

**NATIONAL HISPANIC SCHOLAR AWARDS PROGRAM EVALUATION  
FINAL REPORT**

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# NATIONAL HISPANIC SCHOLAR AWARDS PROGRAM EVALUATION FINAL REPORT

## EXECUTIVE SUMMARY

The objective of this evaluation was to 1) understand how the National Hispanic Scholars Award Program was meeting its goals, 2) assess program impact on Hispanic students and institutional practices in Hispanic recruitment, and 3) provide an assessment of the long term success or promise of students who were designated National Hispanic Scholars. We used documents from the Program, surveys of college administrators and Hispanic students, and freshman college information to evaluate Program activities. Highlights of our findings are presented here.

### *Recognizing Hispanic Talent*

With respect to the Program's first goal, to recognize the exceptional academic achievements of Hispanic high school seniors, we find that NHSAP Semifinalists perform far above the national norm for college-bound seniors. The National Hispanic Scholars also perform significantly better than Semifinalists in the comparison group on academic and most non-academic criteria.

- Over 90% of the Scholars reported a high school GPA of 'A-' or better, and over 87% ranked in the top tenth of their high school class. Approximately 77% of all NHSAP Semifinalists selected on the basis of PSAT scores had a GPA of 'A-' or better, and over 65% ranked in the top tenth of their class.
- The SAT scores for Mexican American, Puerto Rican, and Latin or Central American Scholars tend to distribute above the national norm for their ethnic group and white college-bound seniors.
- These Scholars were also five times more likely than college-bound seniors in their respective ethnic group to rank in the top tenth of their class. This is indicative of the great disparity in academic preparation between this high-achieving group and the general population of Latino high school students.
- Scholars who were initially identified through methods other than the PSAT (exception cases and Puerto Ricans from Commonwealth public schools) were similar to other Scholars on academic measures, but were likely to come from families with lower incomes and high schools with fewer resources than other NHSAP Semifinalists.

- Over two-thirds of NHSAP Semifinalists attended public high schools, with about one quarter of the Scholars and 14% of the Comparison group attending high schools in predominantly minority neighborhoods.
- In addition to excellent academic credentials, Scholars demonstrate leadership and social and cultural awareness. Approximately 45% of the Scholars held leadership positions in two or more student organizations, more than half participated in community service activities during high school, and over 75% report it is “very important” to maintain Hispanic cultural traditions as a personal goal.

### *Program Impact*

The second goal of the Program is to identify other academically well-prepared Hispanic seniors for colleges and encourage their recruitment. The Program has met with variable success in encouraging Hispanic recruitment using Semifinalist rosters, but demonstrates success in improving college options for students through recognition and awards.

- College administrators lack familiarity with the Program: While half of the administrators reported they are familiar with the Program, only 45% of the administrators reported they knew the selection criteria for Semifinalists, and less than a third knew how students are selected for awards. In addition, over two-thirds of the administrators responding to our survey could not provide a rough estimate of the number of Scholars they have recruited to their college.
- The majority of college administrators (59%) judged the Semifinalist rosters distributed by the Program as “somewhat useful.” This is due to some aspects of distribution procedures, but it is also influenced by administrators attitudes about the effectiveness of direct mailings and institutional commitment to Hispanic student recruitment. Students rated direct mailings as the second most important activity, next to college visits, in helping them develop and narrow the list of colleges to consider.
- From one-half (1985 cohort) to two-thirds (1991 cohort) of Semifinalists perceive that NHSAP recognition was “very important” or “essential” in increasing their visibility among colleges and universities. Approximately one quarter of the Scholars report that the \$1500 award was “very important” in their decision to attend their freshman college, and 42% report it was “very important” in increasing parental confidence in the ability to finance college.



- Scholars are significantly more likely than Semifinalists and a national sample of Latino freshmen (CIRP comparison group) to enter private institutions (63%) and attend their first choice college (82%). When compared with Semifinalists of similar academic abilities, family backgrounds and college preferences, Scholars were more likely to attend a selective and/or high cost college (based on annual tuition). Approximately 41% of the 1991 Scholars entered institutions with annual tuition expenses over \$15,000 per year.
- Scholars indicated a variety of psychological benefits associated with the award in addition to the tangible benefits of improved college options and financial assistance. These included increases in student aspirations, ethnic pride, and self-confidence. Additional college opportunities such as participation in honors programs and eligibility for additional awards or scholarships were part of the “cumulative benefits” of Scholar recognition.
- Despite their lack of familiarity with the NHSAP, college administrators expressed their strong support and interest in the program with recommendations to increase the number and amount of awards. Other important recommendations suggest improving the link between the Program and their individual colleges.

#### *Long Term Educational Outcomes*

We took the opportunity to evaluate the long term educational outcomes of high-achieving Hispanic students. Results show that NHSAP participants have fared extremely well in college.

- Over half of the Scholars and approximately 40% of the Comparison groups earned a grade point average of ‘B+’ or higher in college.
- Over 85% of the Scholars responding to our survey in the 1985 and 1986 cohorts report they never left or transferred from their freshman college, and over 90% report they completed college. This retention rate is significantly better than the Comparison group and is higher than than the national average (75%) for students attending similar types of institutions.
- NHSAP participants are relatively satisfied with most aspects of college life, with the highest proportion (80%) reporting satisfaction with the campus social life and interaction among students of different ethnic origins.



- Scholars are significantly more likely than Comparison groups to report holding one or more leadership positions in college student organizations.
- Respondents to our survey are above the national norm for college students electing to attend full-time graduate school immediately after graduation. Approximately 40% of the 1986 Scholars and 23% of the Semifinalists reported they planned to be enrolled in full-time graduate study in Fall 1991. Five and six years after college entry, the majority (50%) of students report working full-time as a major activity.

The Program's strength is its ability to identify and recognize Hispanic talent in the nations' high schools. It should use these strengths to further its other goals of encouraging Hispanic recruitment and focusing national attention on Hispanic academic preparation. The unique contributions of the NHSAP and the accomplishments of students can be used to familiarize the general public and funding agencies with the Program's goals, establish stronger links with colleges, and further establish its identity. These steps are important for the long term development of the Program.

# NATIONAL HISPANIC SCHOLAR AWARDS PROGRAM EVALUATION FINAL REPORT

## INTRODUCTION

This evaluation of the National Hispanic Scholar Awards Program (NHSAP) was initiated and funded by The Andrew W. Mellon Foundation. The Foundation contacted Sylvia Hurtado, research associate at the Higher Education Research Institute, in the spring of 1991 about conducting the evaluation project on the Program. Dr. Hurtado's research interests include student development, campus racial climates, and educational outcomes for African American and Latino students. She was Project Director of this study during the time she held a postdoctoral appointment in the Department of Sociology at UCLA. She has recently assumed the position of Assistant Professor at the University of Michigan's School of Education.

The Higher Education Research Institute (HERI) is based in the Graduate School of Education at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, policy studies and research training in postsecondary education. HERI's research program covers five broad areas: the outcomes of postsecondary education, academic administration and institutional management; faculty performance; federal and state policy assessment; and educational equity. The Institute is best known for the annual survey of American Freshmen and follow-up surveys of college students, organized as part of the Cooperative Institutional Research Program (CIRP). Aside from these projects, there is an important legacy for the study of undergraduate talent at HERI. The Institute's Director, Alexander W. Astin, was research director at the National Merit Scholarship Corporation in its early years. In 1980, HERI conducted major research for the Ford Foundation's National Commission on the Higher Education of Minorities. The Institute is currently conducting a study on undergraduate science talent, a project sponsored by the National Science Foundation.

Work on this project could not have been completed within the specified timeframe without the important contributions of several members of the HERI staff. This includes research analysts: Jesús Treviño, who contributed to all aspects of the project; Rich Shintaku and Tamara Wingard Schiff, who assisted with the coding of student surveys and preparation for data analyses; and undergraduate research assistant, Claudia Ramirez, who assisted with the survey of college administrators and preparation of this report. These researchers worked tirelessly to ensure the success of the project. Associate Directors, William S. Korn and Eric L. Dey provided technical and programming assistance with the data sets. Ellyne Riggs also provided administrative assistance and served as liaison with other offices when it became necessary.



## General Terms

There are several terms that are frequently used throughout this report. These are defined here for the convenience of readers.

The terms *Semifinalists* or *NHSAP participants* refer to *all* participants, both winners and “non-winners,” in the National Hispanic Scholars Awards Program (NHSAP). They represent the top scorers on the PSAT, and talented students identified through other methods, that are listed in NHSAP Semifinalist rosters sent to colleges and universities. Students who received NHSAP awards of \$1500 to attend college are referred to in this report as *National Hispanic Scholars*, *Hispanic Scholars*, or simply *Scholars*. *Comparison group* refers to the matched sample of randomly-selected Semifinalists who did not receive a Scholars award. *CIRP group* refers to the comparison sample of 1990 first-time, full-time Latino freshmen (Mexican American and Puerto Rican) drawn from national data bases at the Higher Education Research Institute. *Freshman college* refers to the first college a student attends after high school graduation (as distinguished from transfer institutions).

While we are aware that people use different labels to describe their own ethnic groups, we weighed the use of a convenient, generic term (*Hispanic*) over a term (*Latino*) that is preferred among those who wish to emphasize their link with an indigenous heritage. Some of the administrators and students who participated in our study took the time to remind us of the political implications regarding the term *Hispanic*. We will use the term *Latino* to refer to comparisons among students of Mexican, Cuban, Spanish-speaking Caribbean, Puerto Rican, Central American, and South American descent. However, because the Program also includes students who lack an indigenous heritage outside of the European continent, the term *Hispanic* will be used in general references to the Program. (See Appendix C for a breakdown of NHSAP respondents' ethnic origin).

## THE STUDY

The objective of this evaluation was to 1) understand how the National Hispanic Scholars Award Program was meeting its goals, 2) assess program impact on Hispanic students and institutional practices with regard to Hispanic recruitment, and 3) provide some assessment of the long term success or promise of students designated as National Hispanic Scholars. Although we were instructed not to be concerned with impending changes, it is important to note that the Program was in a state of transition and changes were proposed in its administration during the study. Given the program's state of transition, we made special efforts to gather information designed to be useful in shaping the program in the future.

The evaluation was designed to assess the central goals of the program as well as several aspects of operation. We reviewed funding proposals submitted by the College Board, student applications from several cohorts over the years, and other relevant documents used in the selection of Scholars. Telephone interviews with the Program Director and selection committee members, who evaluated applicants for awards, provided additional information about the program's goals and criteria for selection of Scholars.

### Program Operation

The central goals of the program, as stated in all materials, are three-fold:

1. To recognize the exceptional academic achievements of Hispanic high school seniors.
2. To identify other academically well-prepared Hispanic high school seniors to collegiate postsecondary institutions and encourage their recruitment.
3. To focus renewed attention on the academic preparation of all Hispanic high school seniors.

To meet these goals, the major Program activities included: Selecting Semifinalists that represent the highest scoring Hispanics on the PSAT/NMSQT and the Prueba de Aptitud Académica (PAA); providing the rosters of Semifinalists free of charge to four-year colleges and universities to encourage the recruitment of these students; inviting students to participate in the scholarship competition; and convening a selection committee. This committee is composed primarily of college admissions officers and high school counselors from the different College Board regions. They are responsible for selecting National Hispanic Scholars, who receive a \$1500 award to attend the first year of college (\$1000 of which is sent directly to the college), and an equal number of students that are recognized with a \$100 Honorable Mention award in the competition. The first cohort of 250 Scholars entered college in 1984, a second cohort of 350 scholars began college in 1985, and subsequent cohorts of 500 Scholars were selected annually. During the time of the



evaluation, the Program was in the process of selecting Scholars who would enter college in 1992. All participants are instructed to take the SAT and Program winners are required to have plans to enter a four-year college. The annual schedule of program operations and criteria used in the selection of Scholars is available in Appendix A.

The program has been in operation since 1983 and we felt it was important to link any procedural changes with changes observed in the student cohorts over the years. However, most of the identified changes occurred between the first and second year. Unfortunately, no data was gathered on the first student cohort for reasons outlined in the next section. Nevertheless, several procedural changes were examined in light of evidence from administrator and student data. These procedural changes included the following activities:

- Letters of invitation to apply for the program were initially sent to high school counselors. After the second year of the program, students received individual letters of invitation to apply to the program.
- Semifinalist rosters were originally sent to colleges and universities in January. This process was moved forward to November in later years.
- After the first year, exception cases could be brought forward through counselors at schools where the PSAT/NMSQT was not administered. In addition, students were permitted to contact the Director to obtain applications for the Program. This change in procedures allowed the Program to identify Hispanic talent in high schools where the PSAT was not administered.
- After the first year, the PAA was used to help identify and include Puerto Ricans from Commonwealth public schools in the scholarship competition.

These procedural changes were examined because they were introduced as ways of making the Program more responsive to Hispanic students. These efforts cast a wider net to identify Hispanic talent, thereby increasing opportunities for student recognition and recruitment to colleges.

### **Data Sources**

The evaluation utilized information from multiple constituencies involved in the program: individuals involved in program operations, officials at colleges and universities, and the Hispanic students. As with any educational program, there are unintended effects (outcomes that are not anticipated). We hoped to capture both the intended and unintended outcomes of the program by seeking information from these various constituencies.



### *Student Sample*

National Hispanic Scholars and comparison groups from five of the eight cohorts of NHSAP Semifinalists were selected for a follow-up survey. Since the long term success of the National Hispanic Scholars was of high interest to evaluators and program sponsors, two of the oldest student cohorts (1985 and 1986) were selected for study. In order to understand program impact on college choice processes, students in the three most recent cohorts (1991, 1990, and 1989) were also selected for study. We did not include students who had been awarded Honorable Mention in the sample, as limitations dictated the number of students that could be studied. Limitations based on funding and the availability of electronic address data determined both the number of students and the particular cohorts we could study within the six-month timeframe allocated for the evaluation.

