hey, what do you mean by this and this?" And they can clarify it.

BOY: In person because I think on the phone you really can't ask any questions or something. You kind of feel like you haven't been there. But if you come in person, you can ask lots of questions.

BOY: I think in person would be more effective. I think if the college representative came to visit you in your own home, it might show that he was really interested in you, and he really wants you to attend his college. And it doesn't matter how far apart the college is from your home, if they're really interested in you, and they want you to get a college degree, then I think they would visit you in your home. I think I would choose the college that would send a representative.

GIRL: I think all: Send a brochure, call, and go visit because if you send a brochure, that will give the student a chance to think of questions to ask about the college. And then you can call them on the phone and ask them if they want an interview to show that the college is really willing to give you a shot.

GIRL: I would send a letter personally to them, and ask them to come to the campus. And they could have a look at the campus, and talk to them about it in person. But I would ask them to come visit me at the campus.

GIRL: I would ask them to the campus because I've seen a university before, and it was more interesting, I think.

MODERATOR: You really know what it's like then?

GIRL: You can see for yourself.

MODERATOR: If you want to give the parents of these students that you were trying to get to come to your college information, what would you tell them about the school? You've said what you would tell the students, but what would you tell the parents?

GIRL: Financial aid, how much it's going to cost, tuition, because that's what parents usually look at. The students can go away for what courses and what classes and the background of the college, but the parents, I think, since they're going to be helping you with paying your way through college, would be all kinds of financial aid.

GIRL: I would agree about the financial aid, but also about the safety because parents are really big on it: "Is my child okay here?" Especially if you live in the dorm or something, but the safety on campus.

GIRL: Safety and how the college environment is?

GIRL: Financial aid and the safety.

GIRL: I think the financial, what type of, the type of people, the type of teachers, classrooms, if you'd be living in a dorm.

GIRL: Financial aid and the different scholarships that students can apply for, and I guess if the college is safe.

BOY: I think I would tell the parents about security and the financial aid. Just because they're a different ethnic group doesn't mean they're going to have less security. I would just let them know Hispanics, whites, and Blacks would have the same security. Let them know about the scholarships and that the child can earn either sports scholarships or for their academics. That way it would give the kid more of a chance to strive and get scholarships.

BOY: Financial aid, and security, and extra activities.

BOY: My parents, they're interested in security. They would rather pay—if they pay for college—they would rather pay 50 thousand for me to go to a safe school than 30 for me to go to one that's not safe. But also my parents would be interested in what kind of school it is. They're not going to shell out 30 thousand dollars for me to go party. So they would be real interested in that, then they would like to make sure that I get an education.

MODERATOR: How would you tell the parents that their son or daughter wasn't partying?

BOY: I would show them the security reports or something like that, that there aren't loud parties.

BOY: Finances and security and the opportunities I have of getting a job and what I would study.

MODERATOR: People tend to agree with that about getting a job?

Several agree.

GIRL: Financial aid and security.

BOY: Financial aspects, the number of graduates, the teacher and student relationship.

BOY: Financial aid, security, and the success rate of graduates that graduate from there: That they go on and do what they want to do, or if they just wait and stay at home and don't do anything. And the tradition of the school, if they turn out good people or just like slackers. You know—don't do nothing.

MODERATOR: How would you give the parents this information?

ANSWERS: Phone call, visit.

BOY: First, I would call and set up an appointment. I wouldn't show up and surprise them, the parents. I think the parents would have a better chance of listening to you if you give them a call and set an appointment instead of them just showing up. That way if you set an appointment and you show up, they can see the type of person you are: if you're really into your job and you really want to help students.

GIRL: I would like for the parents to visit the campus.

BOY: A phone call and set up an appointment. Either way they can go to the campus or they can go to you.

MODERATOR: Some kind of personal contact?

BOY: Yeah, they can make a choice.

BOY: If the parents visited the school, they can see firsthand what it's like: the student population, the safety, and just how the school looks.

MODERATOR: I want to ask one final question. Do you think that whether or not your parents attended college themselves has influenced the way they feel about your attending college?

BOY: All parents want their children to be successful, so if they didn't go to college—for example, my parents, my dad dropped out in the ninth grade and didn't go to college, and he wants me to go to college because he knows that I'm not going to be anything if I do the same thing he did.

GIRL: My mom's going to college right now, and she's pushing me and stuff. She says, "Look, you're already fixing to graduate. Don't waste your time." We're not like in poverty or anything. We're doing pretty well, but it could be better.

GIRL: When my mom graduated, she didn't go to college. My mom is going to college with her mom, and now she's telling me, "You need to do this and that." Now she knows what she missed out on.