Early in the study, we learned that PSAT/NMSQT masterfiles of NHSAP student data were not retained as a matter of policy. The Program used student data only for identification purposes and all tapes are regularly recycled. The Educational Testing Service (ETS) also does not maintain PSAT data beyond one year. It was only by chance that the College Board still possessed PSAT/NMSQT masterfiles for the three most recent NHSAP cohorts (1991, 1990, and 1989). Paper rosters with address information on all cohorts were requested from the Program Director in order to select two additional cohorts for analyses. Neither paper rosters nor electronic address data were made available to evaluators on the first cohort (1984), although these students were the subject of an evaluation (Clewell & Joy, 1988). Discussions with the Program Director and authors of that study suggested that a complicated approval process was necessary to obtain information to follow-up on the first 250 Scholars. To avoid further delays, the next oldest cohorts were selected for the study. A local subcontractor entered data from paper rosters for the 1985 and 1986 cohorts, creating useable addresses for mailing follow-up surveys. Despite these constraints, we believe the cohorts selected for analyses represent an interesting group that include students beginning college for the first time (1991), one year after college entry (1990), two years after college entry (1989), and two cohorts of students who may be recent college graduates (1986 and 1985).

The comparison group for the Scholars consisted of a randomly-selected, matched sample of students from the Semifinalist rosters who were not designated as winners. Thus, the comparison group consists of both non-applicants and applicants for the scholarship competition. This comparison group provided interesting insights regarding the characteristics of students on Semifinalist rosters typically sent to colleges and universities. However, this comparison group was not ideal because 1) students may not have applied or were rejected for a variety of reasons other than ability (e.g. the student was not Hispanic) and, 2) they scored highly on the PSAT/NMSQT, and may be more similar in background to Scholars. Thus, it should be noted that



this comparison group represents a very conservative comparison by which to judge the qualities of Scholars<sup>1</sup>.

To accurately assess the talent of Scholars relative to college student populations, two additional comparison techniques were employed. First, we compared three ethnic groups with the profiles of white and Latino college-bound seniors who annually take the SAT in 1989, 1990, and 1991. Second, in order to compare the Scholars to typical college freshmen, comparison samples were drawn from the 1990 national data base of first-time, full-time college freshmen of the Cooperative Institutional Research Program (CIRP). CIRP is a project sponsored by the Higher Education Research Institute and the American Council on Education. (See Astin, Dey, Korn, & Riggs, 1991, for full details regarding the administration of the annual survey of American college freshmen). These comparisons provided additional insights into the characteristics of Scholars relative to the typical Latino freshmen within their ethnic category. All Semifinalist comparison groups and the 1990 CIRP comparison group were selected by matching gender within ethnic categories as they were proportionally represented within the Scholar cohorts.

#### *Surveys of Hispanic Students*

A 12-page student questionnaire, the National Survey of Hispanic Students, was developed as a comprehensive follow-up survey of student experiences and tested on students from five different ethnic backgrounds: Central American, Cuban, Mexican American, Puerto Rican, and South American. (A copy of the survey instrument is available in Appendix B). The survey was sent to the students' home addresses, as reported on the PSAT/NMSQT or the 1990 CIRP freshman survey, in late summer of 1991. A reminder postcard was sent two weeks after the first wave of surveys, and two weeks subsequent, a second survey was sent to nonrespondents' homes. The postcard prompted phone calls and letters from parents who provided new addresses, permitting us to send some of the second wave surveys to students' college addresses. Student surveys arrived throughout early Fall of 1991, with a few arriving too late to include in data tapes used for analyses. These late surveys are not included in the tallies for survey response rates, only the respondent samples on which analyses are based are shown in Table 1. The overall response rate for the student survey was 42%. Approximately 11% of the surveys were returned to our office as non-deliverable. Taking into account these non-deliverables, the overall response rate approaches 53%. Basic demographic characteristics of the respondents are available in Appendix C.

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<sup>1</sup>The best comparison group would have been a random sample of Hispanic test-takers from the same college-bound cohorts. This would have been representative of the broad range of ability levels within the Hispanic student population for comparison with the Scholars. Requests for a random sample of Hispanic SAT test-takers were turned down by the College Board to protect the confidentiality rights of students, and a workable alternative was not offered in time to administer the student survey.

**Table 1. National Survey of Hispanic Students Response Rates by Cohort**

	Scholars Surveyed	Scholars' Response Rates	Total Cohorts of Students	
			Surveyed	Response Rates
1985	348	37%	653	31%
1986	494	46	933	39
1989	496	62	986	41
1990	499	57	988	48
CIRP sample			305	40
1991	499	60	991	49
Total			4,856	42%

Note: Addresses, taken from PSAT/NMSQT data for the different cohorts, were approximately 1.5 to 7.5 years old.

**Table 2. SAT/SDQ Data Match Rates by Cohort**

Cohort	Sample From PSAT Rosters	Matched SAT/SDQ Data	
	Total N	N	Percentage of Total
1985	205 <sup>a</sup>	193	94%
1986	365 <sup>a</sup>	167 <sup>b</sup>	46
1989	954	878	92
1990	945	893	95
CIRP sample	305	221 <sup>c</sup>	73
1991	943	903	96
Total	3,717	3,255	88%

Note: Only the recent cohorts with high match rates were used for reporting SAT/SDQ data. Samples that were not used with rationales are described below:

<sup>a</sup> Sample represents only respondents to the National Survey of Hispanic Students, as cohorts initially lacked sufficient identifiers for successful SAT/SDQ matches.

<sup>b</sup> Match rates may be low because this was a transition year for the SDQ, not all college-bound students in 1986 were administered the same survey. Only one version of the SDQ was made available.

<sup>c</sup> Match rates may be low because not all CIRP students take the SAT.

In addition to our own survey, we obtained SAT and Student Descriptive Questionnaire (SDQ) data for Scholars and Comparison groups from the Educational Testing Service (ETS). This included data on students listed in the 1989, 1990, and 1991 PSAT/NMSQT rosters and the 1990 CIRP comparison group. Data were obtained on 92% of this combined sample. SAT/SDQ data could not be obtained for exception cases or Puerto Rican students who had taken the PAA because program rosters for these students lacked sufficient identifying information (sex, date of birth, and social security numbers). This was also the case with the early cohorts (1985 and 1986), and special arrangements were made with the ETS to obtain SAT/SDQ data when these students returned



surveys with important identifying information. Although we received SAT/SDQ data for 1985 and 1986 respondents to the National Survey of Hispanic Students, we limited analyses using SAT/SDQ data to only the most recent cohorts where high match rates (94%, excluding the CIRP group and the older cohorts) assures that response bias is unlikely to affect our observations.

It is well known that student response rates to surveys mailed to home addresses vary according to specific background characteristics such as sex, academic ability, and racial/ethnic group (Hurtado, Astin, Korn, & Dey, 1989). Creating a comprehensive data set, with merged SAT/SDQ and follow-up data, provided the advantage of having extensive information on non-respondents to help us understand how response rates may affect our analyses. We explored the extent to which nonrespondents and respondents differed significantly on key characteristics. The results of significance tests are shown on Table 3 for groups with extensive SAT/SDQ data.

Scholars were more likely to respond to the follow-up survey than Comparison groups and, consequently, we were less likely to observe significant differences between respondents and nonrespondents within Scholar cohorts. Differentiation within samples show that females were more likely to respond than males in all Comparison groups and within the 1989 group of Scholars. High school grade point averages were likely to be somewhat higher among respondents in the 1989 Comparison group. Although nonrespondents tended to rate themselves higher according to ability self-ratings in 1989 and 1991, actual SAT scores (verbal or math) revealed no significant differences between respondents and nonrespondents in any of the samples. These results suggest that there may be relatively little response bias based on academic ability. Furthermore, no significant differences were evident in the types of high schools attended by respondents and nonrespondents. The representation of the major Latino groups among respondents and nonrespondents is also approximately the same. The only exception occurs in the 1989 cohort where a slightly higher proportion of nonrespondents in the Comparison group classified themselves in another ethnic category. We suspect that a small portion of Semifinalists were not Hispanic and, therefore, were less likely to respond to a Hispanic survey.

Extensive baseline data was not available on the 1985 and 1986 cohorts, or students who did not take the PSAT, preventing us from exploring non-response bias in these groups. With response biases in operation, we would be less likely to find significant differences between the Comparison groups and the Scholars. However, on most measures Scholars tended to do better than Comparison group members, suggesting that the Scholars perform extremely well when compared to the most able members of the Comparison groups who responded to the survey.

Table 3. Means on Key Variables by Cohort and Respondent Categories Within Scholars and Comparison Groups

Variables	1989 Cohort				1990 Cohort				1991 Cohort			
	C-Group		Scholars		C-Group		Scholars		C-Group		Scholars	
	No (301)	Yes (152)	No (218)	Yes (234)	No (268)	Yes (192)	No (188)	Yes (262)	No (288)	Yes (182)	No (173)	Yes (275)
Sex (female) <sup>a</sup>	1.39	1.63**	1.41	1.51*	1.43	1.65**	1.52	1.50	1.47	1.58*	1.50	1.51
High school GPA <sup>b</sup>	4.95	5.17*	5.73	5.77	5.00	5.11	5.73	5.76	4.96	5.03	5.77	5.80
SAT (verbal)	560	557	593	586	556	564	587	583	553	569	699	598
SAT (math)	609	591	651	653	601	602	651	647	603	611	651	651
Degree aspirations <sup>c</sup>	4.34	4.24	4.53	4.50	4.30	4.30	4.50	4.54	4.34	4.39	4.56	4.58
First spoken language <sup>d</sup>	1.77	1.68	1.72	1.65	1.58	1.64	1.64	1.71	1.60	1.61	1.76	1.83
Self-rating: <sup>e</sup>												
Math ability	3.31	3.30	3.61	3.59	3.32	3.28	3.60	3.54	3.35	3.21*	3.61	3.62
Scientific ability	3.17	3.04*	3.50	3.42	3.13	3.07	3.45	3.34	3.18	3.09	3.44	3.51
Writing ability	3.20	3.19	3.47	3.35*	3.23	3.14	3.44	3.35	3.21	3.16	3.37	3.49
Attended: <sup>a</sup>												
Public high school	1.67	1.67	1.69	1.68	1.69	1.65	1.73	1.71	1.65	1.66	1.65	1.69
Private high school	1.07	1.07	1.10	1.09	1.09	1.07	1.08	1.06	1.07	1.07	1.08	1.08
Religious high school	1.25	1.25	1.21	1.24	1.22	1.29	1.19	1.23	1.27	1.26	1.27	1.23
Ethnicity: <sup>a</sup>												
Chicano/Mexican American	1.41	1.41	1.45	1.47	1.43	1.43	1.43	1.50	1.46	1.43	1.45	1.53
Puerto Rican	1.19	1.26	1.15	1.15	1.22	1.24	1.21	1.16	1.20	1.24	1.16	1.13
Latin or Central American	1.36	1.33	1.35	1.35	1.30	1.31	1.34	1.32	1.31	1.30	1.36	1.32
Other ethnic category	1.04	1.01*	1.06	1.03	1.04	1.02	1.03	1.02	1.03	1.02	1.03	1.02

Notes: T-tests are significant at \* $p \leq .05$  and \*\* $p \leq .01$ . <sup>a</sup> Dichotomous variables coded 1=no, 2=yes; <sup>b</sup> Six-point scale ranging from 'C- or less' to 'A' grade; <sup>c</sup> Five-point scale ranging from 'certificate' to 'graduate degree'; <sup>d</sup> Three-point scale ranging from 'English' to primarily 'another language'; <sup>e</sup> Four-point scale ranging from 'below average' to 'highest 10%'. Scholars' statistics do not include exception cases.



*Survey of College Administrators*

Sample selection for the College Administrator Survey was conducted in a way that would ensure a sample of four-year institutions that regularly enroll Hispanic Scholars and were representative of the types of institutions that typically receive NHSAP Semifinalist rosters. We requested lists of institutions that have enrolled Scholars for all Program years in order to select institutions that enrolled at least two Scholars in any one year. With few exceptions, we found that the same colleges tend to enroll Scholars each year. As a result, we selected a total of 88 "Scholar" institutions. We also selected approximately 25 additional institutions whose representatives had requested information from the Program Director (Requestor institutions). Scholar and Requestor institutions constituted a sample of college representatives likely to be familiar with the Program. In addition, 166 institutions were randomly-selected from the mailing lists typically generated for distribution of NHSAP Semifinalist rosters. This yielded a sample of institutions that regularly receive Program rosters, but whose familiarity with the Program was unknown.

A four-page survey was developed based on conversations with admissions officers. An administrator, who has served on the Scholar selection committee, reviewed the survey and provided valuable feedback. We sent the survey in early Fall to mailing addresses where Semifinalist rosters are typically distributed, primarily college admissions offices. This survey contained many open-ended questions to solicit reactions to the program, generate recommendations, and identify college strategies in Hispanic student recruitment. (A copy of the survey is available in Appendix B). The overall response rate to the survey was 43%, producing a sample of institutions that enroll from 47 to 50% of all Hispanic Scholars selected in any one year. Included among the respondents were institutions that annually enroll the highest number of Hispanic Scholars. Table 4 shows the respondent breakdown by sample type.

**Table 4. College Administrator Survey Respondents by Sample Type**

Institutional Sample	N	Percentage of Total Sample
Random Institutions <sup>a</sup>	61	52
Requestor Institutions <sup>b</sup>	22	19
Scholar Institutions <sup>c</sup>	34	29
Unknown <sup>d</sup>	2	
Total	119	

<sup>a</sup> Institutions randomly selected from mailings lists typically used for sending Semifinalist rosters.

<sup>b</sup> Institutions that have contacted the Program Director and/or made special requests.

<sup>c</sup> Institutions that enroll at least two Scholars in any one year; many enroll more than two *each* year.

<sup>d</sup> Unknown institutions were respondents who sent back surveys but removed institutional identifiers, preventing us from detecting the sample category and limiting some analyses.

Table 5 shows the characteristics of the sample responding to the survey of college administrators. Although the survey was sent primarily to college admissions officers, representatives were instructed to direct the questionnaire to the individual most capable of answering the questions. An impressive group of college administrators responded that held various positions of responsibility such as Vice Chancellor, Chief Planning Officer, and Director of Institutional Research. The majority of respondents were Deans or Directors of Admission (44%), and at least eight of these also held the position of Dean of Financial Aid at their institution. Respondents averaged eight years of experience at their particular institution, and those who had been affiliated with college admissions averaged 10 years of experience in the field. The majority of respondents were male (58%) and were either white (46%), Hispanic/Latino (31%) or African American (20%).

**Table 5. Characteristics of Respondents to the College Administrator Survey**

	N	Percent of Total Sample
<i>Job Title/Level of Responsibility</i>		
Dean or Director of Admissions	51	44
Assoc. Director or Senior Officer	18	15
Assistant Director or recruiter	28	25
Minority Recruitment Coordinator	11	9
Other Administrator*	8	7
Unknown	3	3
<i>Employment at this Institution</i>		
Average number of years	117	8
Percent indicating 10 or more years		25
<i>Experience in College Admissions</i>		
Average number of years	114	10
Percent indicating 10 or more years		43
<i>Gender</i>		
Male	68	58
Female	50	42
<i>Racial/Ethnic Background</i>		
White/Caucasian	54	46
African American	24	20
Asian American	1	1
American Indian	1	1
Hispanic/Latino	37	31
Other	2	2

\* Other administrators included Directors of Institutional Research, Vice Chancellors, Directors of College Honors Programs, and Director of Planning and Enrollment Management.



### *Institutional Data*

Additional data from several sources were merged with both the student and college administrator survey to help identify additional institutional contexts that may have informed their responses. Data obtained from the U.S. Department of Education's Integrated Postsecondary Educational Data Systems (IPEDS) were obtained and merged with survey data. These data included total undergraduate institutional enrollment, Hispanic undergraduate enrollment, the size of the city in which the college is located, and the institution type and control. Annual tuition costs and expenses for room and board for 1990-91 were added to the file from *The College Handbook, 1992* (College Entrance Examination Board, 1991). The Higher Education Research Institute maintains information on college selectivity (average SAT or ACT equivalents) on all institutions that enroll first-time, full-time freshmen. This information was also added to the administrator and student data sets.

We initially proposed to obtain, directly from college officials, objective measures of college student retention and indicators of institutional use of awards. The former is a typical activity we undertake at HERI for all our survey participants. Both of these activities, however, require that we know where each student entered college. Unfortunately, the Program maintains no database or roster linking each student to a particular college. College and university officials also need to be given adequate time (several months) to return this institutional data. This prevented us from surveying financial aid officers about aid packages for specific students and obtaining retention data from college registrars for each student. We would have had to convert information from 2,350 award reply (paper) forms into useable data for the evaluation. Our staff lacked the time and energy, and the Program's two-person staff was already taxed with handling day-to-day duties. (Additional measures of college retention and student aid changes can be sought for a future study on students who have responded to our survey, as we now have information on the college that each respondent has attended).

Our evaluation of the Program would not be complete without specifying areas that we did not review. Certainly a Program of this nature requires a great deal of publicity and cultivation of relationships with high schools to help identify candidates. Promotional activities undertaken by the Program at the high school level were not evaluated, nor did we survey high school personnel to examine ties with specific high schools. Since the majority of students are identified through the use of the PSAT, students served as the primary mode of identification. However, an increasing number of exception cases over the years suggests that these students were more likely to be identified through established relations with high school counselors and/or use of the PAA. A section of this report is devoted to the characteristics of these students. We also share findings regarding the role of high school counselors in the early stages of the college choice process.



## RESULTS

### Recognizing Hispanic Talent

Since its inception, recognizing talented Hispanic seniors has been the National Hispanic Scholar Awards Program's first and primary goal. This section of the report evaluates the extent to which the program has been successful in this area. To assess the talent of NHSAP participants, we investigated several measures that reflect general criteria typically used in the selection of Scholars (see Appendix A). These criteria include measures of academic talent, leadership, service to the community, and social and cultural awareness. We used SAT/SDQ data to make national comparisons with college-bound seniors and NHSAP participants within major categories of ethnic origin (Mexican American, Puerto Rican, and Latin or Central American). We also used the National Survey of Hispanic Students to compare students on characteristics not available in the SAT/SDQ data files (e.g., cultural awareness). Tests of significance were conducted to assess differences between Scholars and Semifinalist comparison groups.

#### *Academic Talent*

*SAT Scores.* When compared with the national population of college-bound seniors, the National Hispanic Semifinalists perform better than average on academic measures typically used in college admissions. Figure 1 shows the distribution of SAT verbal scores for the most recent cohort of Mexican American, Puerto Rican, and Latin or Central American Scholars relative to their respective populations of college-bound seniors and the national population of white college-bound seniors. The distributions of SAT verbal scores for all Latino groups of college-bound seniors are skewed towards the lower end of the scale range. In contrast, Scholars' scores tend to distribute above the national average of both white and Latino college-bound seniors, dropping sharply at the 650-690 interval. This indicates that while Scholars score well above the national average, a relatively small percentage score at or above 700 (Only 9% of Latin American, 7% of Mexican American, and 5% of Puerto Ricans Scholars scored in this range in 1991. See Appendix C for percentage distributions for each cohort). Still, this is exceptional performance in light of the fact that approximately 48 % of all 1991 Scholars reported that Spanish was their first language.

Figure 2 shows the distribution of SAT math scores for the same groups. Although all groups tend to score slightly higher on the math than on the verbal test, Scholars exhibit a similar pattern of scoring above the national average for college-bound seniors. However, unlike performance on the verbal test, a higher proportion of Scholars excel at the highest levels of math performance. We find that approximately 31% of both Latin/Central American and Mexican American and 19% of the Puerto Rican Scholars score above 700 on the SAT math.

**Figure 1**  
**1991 Verbal Scholastic Aptitude Test (SAT) Scores**

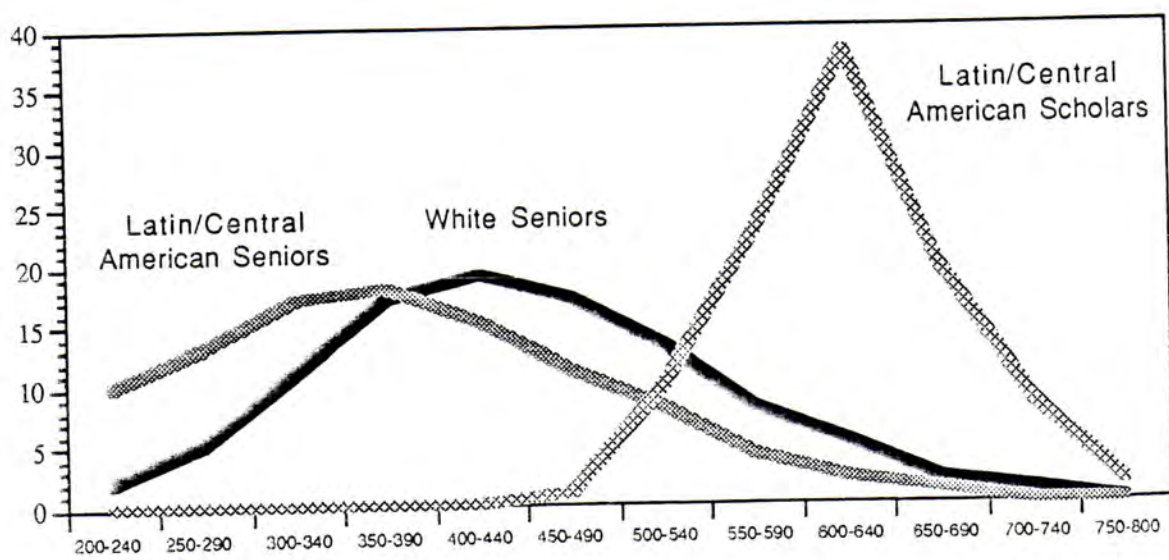
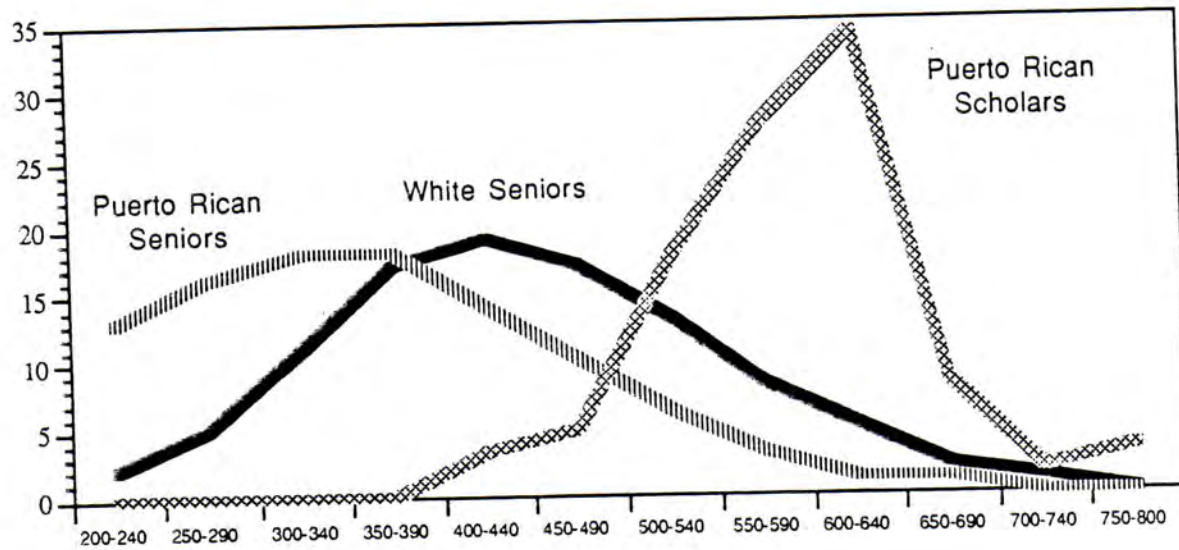
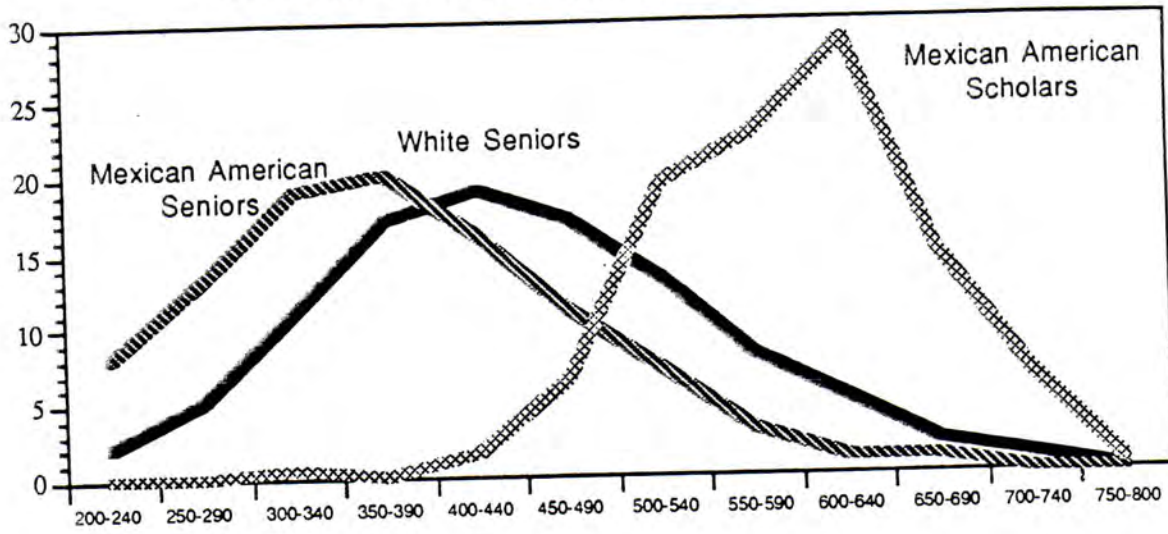
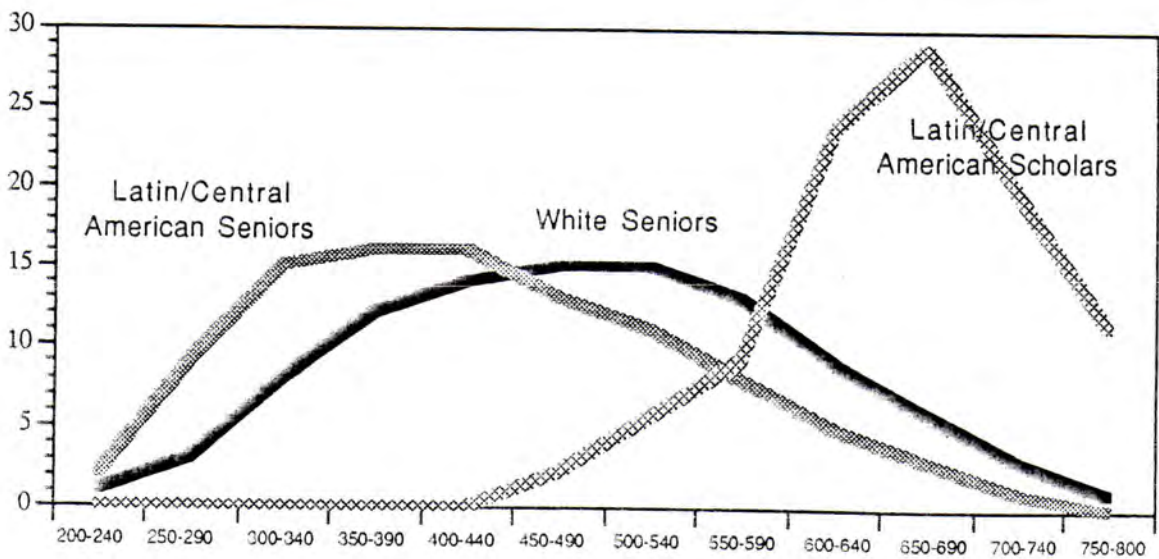
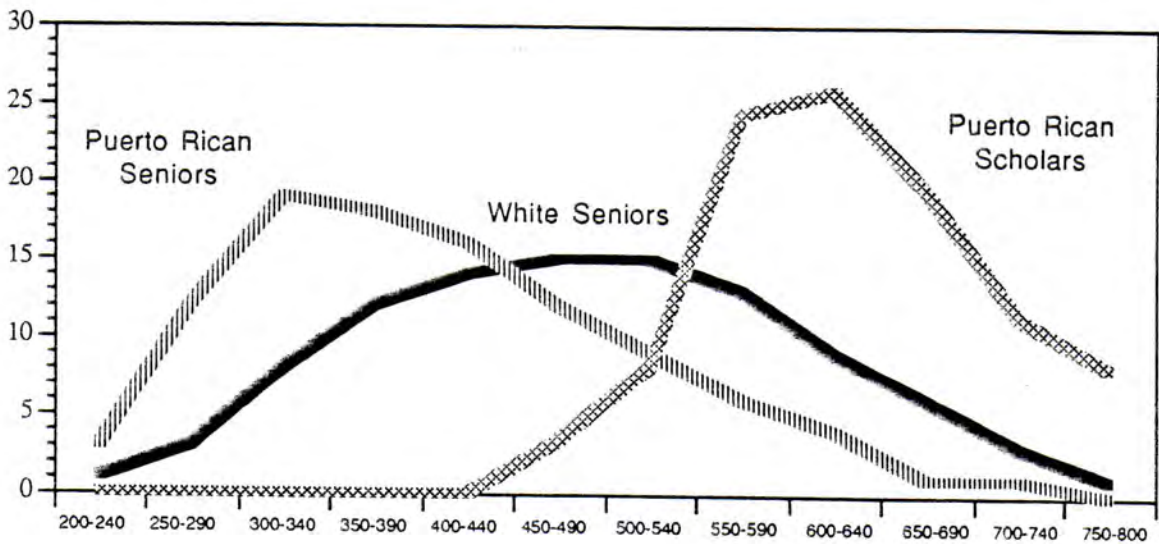
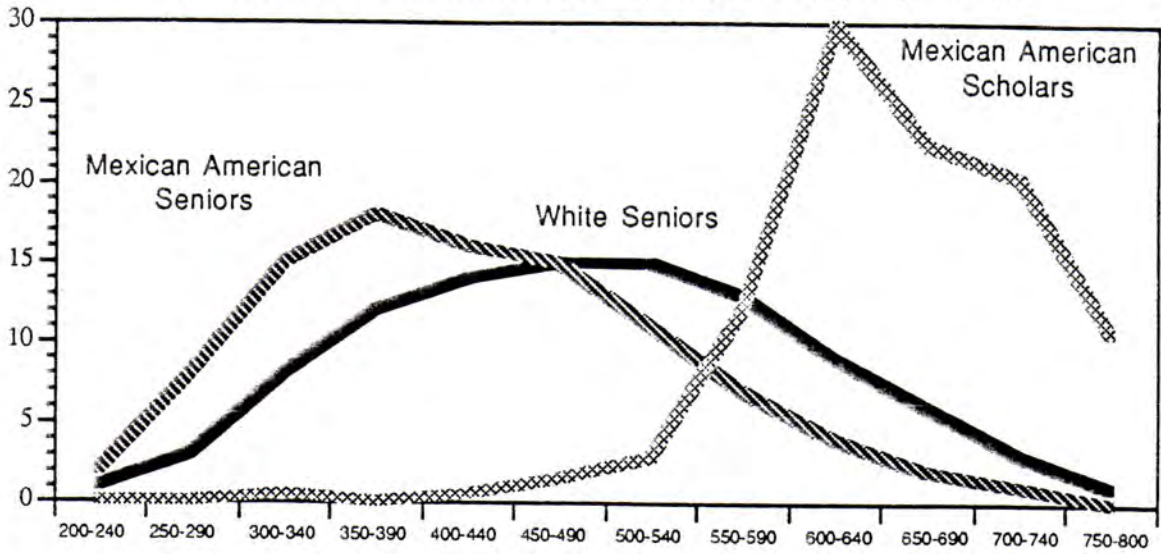