GIRL: My mom, she went to college, and she's influencing me a lot on going to college. My dad didn't go to college, but he has been influencing me, and my family members— my cousins and my aunts and uncles who are still going to college right now—they influence me because they forgot some of the stuff that they learned in high school. Now they have to go back. I have to do my cousin's homework sometimes for her. So I want to go to college right out of high school.

MODERATOR: Anybody else?

BOY: I think it's my dad. I think he just graduated from high school. My mom went to OC for about a year or two, and she quit. That's really influenced me because I see both of them: "I should have gone to college." I don't want to be 20 years in the future and be like them: "I should have gone to college." I would rather do it than waste four or five years of my time and paying for it the rest of my life for not having a good education.

BOY: I think my parents influence me because my dad has a job, and he gets paid good, but it's really tough. And my mom don't work so that influences me to get an easier job.

MODERATOR: Are they encouraging you to go to college?

BOY: Yes.

MODERATOR: Anybody else?

GIRL: Nobody in my family, in all my family except my sister, has ever gone to college. That makes my parents push me even more to go college because they don't want me to have a life like they did.

FOCUS GROUP NOTES
ANDREWS HIGH SCHOOL NOTES

NOVEMBER 12, 1996

Eight students attended the focus group. All except one girl seemed to understand and converse fluently in English. The girl, who was married, needed questions and answers translated for her by another student.

QUESTION: Which media do you prefer—television, radio or newspapers?

ANSWERS: Three students prefer television. One student reads the newspaper (The Odessa American) as a favorite method of gaining information. Four students listen to radio. One student said he listens to radio, but believes the newspaper is more accurate.

QUESTION: When you are thinking about buying something, would the media you just mentioned be important sources of information?

ANSWERS: One boy said his choice of media does not influence his buying choices, as he depends on the Internet; but he does not feel he is typical of his age group. Four students said they watch TV, but do not decide to buy anything because they don't trust ads. One girl said that when she was younger she bought some shampoo because it was supposed to help dandruff. She said it made her condition worse. One of the boys said cars advertised on TV are higher in price when you see them in the showroom. Two of the students depend on TV for buying information, but said newspapers also are a great influence on purchasing decisions.

QUESTION: When you are thinking about buying something, would your friends or family members be important sources of information?

ANSWERS: One said the parents always are working and the pastor provides information. One boy said it depends on the product. For example, he does not know about cars, so he asks his father about oil. One boy said he gets his information from books, and checks it out for himself; but he does not like movie critics because he does not agree with their opinions. One boy said he gets his advice from his parents, but "friends can try to trick you." One girl said teachers are a good source of information because her parents always give the same advice. One girl said it depends on the information, and the following boy said he talks to his dad about cars in particular. One girl said she depends on her husband for decision making.

QUESTION: When you listen to the radio, do you prefer stations that are English-language, Spanish-language, or a combination of English and Spanish?

ANSWERS: Two students listen to English-language radio programs; and one of these, a boy, does not understand Spanish. Two students favor Spanish-language stations; one of them lived in Mexico until the second grade and grew up with Spanish. Four students listen to a combination of English and Spanish. One student said it was important to listen to both, especially if Spanish is spoken in the home. Six students watch English-language programs. Three of the boys watch ESPN. One girl said Spanish-language programs were mostly soap operas, and other types of Spanish programs have Spanish words she does not understand. One student said he watches both Spanish and English programs, but does not watch much TV.

QUESTION: Do your parents watch or listen to different radio stations or television programs than you do? Why?

ANSWERS: One girl said her parents watch Spanish programs with her, but her husband likes the English-language programs. One boy said his parents watch with him, or he listens to another program in his room. One girl said her mom likes the Spanish programs, but her dad likes English country and western music. Another girl said her mom likes Spanish music, but her dad likes oldies — "totally." A boy said both parents like Spanish programs. Another boy said his mother likes Spanish programs, but his father watches sports programs in English. One boy said his parents listen to all kinds of music, except his type or rap music. One girl said both her parents listen to Christian music in English.

QUESTION: If you are bilingual, do you prefer English?

ANSWERS: One girl replied that her mom switches back and forth, sometimes in the same sentence. One boy said his dad learned Spanish in the first or second grade, and his mother did not learn Spanish until she was his age, so they speak English at home and only speak Spanish with other relatives that live away. One boy said his family always speaks Spanish in the home.