Figure 2  
1991 Mathematics Scholastic Aptitude Test (SAT) Scores



These math score distributions are indicative of the mathematical and perhaps scientific talent among Scholars. The distribution of SAT scores across the other cohort years reveal similar results. (The percentage distribution of SAT scores for the recent cohorts may be found in Appendix C).

Table 6 shows the mean Scholastic Aptitude Tests (SAT) scores for the three most recent cohorts of NHSAP participants and college-bound seniors who identified themselves as white, Mexican American, Puerto Rican, and Latin or Central American. Mean SAT scores are highest for Scholars, and other Semifinalists' scores are higher than the national populations of college-bound seniors. Across all recent cohorts, verbal scores for Mexican American Scholars average 206 points higher and math scores average 224 points higher than scores for Mexican American college-bound seniors. Differences between mean verbal scores (221 points) and math scores (223 points) for Puerto Rican Scholars and Puerto Rican college-bound seniors also suggest that Scholars are far above the national average. Similar gaps are observed between Latin/Central American college-bound seniors and Scholars selected for the Program. Tests of significance indicate that Scholars tend to score significantly higher than the Comparison groups, with the exception of SAT verbal scores for Puerto Rican and Latin/Central American students in 1990. In that year, there were no significant differences in verbal performance for these comparison groups.

**Table 6. Mean Scholastic Aptitude Test (SAT) Scores by Cohort and Sample**

Sample	1989			1990			1991		
	n	V	M	n	V	M	n	V	M
<i>White College-bound</i>									
Seniors	752,257	446	491	694,976	442	491	687,231	441	489
All Semifinalists	878	574	628	893	572	625	903	578	628
Hispanic Scholars	437	589	652	443	585	649	442	598	651
<i>Mexican American</i>									
Seniors	25,207	381	430	26,073	380	429	28,602	377	427
Scholars	200	580**	652**	200	589**	654**	219	587**	652**
Comparison group	175	553	605	185	544	587	201	550	597
<i>Puerto Rican</i>									
Seniors	11,415	360	406	11400	359	405	12,065	361	406
Scholars	66	584**	642**	76	577	642*	62	583*	631*
Comparison group	89	543	593	103	563	618	96	556	606
<i>Latin/Central American</i>									
Seniors	21,242	389	436	23,608	383	434	25,584	382	431
Scholars	146	603**	657**	136	585	649**	143	618**	657**
Comparison group	147	581	611	132	577	607	134	581	631

Note: Data on college-bound seniors come from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic groups in 1989, 1990, and 1991. Comparison groups are "non-winner" NHSAP Semifinalists. Tests of mean scores for Scholars and Comparison groups indicate significant differences at \*  $p \leq .05$  and \*\* $p \leq .01$ .



*High School Grade Point Average.* Table 7 shows the percentage of NHSAP participants and the national population of college-bound seniors who reported having an overall high school grade point average (GPA) of 'A-' or better. Averaged across the three most recent cohorts, about 77% of all program Semifinalists report earning a GPA of at least an 'A-', as compared to 31 % of white college-bound seniors. Approximately 91% of all Hispanic Scholars report earning a high school GPA in this top category. Mexican American Scholars are three times (96 %) more likely and the comparison groups are twice as likely (61%) to have grades in this category than Mexican American college-bound seniors (29%). The differences between other Latino Semifinalists and college-bound seniors (Puerto Rican and Latin American) are even greater, as Scholars are four times more likely and Comparison group members are two and a half times more likely to earn an overall GPA of 'A-' or better than their respective populations of Puerto Rican or Latin American college-bound seniors. Although there is variation among the cohorts in the proportion earning grades in this top category, within each year, Scholars are significantly more likely to earn 'A' grades in high school than the Semifinalist comparison group. (GPA distributions for the three most recent cohorts are available in Appendix C).

**Table 7. Overall High School Grade Point Average of 'A-' or better: Percent of NHSAP Semifinalists and Population of College-Bound Seniors**

Group	1989	1990	1991	Avg. Across All Cohorts
White College-bound Seniors	30	31	31	31
All NHSAP Semifinalists	77	78	77	77
Hispanic Scholars	91	90	92	91
<i>Mexican American</i>				
College-bound seniors	36	26	26	29
Scholars	93**	98**	96**	96
Semifinalist comparison group	65	63	56	61
<i>Puerto Rican</i>				
College-bound seniors	21	22	22	22
Scholars	92**	90**	86**	89
Semifinalist comparison group	47	58	57	54
<i>Latin or Central American</i>				
College-bound seniors	23	23	24	23
Scholars	92**	92**	93**	92
Semifinalist comparison group	62	60	69	64

Note: Data are based on student responses to the SDQ. Statistics on college-bound seniors come from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic groups in 1989, 1990, and 1991. Chi-square tests are significant at \*\*  $p \leq .01$ .

*High School Rank and Advanced Coursework.* While results of students' overall GPA reflect outstanding performance among Scholars, differences in programs of study and reports of grade inflation in high schools over the years (Dey, Astin, & Korn, 1991) suggest it is important to evaluate performance relative to others in the same high school. Table 8 shows the percentage of students who rank in the top tenth of their high school class. This academic measure reveals even greater disparities between the Scholars and their respective populations of college-bound seniors. Latin/Central American, Mexican American, and Puerto Rican Scholars are five times more likely than college-bound seniors in their ethnic group to rank in the top tenth of their class. Semifinalists in the Comparison groups are almost three times more likely to rank in the top tenth than their respective populations of Latino college-bound seniors. Differences between the NHSAP participants are also more evident, as Scholars are nearly twice as likely to rank in the top tenth of their class than Comparison groups.

**Table 8. High School Rank in Class, Top Tenth: Percent of NHSAP Semifinalists and Population of College-Bound Seniors**

Sample	1989		1990		1991		Avg. Across All Cohorts
	N	Percent	N	Percent	N	Percent	
White College-bound Seniors	686,082	22.0	632,636	22.0	625,963	22.0	22
All NHSAP Semifinalists	878	67.8	893	66.1	903	68.3	67
All Hispanic Scholars	437	86.3	443	88.2	442	87.2	87
Mexican American Seniors	22,780	17.0	23,449	18.0	25,683	17.0	18
Scholars	200	87.1	200	93.0	219	90.2	90
Comparison group	175	50.0	185	44.1	201	47.4	47
Puerto Rican Seniors	9,642	16.0	9,469	15.0	9,885	15.0	16
Scholars	66	86.2	76	78.1	62	83.3	83
Comparison group	89	39.0	103	40.6	96	48.2	43
Latin or Central American Seniors	18,219	17.0	20,223	17.0	21,930	17.0	17
Scholars	136	84.3	132	86.4	137	85.4	85
Comparison group	132	52.5	123	45.5	123	54.5	51

Note: Data are based on student responses to the SDQ. The N of sample represents the total number of respondents to this item on the SDQ, the base for percentages. Statistics on college-bound seniors come from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic groups in 1989, 1990, and 1991.

Although many high schools take into account advanced coursework in calculating class rankings, we thought it was important to investigate the extent to which students have taken an advanced curriculum. Table 9 shows the average number of advanced courses taken by Scholars



and Semifinalists in the comparison group. No similar data were available for comparisons with the national population of college-bound seniors. Results show that Scholars tend to take significantly more honors courses than Semifinalists in the comparison group (approximately 10 compared with 7.5 courses, respectively). Prior to college entry, Scholars also indicate that they planned to apply for advanced placement, credit by examination, or course exemption for an average of 2.8 courses, which is about one more college course than the Comparison group. This indicates that Scholars not only perform better, but also take advantage of the highest academic offerings at their high schools.

**Table 9. Advanced Academic Coursework**

	1989	1990	1991
Average number of honors courses taken in high school			
Scholars	9.7**	10.1**	10.6**
Comparison group	7.1	7.9	7.6
Average number of courses that student planned to apply for advanced placement, credit by examination or exemption in college			
Scholars	2.8**	2.8**	2.9**
Comparison group	1.8	2.1	2.1

Note: Data are based on student responses to the SDQ. Test of means for groups are significantly different at \*\*  $p \leq .01$ .

*Types of High Schools.* Since most students are limited to the curriculum available in high schools and these environments are important in preparing students for the transition to college, we examined the types of high schools that Scholars and other Semifinalists have attended. Presented in Table 10 are the characteristics of high schools as reported on the National Survey of Hispanic Students for all cohorts. With few exceptions, Scholars and Comparison groups appear to attend the same types of high schools. The majority attend public schools (61-74% depending on the cohort and group); from one fifth to a third report attending religiously-affiliated high schools; and only 5 to 10% report attending private, independent high schools. As indicated on an item inquiring about special types of high schools, most of the religious high schools tend to be Catholic. NHSAP participants generally do not attend boarding schools, the 1990 cohort of Scholars reports the highest percentage (5%) from these institutions. Across all cohorts, an average of 10% of Program participants report attending special magnet high schools. Approximately 9% of the Semifinalists report attending high schools located outside the U.S. mainland. The majority of this group were from the Puerto Rican Commonwealth, although a few were from foreign countries.

**Table 10. Characteristics of High Schools: Percent of Scholars and Comparison Group by Cohort**

<i>High School Characteristics</i>	1985 Cohort		1986 Cohort		1989 Cohort		1990 Cohort		1991 Cohort	
	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group
<i>Control</i>										
Public	61	74	65	69	68	67	73	64	69	67
Private (no religious affiliation)	5	5	6	5	10	7	7	8	9	10
Private, religious affiliation	34	21	30	26	22	26	20	29	23	24
<i>Special Types</i>										
Special/Magnet	13	8	9	7	9	11	11	14	10	13
Catholic	33	22	29	26	21	24	19	24	20	21
Boarding School	1	0	1	1	1	1	5	0*	3	4
<i>Location</i>										
Outside U.S. Mainland	7	5	7	6	8	14	8	10	11	9
Predominantly Minority Neighborhood	19	28	24	20	24	21	22	20	25	14*
<i>Academic Offerings of the High School</i>										
Honors courses (excluding advanced placement)	72	68	74	75	74	76	72	81*	73	79
Advanced placement	66	62	77	75	75	84*	81	80	83	87
Exclusively College preparatory	35	20*	27	25	30	32	25	30	26	26
College preparatory and vocational/technical	45	55	53	54	51	47	56	52	55	50
<i>Estimated Enrollment</i>										
High school had few Hispanic students	51	35*	46	44	43	43	37	44	39	47
Avg. percent of Hispanics in high school	25	30	29	28	33	32	32	28	34	23**

Note: Data are based on the National Survey of Hispanic Students. Chi-square tests indicate significant relationships between group and characteristic of high school, \*  $p \leq .05$ ; \*\*  $p \leq .01$ . T-tests conducted on mean percentage of Hispanics indicate significant group differences at \*\*  $p \leq .01$ , two-tailed test.



Across all cohorts, Scholars (23%) are only slightly more likely than the Comparison group (21%) to come from high schools in predominantly minority neighborhoods. These differences are significant in the 1991 cohort: About one quarter of the Scholars and 14% of the Comparison group report attending high schools in predominantly minority neighborhoods. Scholars also report attending high schools where the average Hispanic enrollment was 34%, significantly higher than the average for the Comparison group (23%) in that year. It appears that more than half of the Semifinalists were likely to have Hispanic classmates, as approximately 43% of the Scholars (averaged across all cohorts) report attending high schools where there were very few Hispanic students.

With the exception of the 1985 cohort, results show that approximately three quarters of the Semifinalists report their high schools offered honors and advanced placement courses. Approximately half of the students report attending comprehensive high schools that offer both a college preparatory and vocational/technical curriculum, and less than a third attended high schools with an exclusively college preparatory curriculum. There are slight variations to this general pattern in particular cohorts. Significant differences between Scholars and Comparison groups in three cohort years were detected. Scholars in 1985 were significantly more likely than the Comparison group to report attending a high school with an exclusively college preparatory curriculum (35% compared with 20%). Significantly higher proportions of the Comparison groups than Scholars report attending a high school that offered honors courses in 1990 and advanced placement courses in 1989. While they may attend such schools, Comparison groups do not report taking more advanced courses than Scholars in these cohorts (see Table 9). This may serve as a further indication that Scholars take full advantage of the advanced coursework their high schools offer, perhaps even seeking coursework at other high schools when confronted with limitations.

### *Leadership and Service*

In addition to academic talent, the Program recognizes Hispanic talent based on personal characteristics that indicate outstanding qualities in high school students. In fact, 60% of a candidate's selection rating is based on "non-academic" criteria. (See selection rating form in Appendix A). These non-academic qualities include many of the same characteristics that selective colleges seek in the admission of talented students. While these criteria may include a variety of special talents or skills, perhaps the most important indicator of potential success is the extent to which students become involved in activities and demonstrate leadership. Involvement in campus activities are strong indicators of student retention through the baccalaureate (Astin, 1977; 1984; Tinto, 1987). Thus, the selection criteria defined by leadership and service represent indicators of

success during the college years as well as early indicators of leadership within the Hispanic community.

Table 11 shows the average number of student offices and awards reported by Scholars in comparison to “non-winner” Semifinalists. (Similar measures were not available for the national population of college-bound seniors). In recent cohorts, Scholars report holding a significantly higher number of student offices and awards than Comparison groups (approximately two offices or awards compared with one, respectively). Approximately 46% of the Scholars hold at least two student offices and approximately half receive at least two awards during high school. In comparison, 21% of the other Semifinalists hold at least two student offices and 30% report receiving awards.

**Table 11. High School Leadership and Awards**

	1989		1990		1991	
	Scholars n=437	C-Group n=444	Scholars n=443	C-Group n=450	Scholars n=442	C-Group n=461
Average number of student offices held	1.7	.74**	1.5	0.9**	1.6	0.9**
Average number of high school awards	2.0	1.0**	1.8	1.2*	1.9	1.1**
Percent who held at least two student offices	48	18**	42	23**	46	23**
Percent who received at least two awards	54	28**	49	31**	49	30**

Note: Data presented here are based on student responses to the SDQ. Tests of means for groups are significantly different at \*  $p \leq .05$  and \*\*  $p \leq .01$ . Chi-square tests are significant at \*\*  $p \leq .01$ .

These data indicate that Scholars are not only more academically able, but also have strong extracurricular interests. In many cases, their extracurricular activities reflect their academic interests. Table 12 indicates the percentage of NHSAP participants who report holding a position of leadership in various types of clubs and activities during high school. The list of activities is ordered according to those most frequently indicated by Scholars. Over one quarter of the Scholars report holding leadership positions in the academic honor society during high school. Student government and work in political organizations was the next most popular area, with 23% of the Scholars and 11% of the Comparison groups reporting positions of leadership. Scholars are consistently more likely than the Comparison groups to be leaders in academically-oriented organizations such as journalism or literary organizations, foreign language clubs, and science/math activities. Beyond these activities, however, there is considerable variation among



cohort years in terms of the type of leadership positions held and differences between NHSAP participants.

**Table 12. Percent of NHSAP Participants in Types of High School Leadership**

Held Office in These High School Activities:	1989 Cohort		1990 Cohort		1991 Cohort	
	Scholars n=432	C-Group n=433	Scholars n=423	C-Group n=444	Scholars n=436	C-Group n=449
Academic honor society	28	10**	24	6**	25	9**
Government or political	24	8**	23	11**	25	15**
Journalism or literary	14	6**	14	7**	15	9**
Foreign language	12	5**	13	8**	12	6**
Science/Math	14	3**	9	4**	9	5*
Varsity sports	11	8	11	8	13	6**
Other club/activity	10	5**	8	6	11	7**
School-spirit	9	5*	9	4**	5	4
Religious	9	4**	7	8	8	7
Music: Instrumental	6	4	7	5	7	5
Ethnic or cross cultural	6	3	7	4*	6	3*
Intramural sports	6	3	4	4	3	2
Career-oriented	5	3	5	3	6	3*
Debate or public speaking	5	4	7	4	5	1**
Computer	1	1	2	2	1	1
Theater	6	2**	4	3	3	4
Foreign exchange	0	0	0	0	0	0
Dance	1	1	1	1	3	1**
Art	1	1	2	1	2	1
Music: Vocal	1	1	1	1	3	1*
Junior ROTC	1	1	1	1	1	1

Note: Data presented here are based on student responses to the SDQ. Students indicated multiple activities, therefore percentages do not total to 100. Chi-square tests are significant at \*  $p \leq .05$  and \*\*  $p \leq .01$ .

Table 13 shows the proportion of NHSAP participants who report participating, holding office, and receiving awards in community service during high school. Data show that community service is a popular activity among Scholars: Well over half indicate they have participated in some type of community service activity during high school. Scholars are also significantly more likely to report participating in community service and receiving service

awards than the Comparison groups. Leadership in community service also ranks as the third most popular area for Scholars (after academic honor societies and student government), as 17% report a leadership position in this area. Scholars are also more likely to hold a leadership position in a community service activity in 1989 and 1990, but are not significantly more likely than Comparison groups to hold such positions in 1991. This could indicate that community service is not limited to the most academically talented, but is an activity that is becoming more popular among other students.

**Table 13. Percent of NHSAP Participants in Community Service Activities**

Activity	1989		1990		1991	
	Scholars n=432	C-Group n=433	Scholars n=423	C-Group n=444	Scholars n=436	C-Group n=449
Participated in service activity senior year	59	42**	58	44**	56	44**
Held office in service activity	16	7**	18	9**	14	11
Received service award	12	5**	13	8**	14	9*

Note: Data are based on student responses to the SDQ. Chi-square tests are significant at \*  $p \leq .05$  and \*\*  $p \leq .01$ .

#### *Cultural Awareness and Values*

A variety of additional personal characteristics are considered in the selection of National Hispanic Scholars. Among these are strengths and special talents, indicators of persistence in the face of adversity, a sense of heritage, and social and cultural awareness. Although some of these aspects are not normally given substantial weight in college admissions, they are important personal qualities that serve as early identification of leadership among the Hispanic community. We asked students to indicate the extent to which a wide variety of goals were important to them on the National Survey. Among the items, we included measures of the student's value or commitment to the Hispanic culture and/or community. Table 14 shows the results of our survey for NHSAP participants. Approximately 73% of the Scholars believe it is "very important" or "essential" to participate in programs to help the Hispanic community. Similar to reported results on community service, Scholars are significantly more likely than Comparison groups to value service to the Hispanic community in 1989 and 1990. In addition, we find that nearly three quarters of the Scholars and two-thirds of the Comparison groups felt that it was important to maintain Hispanic cultural traditions. These data indicate that a high proportion of the NHSAP participants are committed to helping the Hispanic community and maintaining cultural traditions.



**Table 14. Cultural Awareness and Values**

Percent reporting "very important" or "essential" :	1989 Cohort		1990 Cohort		1991 Cohort	
	Scholars n=250	C-Group n=150	Scholars n=285	C-Group n=191	Scholars n=297	C-Group n=178
Participating in programs to help the Hispanic community	70	59**	75	57**	72	63
Maintaining Hispanic cultural traditions	72	65	76	56**	74	65

Note: Data are based on student responses to the National Survey of Hispanic Students. Chi-square tests are significant at \*\*  $p \leq .01$ .

### *Reaching Talented High School Students*

Students indicate an interest in the NHSAP at the time that they take the PSAT by providing their permission to have their names released to the Program and institutions. Top scorers are identified and Semifinalist rosters are sent to high schools along with letters to high school counselors to invite student applications for the NHSAP awards (see schedule of operations in Appendix A). After the first year of the program, letters of invitation were also sent directly to individual students. Several other methods used to inform students about the Program are shown on Table 15.

As it turns out, sending the letter of invitation is perhaps the most effective method of encouraging students to apply for the NHSAP awards. The next most important way of informing students about the Program appears to be through information on the PSAT/NMSQT bulletin. Approximately one third of the Scholars are likely to have learned about the Program through a high school counselor. Less than 5% of NHSAP students were likely to have heard about the Program from a friend, indicating perhaps that the Program is not well-known among high school students. Although the Program has sent materials to advertise it in high schools, less than 5% of the students were likely to have learned about the Program in this way. These results indicate that we cannot expect information about scholarship opportunities to be easily passed along to Hispanic students in high schools. Reaching talented Hispanic students requires that they be the direct recipients of information. Providing information through the PSAT bulletin, or sending letters directly to individuals, ensures that these students learn about the Program.

**Table 15. How Semifinalists Learn About the National Hispanic Scholar Awards Program**

<i>Percent reporting:</i>	1985 Cohort		1986 Cohort		1989 Cohort		1990 Cohort		1991 Cohort	
	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group
I received a letter inviting me to apply in my senior year	55	54	47	34	57	61	61	67	66	66
A counselor or teacher at school encouraged me to apply	35	21	37	14	32	14*	35	26	27	17*
Friends told me about the program	2	4	3	0	5	2	5	2	4	4
Saw a poster or advertisement for the program	4	4	2	2	3	2	3	3	2	2
I read about it for the first time when I took the PSAT	38	36	58	48	50	52	54	55	51	50
Other method	4	0	5	4	5	4	8	4	5	5

Note: Data are based on responses to the National Survey of Hispanic Students. Students were instructed to mark all that applied, percentages do not add up to 100%. Chi-square tests are significant at \*  $p \leq .05$ .



### *Identifying Hispanic Talent Through Alternate Methods*

After the first year of the Program, procedures were introduced to identify talented Latino students who either did not take the PSAT, or attended high schools where the PSAT was not offered. High School counselors aware of the Program could recommend eligible students. Students could also contact the Director about eligibility for the scholarship competition. These were called exception cases, because they were exceptions to the typical PSAT identification method. In addition, the Prueba de Aptitud Académica (PAA) is used to help identify high-scoring Puerto Ricans from the Commonwealth public schools. These procedures made the Program less dependent on traditional modes of identifying talent in the nation's high schools and provided the opportunity for NHSAP recognition among a more diverse group of Hispanic students. This section provides information on the basic characteristics of Scholars identified through alternate procedures in comparison with other Scholars and Semifinalist comparison groups identified through use of the PSAT.

Although the number of Scholars that are identified through these alternate procedures have increased over the years (approximately 49 were selected in 1991 compared with 18 in 1985), relatively little data is maintained on these students in comparison to students identified through the PSAT. Data presented here are limited to respondents to the National Survey of Hispanic Students, representing approximately 56% of all students identified through alternate procedures from 1989 to 1991. Due to their relatively small numbers, data on respondents are combined across the three most recent cohort years to obtain a portrait of these Scholars in comparison to other NHSAP participants.

Table 16 shows combined 1989, 1990, and 1991 cohort reports of basic characteristics from the National Survey. The first group of Scholars listed in the table is the group identified through methods other than the PSAT (including exception cases and students identified through the PAA). The other groups include Scholars and the Comparison group identified through the PSAT. Results suggest that Scholars identified through alternate methods are much like other Scholars when it comes to earning high grades and self-reported measures of ability. Approximately 99% of these Scholars report a high school GPA of A- or better and more than three-quarters rated themselves above average on math ability, scientific ability, and writing ability. These measures of self-rated ability are significant predictors of academic performance for Puerto Rican students in college, with effects over and above traditional predictors (i.e., SAT scores and high school GPA) (Kent, 1982).

Students identified through alternate methods differed from other Semifinalists in one fundamental way: They tend to come from families with substantially lower incomes. These families had median incomes of \$ 19,500 compared with \$45,000 for other Scholars and \$50,000 for Comparison groups. As a consequence, a significantly higher percentage of students attend

public high schools and a lower percentage attend high schools where advanced courses were offered (i.e, honors courses, advanced placement, etc.), suggesting that Scholars identified through alternate methods have not had the same academic advantages as other NHSAP participants.

**Table 16. Comparing Scholars Identified Through Alternate Methods with NHSAP Participants Identified Through the PSAT**

	Scholars (alternate method) n=69	Scholars (PSAT) n=771	Comparison group (PSAT) n=526
<i>Academic Preparation</i>			
Percent Reporting They:			
Earned a high school GPA of 'A-' or better**	99	93	61 <sup>b</sup>
Took college level courses in high school	74	79	79
Took college preparatory courses**	79 <sup>a</sup>	97	94
<i>Self-reported Abilities</i>			
Percent rating "above average" or "top 10%" in:			
Mathematics ability**	87	86	72 <sup>b</sup>
Scientific ability**	76	74	63 <sup>b</sup>
Written expression or writing ability**	87	87	81 <sup>b</sup>
Median Parental Income	\$19,500 <sup>a</sup>	\$45,000	\$50,000
<i>Percent Attending High Schools With The Following Characteristics:</i>			
Type**			
Public	90 <sup>a</sup>	68	66
Private	3 <sup>a</sup>	9	8
Religious	7 <sup>a</sup>	23	26
<i>Academic Offerings</i>			
Offered honors courses**	45 <sup>a</sup>	75	79
Offered advanced placement**	65 <sup>a</sup>	81	84
Exclusively college preparatory*	15 <sup>a</sup>	28	29
College prep. and vocational curriculum	55	54	50
H. S. Had Few Hispanic Students**	17 <sup>a</sup>	42	45

Note: Data are based on student responses to the National Survey of Hispanic Students for the 1989, 1990, and 1991 cohorts. The first group of Scholars (n=69) represent 56% of all Scholar identified using alternate methods from 1989 to 1991. Chi-square tests are significant at \* p = .05 and \*\* p = ≤ .01.

<sup>a</sup> Exception cases differ from other Semifinalists. <sup>b</sup> Comparison groups differ from all other Scholars.