QUESTION: What so you think about advertising in English that reflects Hispanic values or culture? An example is a McDonald's TV ad in which a Hispanic father is trying to get his young son to say "papa." When the father finally gives him a bag of French fries, the boy shouts "papa," which means both father and potato in Spanish. What would you think of this ad?

ANSWERS: All of the students liked the ad because it was funny, and it made them want to go and buy some fries. One boy and one girl said they would like to see more Hispanics in ads. The boy said he sees whites and blacks, but seldom Hispanics, in ads.

QUESTION: What do you think about college?

ANSWERS: All of the students said college is important: (1) It gives more opportunities and qualifications; (2) They want to be educated and to have more knowledge; (3) They want to be qualified to do "bigger stuff" and earn more money; (4) It prepares someone for the real world; and (5) "It's like the next step." A boy said his father has a master's degree, and when layoffs came, it helped him to keep a job.

QUESTION: What factors may keep you from attending college?

ANSWERS: Six students mentioned finances. One student said prices are up and scholarships are hard to get. One girl said her parents were helping her brother to go to Texas Tech. They have some savings, but if something happened to the parents, the savings would go. One boy wants a career in a special field, and it is offered in three colleges—all are far away. One girl wants to go to a Christian college in California, and her mom doesn't want her to go so far away.

QUESTION: What factors are likely to encourage you to attend college?

ANSWERS: One boy said the thoughts of the future would encourage him to attend college. Two girls said they did not want to stay with their parents all the time. One said she wants to get to know the real world in addition to leaving home. One boy cited the environment of the college and the challenge of attending. One boy said the promise of earning money after graduation. One girl said the future of her kids would encourage her to attend college. One girl said the future would be best for her if she attended college, and her parents would like it and encourage her.

QUESTION: Have you been sent any brochures or other publications from a college; and if so, what did you think about them?

ANSWERS: One girl said she has seen some brochures sent to friends in Andrews and likes what the publications say. One girl said she has seen some information about colleges and pictures during "college day here." One boy said he has seen information from Odessa College and Midland College. One girl has seen a brochure for the college of her choice in California and for Odessa College. One boy has received information for him and his brother, and he likes what he saw. He wants to know if his program of interest is expensive. One boy has seen information from Texas A&M University, where he hopes to be on the power lifting team. One girl has seen some publications while visiting another family and likes what she saw.

QUESTION: What do you think about television, radio and newspaper advertisements for colleges?

ANSWERS: One boy liked a Texas Tech ad he saw during a sports telecast. One boy remembered an Odessa College (OC) ad with license plates and video games. One girl has seen ads on TV and heard them on the radio,

but does not remember what colleges were advertised. Four boys and one girl remembered an Odessa College ad about reinventing the wheel. One boy saw colleges advertised on ESPN when college teams were playing. One boy said his dad always calls him to see the college ads because his dad wants him to go to college. One girl said she wants to go to Texas Tech and doesn't pay attention to ads for local colleges. She said she remembers a little about ads for OC and the University of Texas of the Permian Basin.

QUESTION: If you worked for a college and were trying to recruit Hispanic students to your college, what would you tell these students about the college?

ANSWERS: One boy would take a survey to find out what they like and focus on their interests. A girl agreed and would also ask about career choices and offer brochures on those careers. A boy and a girl would find out why the students want to go to college and offer information on the jobs available. One girl would encourage them to attend college so they could have a career. One girl would have ads for Hispanics in both the English and Spanish languages. To present Hispanic graduates and their good jobs was another suggestion.

QUESTION: How would you give information to these Hispanic students you were trying to recruit?

ANSWERS: One boy would use the radio. A girl said some Hispanic parents don't like to read, so she would focus on radio and TV. Two boys said some people can't read English, but that a lot of people like TV. A girl replied that she would use TV as it gets more attention. Another girl mentioned all media because she said some people don't have a TV or radio. Another girl would send brochures in English and/or Spanish to the parents.

QUESTION: If you wanted to give the parents of Hispanic students information about your college, what would you tell them about the school?

ANSWERS: Three boys would like a college representative to inform the parents about the type of people at the college and campus safety. One girl would like a brochure plus a representative from the college to answer questions. One girl would like the information "straight up," and a boy agreed with her. One girl seemed to think a representative could answer any questions.

QUESTION: How much have your parents influenced your decision to attend or not to attend college or your choice of a college?