This is further supported by the fact that only 79% report taking college preparatory courses during high school as compared with over 90% of the Scholars and members of the Comparison group. On the other hand, there are no significant differences among the proportion of students who report taking college level courses. This may indicate that exception cases (including Puerto Ricans from Commonwealth public schools) have overcome the barriers of disadvantaged high schools by taking courses at a local college. In short, the Program's use of alternate methods in identifying Hispanic talent appear to have provided opportunities to students with less economic and high school resources than students identified through the use of the PSAT.

### *Summary*

According to key academic and non-academic criteria used to judge student talent, Scholars selected for the NHSAP awards exhibit characteristics that make them appealing candidates for admission to the most selective colleges. In addition to excellent academic credentials that include high SAT scores and top grades in demanding courses, almost half of the Scholars received awards and approximately 45% held office in two or more student organizations. Social and cultural awareness among Scholars is also evidenced by the high proportion who participate in community service activities (56%) and place a high value on maintaining Hispanic cultural traditions (75%). Semifinalists in the Comparison group also performed significantly better than the average student within their ethnic population of college bound seniors. Overall, results suggest that the NHSAP has successfully identified some of the most outstanding Hispanic high school seniors in the country.

## Encouraging the Recruitment of Hispanic Students

One of the central goals of the Program has been to identify talented Hispanic students for colleges and universities and to encourage their recruitment. This has been accomplished primarily through the annual distribution of NHSAP Semifinalist rosters to four-year colleges and universities. These rosters contain the names, addresses and high schools of students who have been designated National Hispanic Semifinalists. The survey of college administrators was designed primarily to address questions regarding the effectiveness of this activity and to solicit additional suggestions regarding activities that may be most helpful in encouraging the recruitment of Hispanic students.

The characteristics of respondents' institutions and all items on the survey were subjected to tests (chi-square tests and t-tests of sample means) that would help determine significant differences by sample type. Because Scholar and Requestor institutions were presumably more familiar with the NHSAP, these institutions were combined for comparison with Random institutions. (Scholar institutions were significantly different from Requestor institutions in only a few cases and these differences are noted in results tables). However, we were surprised to find that tests of significance performed on all opinion items indicated very few observed differences between Random and Scholar institutions. For this reason, results are often reported for the entire sample of administrators. The few cases where significant differences were observed between Random and Scholar institutions are presented and discussed.

### *College Administrator Survey: Institutional Characteristics*

Table 17 shows the average characteristics of respondents' institutions for the college administrator survey. Scholar institutions are more likely to be twice the size of Random institutions when it comes to both Hispanic undergraduate and total undergraduate enrollment. At the same time, Scholar institutions tend to be significantly more selective than Random institutions. The average combined SAT scores (verbal and math) of the entering class at Scholar institutions is 1070 as compared with the average of 983 for Random institutions. As we might expect, those institutions that have enrolled a significant number of Scholars over the years are not only the most selective, but also the most expensive institutions. Significant differences were observed in 1990-91 college tuition and room and board expenses, with higher costs at Scholar institutions. The average annual tuition at Scholar institutions was \$9,212 (excluding Requestor institutions), while tuition costs averaged \$6,535 at Random institutions. These annual expenses are indicative of the high costs of postsecondary education confronting college-bound seniors.



**Table 17. Average Characteristics of Scholar and Random Institutions**

Characteristics	Random Institutions n=61	Scholar Institutions n=56
<i>Enrollment in 1988</i>		
Hispanic Undergraduates	201	413*
Total Undergraduates	5,385	10,137**
<i>Location of College</i>		
City Size (population)	250,000-499,999	500,000-999,999
<i>College Selectivity</i>		
Average SAT scores of the entering class	983	1070**
<i>Expenses in 1990-91</i>		
Tuition <sup>a</sup>	\$6,535	\$9,212 **
Room & Board	\$3,737	\$4,230**

Note: Data are based on the College Administrator Survey and U.S. Dept. of Education IPEDS. Scholar institutions include colleges that enroll at least two scholars in any one year and (Requestor) institutions that have requested information from the Program Director. Tests of means were significant at \*  $p \leq .05$ ; \*\*  $p \leq .01$ . <sup>a</sup> Tuition for Scholar institutions (including Requestors) was \$7,273. Significant differences between Scholar and Random institutions, (excluding Requestors) are reported here.

#### *Program Familiarity and Usefulness of the Rosters*

We used several measures to assess administrators' familiarity with the Program and use of Semifinalist rosters. We should note that response patterns indicate that college administrators avoided some items precisely because they were unfamiliar with the Program. This is reflected in lower response rates to particular questions. Table 18 shows results for the various survey items. While Random institutions are less likely than Scholar institutions to be familiar with the Program, these differences were not significant to merit separate reporting. Results show that half (50%) of all college administrators report they are familiar with the program and have taken advantage of its services. Over one third of the respondents either heard about the NHSAP for the first time (8%) or are unfamiliar with the Program's services (31%). Additional items revealed that only 45% of the administrators report they know the criteria for selection of Semifinalists, and less than a third (32%) know how the Scholars or winners are selected.

**Table 18. Program Familiarity and Use of Services Among College Administrators**

	N	Percentage (%)
<i>Are you familiar with the National Hispanic Scholar Awards Program?</i>	112	
I am not aware of the program, this is the first time I have heard about it.		8
I have heard of the program, but am not familiar with the program's services.		31
I have heard of the program but have opted not to use the program's services.		11
I am very familiar with the program and have taken advantage of its services.		50
<i>Do you know the criteria for selection as a National Hispanic Scholar Semifinalist?</i>	100	
Yes		45
No		56
<i>Do you know how the finalists (Scholars) are selected?</i>	111	
Yes		32
No		69
<i>Has your college received rosters of National Hispanic Scholar Semifinalists?</i>	117	
Yes		84
No		16
<i>How useful are these rosters in identifying Hispanic candidates for your college?</i>	98	
Not at all useful		11
Somewhat useful		59
Very useful		30

Note: Data are based on the College Administrator Survey.

Although we used mailing addresses generated for the distribution of Semifinalist rosters, approximately 16% of administrators report they had not been the recipients of these rosters. Of those who report receiving the rosters, only 30% found them "very useful" in identifying Hispanic candidates for their college. The majority of administrators (59%) reported they are "somewhat useful." Open-ended response questions were used to further probe how rosters were used by institutions. Administrators were asked, "How are the rosters used at your college?" Table 19 summarizes the answers to this question in the order in which they were most frequently stated on the survey. Most responses indicate that administrators use the rosters to send special mailings and target high schools for visits, with the primary objective of encouraging student applications. Several administrators report using the roster to identify prospective scholarship recipients and/or



participants in honors programs. These responses suggest the Semifinalist roster is not only used in targeted recruitment practices, but also in a variety of college programs that benefit students.

**Table 19. Summary of Responses on the Uses of Semifinalist Rosters by Colleges**

Response rate to item: 84%

**Major Purpose:**

- To send information regarding programs and scholarships available to Hispanic students at the college
- To encourage students to apply to the college
- To identify prospective Hispanic honors students
- To help identify local prospective students
- To encourage students from "key feeder" states to apply to the college
- To congratulate students
- To identify prospective scholarship recipients
- To personally contact students during in high school visits
- Rosters are used as a cross-reference with students identified through Search Services for a major recruitment/scholarship program
- To help identify high schools with prospective Hispanic students

Note: Data are based on open-ended responses to the College Administrator Survey.

While only about 11% of college administrators report the rosters were not useful, or have opted not to use them, their open-ended responses provide additional insights into why the majority of administrators have rated the rosters as only "somewhat useful." Table 20 shows a summary of the responses to the following question: "If you have received these rosters but have not used them to identify potential Hispanic candidates, why not?" Administrators report that rosters were not used primarily because the list arrived too late to be of use in scheduled recruitment activities; they already use the Student Search Service tailored to their institutional needs; or because the rosters are not made available in a readily usable format (electronic). During the development of the survey, these three basic criticisms were also mentioned by other admissions officers in conversations about the Program. Other reasons for not using the roster appear to be related to the fact that specific institutional needs cannot be met. For example, the list does not provide additional information (high school rank, major field, etc.) that would allow colleges to target recruitment efforts.

These results suggest that the program operation should be aligned with the needs of postsecondary institutions in order to facilitate the recruitment of Hispanics. Although the Program had moved to distribute rosters from January to November to improve student opportunities for recruitment, this distribution schedule was still considered late by many colleges. The Program has

also provided an electronic roster for specific colleges, but the procedures for obtaining this format for rosters remained unknown to the majority of institutional representatives. While the Program has made efforts to respond to the needs of institutions to facilitate the recruitment of Hispanic students, further steps in this direction appear necessary to meet Program goals.

**Table 20. Summary of Reasons Given For Not Using Semifinalist Rosters**

Response rate: 11%  
Reasons

- Rosters are received too late to be of any use in recruitment
- The Student Search Service is already in use
- The rosters aren't made available in a more readily usable format like Macintosh disk or IBM mainframe tapes
- The rosters do not provide phone numbers
- The rosters do not provide estimated class rank of students
- Intended major field of study is not identified on the roster
- Recruitment is regional and some small colleges are not able to attract students from such rosters
- Rosters are too long and the college considers many factors in admission

Note: Data are based on open-ended responses to the College Administrator Survey. Only those who reported they did not use the roster were asked to respond to this item.

Other factors affecting administrators judgements about the utility of the rosters emerged from analyses of administrator and student data concerning how students learn about colleges. The Hispanic follow-up survey and the College Administrator Survey contained parallel questions about the college choice process. Students were asked to rate the effectiveness of 15 methods used to develop and narrow the list of colleges for submitting applications. Table 21 shows student ratings of eight of the most frequent and helpful methods that Semifinalists used. Although the student ratings of these methods varies somewhat by cohort, students report that visiting several colleges was the most helpful method in narrowing the list of colleges to consider. The second most helpful method was receiving letters of invitation to apply and brochures about colleges. This method becomes even more important when one considers that fewer students have the opportunity to travel great distances to visit all potential colleges. Semifinalists report that their own research (reading college rating books and college catalogues) was also most helpful. Perhaps these Hispanic students were less likely to have personal contact with someone knowledgeable about colleges and, consequently, depended on their own resources to find out what different colleges have to offer. This is supported by the fact that less than 25% of NHSAP participants report receiving assistance from a high school counselor to develop a list of "compatible" colleges.



**Table 21. Student Reports of Most Helpful Methods Used to Develop a List of Appropriate Colleges to Consider**

Method	Percent of Cohort Rating Method "Very Helpful":				
	1985	1986	1989	1990	1991
I visited several colleges	48	51	54	48	62
I received brochures and letters from colleges inviting me to apply	57	50	52	53	54
I read a "college rating" book	42	45	39	38	40
I ordered several college catalogues	3	39	31	37	38
A college recruiter visited my high school	24	25	28	32	29
I attended "College Night(s)"	21	23	27	26	29
A high school counselor gave me a list of colleges to explore	21	27	21	21	23
A friend told me about colleges to consider	20	21	15	17	12

Note: Data are based on the National Survey of Hispanic Students.

Table 22 shows that administrators' ratings are in agreement with student ratings about the effectiveness of campus visits in encouraging student applications. However, beyond this item, there was little agreement between students and administrators about the methods that help students narrow the list of colleges to consider. In direct contrast to student ratings, results show that administrators tend to underestimate the impact of individual mailings sent to students. Only 9% of administrators responding to our survey report that direct mailings are effective in promoting Hispanic applications to their college.

Administrators' ratings appear to favor methods of personal contact to encourage Hispanic applications. These methods include the presence of a relative at the college, word of mouth among Hispanic high school students, and recruiter contact in high school visits or at College Nights. It may well be that a friend, relative, or personal contact influences a student's final decision; however, administrators may underestimate the extent to which students have had to rely on printed information to develop their initial sets of colleges to consider. It should also be noted that less than a third (30%) of administrators felt that high school counselors were helpful in increasing the number of Hispanic applicants to their college. These results provide further support for the idea that even the most talented students may rely more on their own resources for developing an initial set of institutions to consider for college attendance.

**Table 22. Administrator Reports of Most Helpful Methods in Encouraging Hispanic Student Applications to Their Colleges**

Method	Percent of Administrators Rating Method "Very Helpful":
Student visits to your campus	84
Student's relatives (i.e. sibling) attending your college	79
Word of mouth among Hispanic high school students	72
Parental preferences/advice	61
Contact with a college representative at the students' high school	58
Special programs designed to help Hispanics go to college (e.g. Upward Bound)	51
The guidance counselor's advice	30
Contact with your college's representative at "College Night"	30
Direct mailings of brochures and letters inviting students to apply	9
College rating books	4

Note: Data are based on the College Administrator Survey.

Aside from opinions about direct mailings, another factor may be affecting judgements of the utility of the rosters. Administrators may not know the effectiveness of their efforts in recruiting NHSAP students. Perhaps the most telling evidence regarding this issue comes from one item in which significant institutional differences were observed. College administrators were asked, "Have you had any National Hispanic Scholar Awards Program winners attend your institution?" Table 23 shows the responses to this item by sample type. We expected the majority of institutions to report "a few had come here over the years;" instead, 60% of the administrators report they "don't know" whether their institutions have enrolled any Program winners. The majority of Random institutions are unaware of Program winners attending their institution (70%) and one-half of Scholar institutions (50%) also report they are unaware.

These results are surprising in light of the fact that most institutions keep tallies of the number of National Merit and National Achievement winners as an indicator of their institution's academic reputation and success in recruitment. (These recruitment results are often published in college catalogs). It is clear that the majority of institutions have not kept track of National Hispanic Scholars or Honorable Mentions in the same manner. This may be due to a number of plausible explanations: 1) the NHSAP has not yet acquired the status of these other merit recognition programs, 2) designation of Scholar status comes after the majority of decisions have been made



at selective colleges (April) and college admissions offices may not know which students are Scholars, 3) college administrators have not been kept informed about the Program and the degree of talent successfully identified among the Hispanic college-bound population, or 4) colleges and universities have yet to confirm their commitment to the recruitment of Hispanic students.

**Table 23. Percent of Administrators Reporting the Number of Scholars Recruited to Their College**

Response	Random Institutions n=54	Scholar Institutions n=56	All Institutions
I don't know	70	50	60
A few have come here over the years	19	23	2
We normally have about one per year	9	11	10
We attract several NHSAP winners per year	2	16	9

Note: Data are based on the College Administrator Survey. Scholar institutions include colleges that enroll at least two scholars in any one year and Requestor institutions that have requested information from the Program Director. Chi-square test is significant at  $p = \leq .05$ .

Institutions differed significantly on a survey item that addresses the issue of institutional commitment to the recruitment of Hispanic students. Table 24 shows how the responsibility for recruiting Hispanics is distributed at respondents' institutions. Scholar institutions (20%) were more likely than Random institutions (8%) to report that someone in their admissions office has primary responsibility for the recruitment of Hispanic students. These institutions were also more likely than Random institutions to have other admissions officers share in this responsibility along with a primary person (51% compared with 30%, respectively). Correlational analyses indicated that these organizational arrangements in college admissions offices were strongly associated with all measures of familiarity with the Program and the successful recruitment of Scholars (i.e. the number of Scholars reported to be recruited annually). Thus, the Program may be most effective at encouraging the recruitment of Semifinalists at institutions where there is a primary person (or Program contact) responsible for the recruitment of Hispanic students, and college representatives are familiar enough with the Program to know how to best use the Semifinalist roster. Institutional commitment to Hispanic recruitment may also determine, in part, how strong a link the Program has established with particular postsecondary institutions.

**Table 24. Percent Reporting Institutional Responsibility for Recruiting Hispanic Students by Sample Type**

Response	Random Institutions n=60	Scholar's Institutions n=55	All Institutions
Someone is assigned primary responsibility for recruiting Hispanic students	8	20	14
Someone is assigned primary responsibility, but all admissions officers also share responsibility	30	51	40
Each admissions officer is responsible for recruiting all students regardless of ethnic background	55	26	41
Other arrangements reported	7	4	5

Note: Data are based on the College Administrator Survey. Scholar's institutions include colleges that enroll at least two scholars in any one year and institutions that have requested information from the Program Director. Chi-square test is significant at  $p \leq .05$ .

#### *Administrators' Recommendations for the Program*

To understand how the Program may be more effective at encouraging the recruitment of Hispanic students at all institutions, recommendations were solicited on an open-ended response question. Administrators were asked, "In your view, what can be done through the National Hispanic Scholar Awards Program to help increase the number of talented Hispanic students applying to your college? All suggestions are welcome." Although responses revealed a few criticisms, the general tenor of responses from administrators was one of strong support and a genuine interest in learning more about the Program. In addition, very specific recommendations were given about the improvement of rosters and Program expansion. Table 25 shows a summary of administrators' responses. The two most frequently stated responses have to do with increasing the amount and number of awards, which is discussed more extensively in the next section, and improving the link between the Program and postsecondary institutions. Administrators were also clear about what they want in Semifinalist rosters. They made direct requests for the roster to be distributed earlier than its current date in November. (Many of the colleges complete their recruitment visits to high schools by the time the list arrives). In short, administrators' comments indicate that colleges want better information delivered earlier in order to effectively target recruitment efforts.

Miscellaneous recommendations for other activities are also listed here to show the variety of ideas generated. We recognize that not all of these are plausible or fall within the current goals of



the Program, they are presented here because they originate from a constituency of the College Board. Some of the responses also indicate how unfamiliar administrators are with the Program. We should note that these summaries do not reflect the very thoughtful essays on the matter of Hispanic recruitment that were sent in response to this question. Many administrators signed their names and enclosed their business cards, further indicating their interest in the Program.

**Table 25. Summary of Administrator Responses: How the Program Can Increase the Number of Talented Hispanic Students Applying to Their College**

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Response rate to item: 55%

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Recommendations

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*Financial Award*

Increase the number of available awards.

Increase the amount of awards.

Encourage colleges to enhance the winner's financial aid package with additional monies (matching grants).

*Improving the Link between the Program and Postsecondary Institutions*

College representatives could provide prospective students with information on the Program, ask them for assistance in encouraging eligible students to apply.

A list of Finalists [Scholars] is not generally available to colleges, notify the colleges each spring.

The entire selection process is vague, provide better information to colleges about this.

More information about the Program should be sent to admissions offices.

*Improvements of Rosters and Distribution*

Rosters arrive too late, send them earlier to colleges.

Provide a list of students' "First Choice" colleges.

Rosters should identify students' academic interests.

Provide addresses and phone numbers of students.

Provide the data in a more readily usable format (electronic).

Provide survey data regarding students preference in receiving mailings and how many applications are submitted.

Include class rank on rosters.

Rosters should be divided by area and high school with social security numbers.

Provide a breakdown of Mexican/Puerto Rican students.

**Table 25. continued. Recommendations**

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*Other Activities to Increase the Number of Hispanic Students Applying*

- Conduct early outreach with parents and encourage their roles in their child's education.
- Encourage students to explore local colleges by profiling these institutions.
- Encourage high school counselors to encourage more students to take the PSAT.
- Encourage students to take college preparatory courses in high school.
- Identify talented students who did not take the PSAT or do not know about the PSAT.
- Encourage students to enroll in smaller, liberal arts colleges.
- Educate counselors, teachers, administrators on the needs of Hispanic students.
- Sponsor students' visits to college campuses.
- Promote activities that will better prepare all Hispanic students.
- Educate college officials concerning the Hispanic population by state/institution.
- The Program should target high schools with high percentages of Hispanic students and work directly with them to increase participation.
- Designate a number of awards for high school students interested in attending community colleges.

*General Recommendations*

- Advertise the Program throughout all media channels.
- The Program should tie into the National Merit/Achievement Process.
- The Program should do more advertising in Mid-East region (other regions were mentioned as well).
- Encourage students to indicate ethnic origin on test applications.
- Encourage students to seek out all options available to them concerning colleges and financial aid.
- Identify those students who were not winners but were promising students.

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Note: Recommendations are based on open-ended responses to the College Administrator Survey.

*Summary*

Although some campuses use NHSAP Semifinalist rosters for recruitment purposes and college programs that benefit students, the Program has yet to achieve widespread recognition as a national merit program that can promote campus efforts to identify and recruit talented Hispanic students. Results indicate that institutions that have successfully recruited Scholars are not significantly more familiar with various aspects of the NHSAP. Variable success with the distribution of Semifinalist rosters suggests that the Program needs to improve its links with postsecondary institutions to make distribution of Semifinalist rosters more effective. At the same time, this activity is affected by administrators attitudes about the effectiveness of direct mailings and their institutional commitment to recruiting Hispanic students. Administrator recommendations for the NHSAP reflect both interest and support for a program that can assist colleges in the goal of increasing the representation of Hispanic students on their campuses.





## Assessing Program Impact

Although we learned much about students' lives subsequent to the freshman year, the primary focus of this evaluation is on the transition from high school to college, as this is where the Program intends to have the most impact. We used both the administrator and student surveys to understand how recognition has affected all Semifinalists, and to assess the impact of the \$1500 award for Scholars in this era of rising tuition costs. One of the difficulties associated with assessing program impact on college choice is that there are strong selection effects in operation. Students are self-selected among various types of institutions and colleges effectively sort their applicants to shape the nature of their freshman classes. The results, simply stated, are that the "best" students generally tend to go to the most prestigious colleges. Therefore, it is difficult to determine with absolute certainty whether the Program has made a difference in a talented Hispanic student's decision to attend a particular college. We relied on primarily on student accounts about program impact, and evaluated facts about their experiences to independently assess impact.

While we feel that students are the best informants, we were also cautious about total reliance on retrospective reports because students sometimes do not remember. One of the key questions on the National Survey concerned student recollections of Program participation, as this question determined whether a student would proceed to answer other questions about the Program. In order to keep track of students in the Scholar or Comparison groups, each student was assigned an identification number based on their status on Program rosters. This enabled us to determine the percentage of students who correctly identified themselves as NHSAP participants. Table 26 shows Scholar and Comparison group responses to the question on Program participation.

Two patterns are evident. First, Scholars are more likely than the Comparison groups to remember participating in the Program. Recognition for the latter group may have been limited to a letter inviting them to apply for the scholarship competition<sup>2</sup>. In contrast, the majority of Scholars remember having received the \$1500 award (91% in 1985 to 98% in 1991), indicating perhaps that the monetary reward is the most tangible part of the program. As one Coordinator of Services for College Scholars commented on the administrator survey, "Recognition is great but it has little tangible value without money to back it up." Additional benefits that accrue for

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<sup>2</sup> The Program has attempted to generate additional recognition for Semifinalists in the high schools, however, student reports suggest that Scholars still receive the most recognition at the high school level. This may be because counselors have little time for recognition activities, with counseling loads of up to 300 students at some public schools.



designated Scholars may also make the award more memorable. The extent to which this accumulation of benefits occurs will be discussed later in this section.

The second pattern we observed suggests only that memory fades with time. For example, after the first two years of college, from six to nine percent of the Scholars report that they were not participants or had not applied for the program. Recent cohorts are generally more likely than the older cohorts to remember their eligibility and participation in the scholarship competition. These results explain variations in response rates to questions about program impact, as not all students recalled being a participant in the Program. As a group, however, Scholars answered the majority of questions and provided additional written comments about the Program.

**Table 26. Student Reports of NHSAP Participation**

Actual Group	N	Percent Responding:			
		Did not participate in the program	Received a \$1500 Award	Other Semifinalist Category:	
				Non-applicant	Non-winner
1985					
Scholars	123	7	91	2	1
Comparison group	71	65	4	14	17
1986					
Scholars	220	7	87	2	4
Comparison group	125	62	2	17	19
1989					
Scholars	249	6	93	0	1
Comparison group	148	33	0	28	39
1990					
Scholars	283	4	97	0	0
Comparison group	187	18	0	25	58
1991					
Scholars	303	2	98	0	0
Comparison group	178	7	1	31	62

Note: Data are based on the National Survey of Hispanic Students. Percentages may tally to more than 100% due to rounding of figures.

### *The Effects of Program Recognition*

*College Admission.* One of the outcomes of recognition as a National Hispanic Semifinalist is the potential to increase students' college options. We examined whether students were likely to apply to more or better colleges. Table 28 shows reports of college application behavior. Scholars tend to apply to an average of one more college than Semifinalist or CIRP comparison groups. Consequently, Scholars are also admitted to an average of one more college than either comparison group. This pattern of college application behavior is fairly stable across all cohorts, covering a period of seven years. We further examined the pattern of college application behavior among

high-achieving students. Table 27 shows results from our comparative analyses of Scholars and the general population of 1990 freshman attending four-year colleges. There is no substantial variation in the average number of college applications submitted among students who score over 1100 on the SAT (combined verbal and math). Thus, Scholars were not significantly more likely to apply to more colleges when compared with other high-scoring students. With this modest control for ability, it also appears that all ethnic groups are similar, suggesting perhaps that factors other than ethnicity may be more influential in determining the number of college applications submitted among high-achieving students.

**Table 27. Average Number of College Applications: Students With Combined SAT Scores Over 1100**

1990 CIRP Sample			Scholars (1989, 1990, & 1991)		
Group	N	Average	Group	N	Average
White	54,068	4.2	-----	----	-----
Chicano	717	4.2	Chicano	350	4.0
Puerto Rican	280	4.6	Puerto Rican	96	4.1
-----	----	----	Latin American	227	4.3

Note: Data are based on the 1990 American Freshman Survey for the CIRP sample and the National Survey of Hispanic Students for recent Scholar cohorts. ----- Indicates no comparable group available on surveys.

Table 28 shows the characteristics of students' freshman colleges for all cohorts, with a special focus on the 1990 comparison groups. In the 1990 cohort, we find that Scholars are significantly more likely to enter private institutions (63%) and their first choice college (82%) than Semifinalist (48%; 63%) or CIRP comparison groups (51%;67%). A higher percentage of Scholars (40% in 1990) attended a freshman college over 500 miles from home compared to slightly less than a quarter of the Comparison group and less than a fifth of the 1990 CIRP freshmen. Scholars' freshman colleges also tend to be significantly more selective, with the average combined verbal and math SAT of the entering class over 1150. The 1990 Comparison group entered a freshman college whose students averaged 1071, while the CIRP freshmen entered colleges that had an average SAT of 1005. Although there are significant differences between the Scholars and Semifinalists, both of these groups attend freshman colleges with higher tuition costs than the CIRP comparison group in 1990. According to 1990-91 annual tuition costs (excluding other expenses), the 1991 Scholars entered freshman colleges with an average cost of \$10,575. Moreover, approximately 41% of the 1991 Scholars entered institutions with annual tuition expenses of over \$15,000 per year.



**Table 28. College Admissions and Types of Freshman Colleges Attended by Students**

	1985 Cohort		1986 Cohort		1989 Cohort		1990 Cohort		1991 Cohort	
	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group
Average Number of:										
College Applications	3.6	3.1	4.0	3.2**	4.2	3.4**	3.9	3.5**	4.0	3.3**
College Acceptances	3.3	2.8*	3.6	2.8**	4.0	3.0**	3.7	3.0**	3.7	2.9**
Percent Attending Their First Choice College	85	81	76	63	72	67	82	63**	80	62**
<i>Freshman College Characteristics</i>										
Percent Attending:										
Private	63	44**	63	42**	65	46**	63	48**	71	44**
Public	37	56**	38	58**	36	54**	37	52**	29	56**
Percent Attending: College over 500 miles from home	34	23	35	22**	41	24**	40	24**	45	21**
Selectivity (Average SAT [V+M] of entering class)	1150	1076**	1154	1065**	1174	1067**	1156	1071**	1178	1073**
Average Enrollment (1988)										
Hispanic Undergraduates	991	1203	835	1127	1381	1607	1259	1244	1057	1056
Total Undergraduates	11269	11438	10652	11418	9829	11764*	10429	11816	8357	11057**
Average College Expenses (1990-1991):										
Tuition	9750	7000**	9742	6110**	9752	6667**	9563	7235**	10575	6473**
Room & Board	4766	4308**	4802	4272**	4800	4332**	4771	4407**	4801	4527**
Percent Attending Colleges with Tuition \$15,000 or More	31	21	31	16	33	21	35	22	41	21

Note: Data are based on the National Survey of Hispanic Students linked with IPEDS data. Two-tailed t-tests were performed on means to detect significant group differences, \*  $p \leq .05$ ; \*\*  $p \leq .01$ . Chi-square tests were performed on percentages to detect significant relationships between group and type of college attended, \*  $p \leq .05$ ; \*\*  $p \leq .01$ .

Since Scholars attend more selective and expensive institutions, results appear to confirm the notion that program participants have a better choice of colleges than typical first-time, full-time Latino freshmen. We performed additional analyses to determine whether the types of freshman colleges indicate a significant Program effect or whether they are due simply to NHSAP students' better academic qualifications or background characteristics.