ANSWERS: In various ways all of the students said their parents are encouraging. One girl said her parents didn't go to college and want her to go. One boy said his dad says, "Get a grip on life, or life will get a grip on you, so go!" One boy said his parents are telling him to make up his own mind—that

his dad attended college and he has a good job, while his mom did not and has a bad job. One girl said one parent wants her to be a doctor, the other wants her to be a lawyer, and her brother wants her to go to Texas Tech. One girl said her parents do not want her to go to college in California because she would be too far away. However, her mom is encouraging her to “go to college.” One boy said, “It’s up to me,” but his dad talks to him a lot because he didn’t go. One girl said her mom didn’t go to college because of finances, and wants her to go so that she can have a better future.

APPENDIX B: PRE-SESSION QUESTIONNAIRE

HIGH SCHOOL QUESTIONNAIRE

Thank you for participating in today's focus group. Please do not put your name on this questionnaire. All responses will be confidential, and the questionnaires will be destroyed after the results are compiled.

1. What is your date of birth?

____/____/____
Mon Day Year

2. As of September 1, 1996, how are you classified in school? (Please check the one that applies):

- ____ 1) Senior
- ____ 2) Junior
- ____ 3) Sophomore
- ____ 4) Other (Please specify) _____

3. Are you: (Please check the one that applies):

- ____ 1) Male ____ 2) Female

4. So we may represent all people fairly, how do you classify your ethnic or racial group? (Please check the one that applies):

- ____ 1) Asian
- ____ 2) Black/African American
- ____ 3) Hispanic/Spanish
- ____ 4) White/Anglo
- ____ 5) Other (Please specify) _____

5. How strongly do you identify yourself with the ethnic or racial group you mentioned above? (Please check the one that applies):

- ____ 1) Very strongly
- ____ 2) Strongly
- ____ 3) More or less
- ____ 4) Weakly
- ____ 5) Very weakly

6. If you identify yourself as being Hispanic or Spanish, which term do you prefer to be called? (Please check the one that applies):

- ____ 1) Hispanic
- ____ 2) Latino
- ____ 3) Mexican-American
- ____ 4) Mexicano
- ____ 5) Spanish
- ____ 6) Other (Please specify) _____

7. As you may know, some people in the U.S. are bilingual. If you speak Spanish, please answer Questions 7a, 7b, and 7c. (If you do not speak Spanish, please go to Question 8.)

7a. Would you say you speak **English**: (Please check the one that applies):

- ____ 1) Very well
- ____ 2) Well
- ____ 3) Not well
- ____ 4) Not at all

- 7b. Would you say your family speaks **Spanish** at home: (Please check the one that applies):
- ___ 1) All of the time
 ___ 2) Most of the time
 ___ 3) Sometimes
 ___ 4) Not at all
- 7c. If you had the chance to communicate with someone just as well in English or Spanish, which would you prefer to converse with them? (Please check the one that applies):
- ___ 1) Spanish
 ___ 2) Either Spanish or English
 ___ 3) English
8. How long have you lived in the U.S.? ___ years
9. How many hours a day do you watch television? ___ hours a day
10. Do you subscribe to cable television at home? (Please check the one that applies):
 ___ 1) Yes ___ 2) No
11. When you watch television, how often do you watch Spanish-language programs? (Please check the one that applies):
- ___ 1) Always
 ___ 2) Frequently
 ___ 3) Occasionally
 ___ 4) Rarely
 ___ 5) Never watch
12. What television station do you watch most often? _____
13. How many hours per day do you listen to radio? _____ hours per day
14. When you listen to radio, what type of programming do you prefer? (Please check the one that applies):
- ___ 1) Country & western music
 ___ 2) Easy listening music
 ___ 3) News
 ___ 4) Oldies music
 ___ 5) Rock music
 ___ 6) Sports
 ___ 7) Tejano music
 ___ 8) Traditional Mexican music
 ___ 9) Other. Please specify _____
15. When you listen to radio, how often do you listen to Spanish-language programs? (Please check the one that applies):
- ___ 1) Always
 ___ 2) Frequently
 ___ 3) Occasionally
 ___ 4) Rarely
 ___ 5) Never Watch
16. What radio station do you listen to most often? _____
17. How many days a week do you read a newspaper? _____ days per week

18. When you read a newspaper, which section of the newspaper do you prefer to read:
(Please check the one that applies):
- 1) Local news
 - 2) National news
 - 3) Sports
 - 4) Lifestyle
 - 5) Other (please specify) _____
19. What is the name of the newspaper you read most often? _____
20. Do you desire to learn vocational skills to improve your employment opportunities?
(Please check the one that applies):
- 1) Yes
 - 2) No
21. Do you desire to earn a college degree? (Please check the one that applies):
- 1) Yes
 - 2) No
22. Do you plan on taking classes at a college or university in the future? (Please check the one that applies):
- 1) Yes
 - 2) No
23. How do you feel about the following statement?
Attending a college or university is a good use of a person's time: (Please check the one that applies):
- 1) Strongly agree
 - 2) Agree
 - 3) Undecided/Don't know
 - 4) Disagree
 - 5) Strongly disagree
24. Would any of the following keep you from taking college classes? (Please check yes or no for each item):
- | | | |
|--|---------------------------------|--------------------------------|
| Transportation | <input type="checkbox"/> 1) Yes | <input type="checkbox"/> 2) No |
| Child care | <input type="checkbox"/> 1) Yes | <input type="checkbox"/> 2) No |
| Work schedule | <input type="checkbox"/> 1) Yes | <input type="checkbox"/> 2) No |
| Finances | <input type="checkbox"/> 1) Yes | <input type="checkbox"/> 2) No |
| Family responsibilities | <input type="checkbox"/> 1) Yes | <input type="checkbox"/> 2) No |
| Personal feelings about ability to do college work | <input type="checkbox"/> 1) Yes | <input type="checkbox"/> 2) No |
| Ability to speak or write English | <input type="checkbox"/> 1) Yes | <input type="checkbox"/> 2) No |
25. If you desired information about attending college, how important would the following information be to you? (Please check only one of the seven lines for each item based on how important or unimportant the information would be):
- Skills needed for particular jobs:
Very Important _____ Very Unimportant
- Salaries earned in particular jobs:
Very Important _____ Very Unimportant
- Cost of attending:
Very Important _____ Very Unimportant
- Financial assistance available to attend college:
Very Important _____ Very Unimportant

Types of courses offered:
 Very Important ___ ___ ___ ___ ___ ___ ___ Very Unimportant

Ability to work while attending school:
 Very Important ___ ___ ___ ___ ___ ___ ___ Very Unimportant

Availability of courses to prepare you for college-level work:
 Very Important ___ ___ ___ ___ ___ ___ ___ Very Unimportant

Location close to your home:
 Very Important ___ ___ ___ ___ ___ ___ ___ Very Unimportant

Time it takes to complete a college degree:
 Very Important ___ ___ ___ ___ ___ ___ ___ Very Unimportant

26. If you desired information about attending college, how likely would you be to seek information from the following sources? (Please check only one of the seven lines or each item based on how likely or unlikely you would be to seek information from each source):

Relative:
 Very Likely ___ ___ ___ ___ ___ ___ ___ Very Unlikely

Friend:
 Very Likely ___ ___ ___ ___ ___ ___ ___ Very Unlikely

Employer:
 Very Likely ___ ___ ___ ___ ___ ___ ___ Very Unlikely

Co-worker:
 Very Likely ___ ___ ___ ___ ___ ___ ___ Very Unlikely

Minister:
 Very Likely ___ ___ ___ ___ ___ ___ ___ Very Unlikely

College recruiter/other college employee:
 Very Likely ___ ___ ___ ___ ___ ___ ___ Very Unlikely

High school counselor/teacher:
 Very Likely ___ ___ ___ ___ ___ ___ ___ Very Unlikely

27. How helpful would each of the following sources of information be in providing information about a college or university? (Please check only one of the seven lines for each item based on how helpful or unhelpful each information source would be):

TV advertising:
 Very Helpful ___ ___ ___ ___ ___ ___ ___ Very Unhelpful

Radio advertising:
 Very Helpful ___ ___ ___ ___ ___ ___ ___ Very Unhelpful

Newspaper advertising:
 Very Helpful ___ ___ ___ ___ ___ ___ ___ Very Unhelpful

Yellow pages advertising:
 Very Helpful ___ ___ ___ ___ ___ ___ ___ Very Unhelpful

Brochure from the college or university:

Very Helpful Very Unhelpful

A visit to the college or university:

Very Helpful Very Unhelpful

A telephone call to you from a representative of the college or university:

Very Helpful Very Unhelpful

A visit to your home by a representative of the college or university:

Very Helpful Very Unhelpful

28. Are you: (Please check the one that applies)

1) Married 2) Single

29. Do you have children? (Please check the one that applies)

1) Yes 2) No

30. Which of these categories includes your household's total annual income?
(Please check the one that applies)

- 1) Less than \$2,000
- 2) \$2,000-\$3,999
- 3) \$4,000-\$7,999
- 4) \$8,000-\$14,999
- 5) \$15,000-\$29,999
- 6) More than \$30,000

Thank you for completing this questionnaire.

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Agree (Permission is granted.)

Mary Susan Hammond
Student's Signature

2/9/97
Date

Disagree (Permission is not granted.)

Student's Signature

Date