A total of 24 measures were included in the analysis to determine whether Scholar status maintains a significant relationship with choosing an expensive or selective freshman college. This included controls for student ability (high school rank and class size, grade point average, SAT scores, ability self-ratings); and background characteristics (parental income and education, ethnic origin, gender, religion, citizenship status, student's first language, high school type). We also included information about college preferences (place of residence during college and preferences for a college close to home) along with student plans to work, apply for financial aid, and apply for advanced placement credit. These latter variables were included in the equations to rule out alternative explanations regarding college choice.

Results on Table 29 show that Scholar status maintains a significant relationship with choosing a more selective and expensive college after student ability, background, and early college preferences were controlled. This indicates that, when compared with NHSAP Semifinalists of similar backgrounds and preferences, Scholars were still more likely to attend a selective or high cost college. These analyses support the idea that recognition, and perhaps the financial confidence provided by the award, allows Scholars to attend some of the most selective and expensive colleges in the country.

Aside from Scholar status, other student characteristics were significant predictors of choosing a selective or expensive college. Latino students with high degree aspirations, high SAT math scores, and who preferred to live on campus were more likely to choose selective colleges or colleges with a high tuition. Those attending private high schools were also more likely to choose such colleges. (This evidenced by negative coefficients on dichotomous measures representing other types of high schools). Latinos who preferred to live at home during college were less likely to choose a highly selective or expensive college, as these types of colleges are rarely located in the midst of Hispanic communities. Student preferences to stay college close to home usually indicates that family finances are a major concern, since room and board costs represent additional expenses. Students reporting a Protestant religious background were less likely than students of other religious backgrounds to select a high cost college. In addition, students who rated themselves highly on scientific ability and those who reported high parental incomes were also more likely to attend a selective college.

Interesting enough, parental income was not directly related to selecting a high cost college. Given changes in financial aid procedures and recent reports of economic concerns regarding



college financing among freshmen (Dey et.al., 1991), the relationship between parental income and tuition costs may be nonlinear. High-achieving students from high and low incomes may be choosing selective colleges that represent quality, but that are less likely to place a strain on family finances. Given the importance of college financing for Hispanic students (Olivas, 1986), these results merit future investigation.

**Table 29. Regression of Freshman College Measures on Student Ability and Background Characteristics**

Predictors of Attending a Highly Selective Freshman College  
(Based on the Average SAT of Entering Freshmen)

	<u>Standardized Beta</u>	<u>T value</u>
Scholar status <sup>a</sup>	.16	5.34
Parental income	.07	2.57
SAT math score	.15	4.35
Self-rating: Scientific ability	.06	2.00
High school type: Religious affiliation <sup>a</sup>	-.19	-4.31
High school type: Public <sup>a</sup>	-.28	-5.58
Student planned to live on campus first year <sup>a</sup>	.12	4.45
Student planned to live at home first year <sup>a</sup>	-.07	-2.63
Degree aspirations	.09	3.63
R <sup>2</sup>	.27	

Predictors of Attending an Expensive Freshman College  
(Based on Tuition Expenses)

	<u>Standardized Beta</u>	<u>T value</u>
Scholar status <sup>a</sup>	.14	4.52
Religion: Protestant <sup>a</sup>	-.11	-2.19
SAT math score	.08	2.24
High school type: Religious affiliation <sup>a</sup>	-.17	-3.50
High school type: Public <sup>a</sup>	-.32	-6.00
Degree aspirations	.10	3.65
Student planned to live on campus first year <sup>a</sup>	.06	2.00
Student planned to live at home first year <sup>a</sup>	-.07	-2.52
R <sup>2</sup>	.18	

Note: Results are from a combined sample of students entering college in 1989, 1990, and 1991. A total of 24 variables were entered in the analysis, with predictors significant at the last step of the equation reported here. Data on dependent measures (college selectivity and tuition) are from the Higher Education Research Institute and *The College Handbook, 1992*. Parental income and education are based on the National Survey of Hispanic Students, while all other pre-college measures are based on SAT/SDQ data.

<sup>a</sup> Variables are dichotomous, with one category excluded from the equation for comparison.

*Multiple Program Effects.* In addition to linking information about college choices with Program status, we asked students directly about the effects of Program recognition. Results show that students perceive that recognition as a National Hispanic Semifinalist has helped them in a number of areas. Table 30 shows student ratings of 12 possible outcomes of Program recognition. Analyses on these questions were conducted in two ways to determine differences by Semifinalist status and income. In general, low income students rate most items higher than high income students, and Scholars rate most items higher than Semifinalist comparison groups. For the purposes of this report, however, only total cohort responses are presented. Although recent cohorts generally rated items higher than older cohorts, the items are ranked according to the highest percentage ratings across most cohorts.

When compared with a list of possible outcomes, the majority of NHSAP participants feel that recognition was important to their "marketability" as candidates for college admission. From one-half of the 1985 cohort to two-thirds of the 1991 cohort feel recognition was "very important" or "essential" in increasing their visibility among colleges and universities. The next highest rated benefit of recognition is its role in increasing the student's self-confidence in their ability to finance college. Almost half of the students felt that this was a very important aspect of the Program. This response was clearly driven by the higher response rate of Scholars, reflecting their appreciation for the financial award (see Table 31). A higher percentage of the 1991 cohort rated "improving their chances of being admitted to a good college" as the next most important outcome. In general, recent cohorts rate benefits that increase college options highest, while the ratings of older cohorts rate improvements in self-confidence as the most important benefit of recognition. More than a third of the respondents report very important benefits in each of the following areas: increasing self-confidence during high school and in the first year of college, increasing attention on their achievements during high school, and improving their chances of receiving additional scholarships. These results are further supported by students' written comments provided on open-ended questions.

We used multiple regression analyses to further investigate the characteristics of students who provided high ratings regarding the importance of the Program to increasing confidence in their ability to finance a college education. The same measures of student ability, background characteristics, and college preferences and plans described in the previous section were used in the analyses. Results on Table 31 show, as we would expect, that Scholars report the most benefits from the Program in this area. After controlling for Scholar status, we find that high school students with low parental income, low degree aspirations, and whose mothers have low levels of educational attainment are most likely to report that the Program was essential in increasing confidence in their ability to finance their college education. Students' written comments



**Table 30. Importance of National Hispanic Semifinalist Recognition**

Percent indicating that recognition was "very important" or "essential" to:	1985		1986		1989		1990		1991	
	N	%	N	%	N	%	N	%	N	%
Increasing my visibility among colleges and universities	128	50	244	55	324	51	409	59	455	67
Increasing my confidence in the ability to finance my college education	130	50	246	47	323	46	411	50	454	47
Improving my chances of being admitted to a good college	129	33	244	42	322	44	409	48	453	52
Becoming more self-confident in my last year of high school	128	41	245	47	325	46	412	49	455	41
Increasing school-wide attention on my achievements	128	37	246	40	325	40	412	45	454	42
Improving my chances to receive other scholarships	128	36	244	33	325	31	407	45	454	42
Maintaining my self-confidence in the first year of college	129	31	246	34	325	34	411	34	422	30
Influencing my desire to go to college	128	28	246	36	325	30	411	37	451	30
Encouraging me to seek additional educational opportunities	128	31	244	24	325	31	409	31	453	28
Influencing my decision to apply to some of the best colleges in the country	130	20	246	22	324	20	411	24	453	24
Increasing local community attention on my achievements	128	22	246	18	324	21	409	25	453	21
Influencing my decision to apply to a college that I had not initially considered	129	14	246	12	325	11	411	14	453	13

Note: Data are based on the National Survey of Hispanic Students. N represents the total number of NHSAP respondents on which each percentage is calculated.

indicated that some of the Semifinalists were often automatically targeted for additional aid at particular colleges. These results suggest that NHSAP recognition provides financial confidence to high school students that had fewer advantages coming into college.

**Table 31. Characteristics of Students Who Report Important Program Benefits in Increasing Confidence in Their Ability to Finance a College Education (N=1180)**

Characteristic	Standardized Beta	T-value
Scholars	.54	18.32
Parental income	-.13	-4.63
Degree Aspirations	-.07	-2.75
Mothers' education	-.06	-2.08
R <sup>2</sup>	.34	

Note: Data are based on the National Survey of Hispanic Students. Sample includes students in the combined cohorts of 1989, 1990, and 1991. A total of 24 variables were entered in the multiple regression equation, only the significant characteristics are reported here.

#### *The Effects of the \$1500 Award*

Given that tuition costs are on the rise, one wonders how helpful \$1500 is for beginning college students, particularly at expensive private colleges. We asked college officials and the Scholars to make comments on open-ended sections of the surveys. In the minds of Scholars, the effects of the award and Program recognition were synonymous, as much of the benefits of recognition come from the award. Although we asked Scholars to rate the importance of the award in particular areas that we thought would be important (presented in Table 32), a wealth of information regarding the effects of the Program came directly from the Scholars in the form of written comments. Much of what we report was unanticipated, as we did not expect to learn that the financial aspects of the Program would have both tangible and psychological benefits.

Table 32 shows Scholars' ratings of the importance of the award in four areas. From one third (1986 cohort) to one-half of the Scholars (1990 cohort) felt that the award was very important in increasing parental confidence in their ability to help finance college. When asked directly about their college choice, we find that an average of 24% of all Scholars felt that the award had a very important effect in selecting their freshman college. From one-fifth (1985 cohort) to a quarter (1991 cohort) of the Scholars felt that the award was very important in deciding to attend a prestigious college. Only about 15% of the students are likely to report that the award was important in influencing parental attitudes about the type of college they should attend.



**Table 32. Scholars' Reports of Effect of Receiving Award by Cohort**

Percentage rating \$1,500 award was "very important" or "essential" in:	1985 n=114	1986 n=198	1989 n=230	1990 n=276	1991 n=295	Avg.
My parents' confidence in the ability to finance my college education	38	33	42	51	46	42
Your decision to attend your freshman college	25	17	23	30	24	24
My own decision to consider a prestigious college	19	18	23	27	25	22
My parents' attitudes about the type of college I should attend	9	11	16	23	17	15

This evidence, combined with the data on college characteristics, supports our initial impressions that a proportion of the Scholars have better college options due to Program participation. The award has helped improve the college choices for at least a quarter of the Scholars and has increased parental confidence in their ability to finance a college education for approximately 42%. One Scholar comments:

*It allowed me to feel comfortable with deciding to attend my first choice college. Since I know my family could afford to send me here after I received this scholarship, there is a very good chance that I would have gone to a state university instead of a private college.*

1991 Scholar

Despite the high achievements of Scholars in high school, it appears that some students required the extra encouragement to attend college:

*The NHAP [sic] was an essential ingredient in allowing my college education to get started. Without the \$1,500 scholarship, I probably would not have had the money or confidence to attend college. For this opportunity, I am forever grateful.*

1985 Scholar

Open-ended responses uncovered a number of additional outcomes of recognition that Scholars felt were important. Students were asked, "If there is some other way you feel the National Hispanic Scholars Awards Program has helped in your plans for college or your college career, please explain briefly here." Students attributed increased feelings of ethnic pride to the Program:

*It made me feel special to be a Latino for the first time in a long time.*

1989 Scholar

*It helped me reinforce my self-confidence but more importantly it helped me realize the importance of being proud of my Hispanic heritage.*

1989 Scholar

The award provides students with a sense of validation and self-worth in inhospitable climates:

*It helped give me confidence to succeed in a predominantly white atmosphere, the U.S. Naval Academy. It sometimes was an aid in maintaining self-worth and self esteem in some very humiliating circumstances that freshman [sic] at this institution used to be subjected to.* 1989 Scholar

*Being a recipient of the award helped me to believe that I deserved [student's emphasis] to have been admitted to Yale and that I wasn't just a quota.* 1989 Scholar

Other effects included interest in helping others in the Hispanic community and increased aspirations for further progress:

*It increased my self-confidence and pride in my heritage which contributed to my smooth transition into college life. It also increased my desire to help other Hispanics when I graduate. It is my proudest accomplishment so far.* 1990 Scholar

*Luego de recibir esta beca, no solo estaba interesada en completar mi bachillerato sino también en completar un grado doctoral. Así que puede decir que esta beca amplió mis oportunidades y mis metas.* 1989 Scholar

Translation: After receiving this scholarship, not only was I interested in completing my baccalaureate but also a doctoral degree. And so one can say that this scholarship increased my opportunities and my personal goals.

We found the themes of enhancing cultural pride and awareness, self-confidence, increased aspirations, and interest in helping the community repeated throughout the surveys. A few students even mentioned that they chose their major (e.g. Latin American Studies) as a result of the award. Students attested to the psychological rewards and symbolism of the award, stating these as often as the tangible benefits of improving college options and relieving the financial burden for the first year of college. Although these outcomes are not explicit in Program goals, nor perhaps were they anticipated, they are an important effect of the award.

#### *Administrators' Views of the Award*

As indicated in an earlier section of this report, two of the most frequently stated recommendations from college administrators were to increase the number of awards and increase the amount of awards. Thus, in this era of rising tuition costs and declining family incomes, there is strong support among colleges for the monetary award. One administrator commented:

*The success or failure of any minority student recruitment effort brings on one vital issue: providing attractive financial aid packages. All else flows from there and all else becomes possible if it is provided. Without it, most of the "mission statement" language, committees of concerned faculty, etc., etc., amount to little more than lip service. Consequently, what the NHSAP, as well as colleges themselves, can most do to promote greater enrollments is, quite simply, to put dollars where our hearts are.*

Dean of Admissions and Financial Aid



We explained to administrators that each Scholar receives a \$1500 award to begin their first year of college and asked, "How important do you think a \$1500 external fellowship is in helping a Hispanic student choose and/or pay for your college?" Table 33 shows a summary of responses to this open-ended question. The majority of administrators (81%) believe the award is important for a variety of reasons. The award covers tuition for a year, or the monies pay a substantial portion of out-of-state tuition fees at some institutions (public universities). Some administrators indicated that the award becomes part of a larger package that includes additional scholarships and other aid to meet college costs. They stated that the award was beneficial because it increases students' college options, provides parental confidence about their ability to afford college, replaces shrinking state and federal aid, and provides students with a boost of confidence. Only 19% of the respondents are negative about the award, with the primary criticism being that it was not enough money. A second criticism was that students' choose colleges for reasons more important than the amount of scholarship received (e.g. influence of family and peers).

**Table 33. Summary of Administrator Responses: The Importance of the \$1500 Scholarship**

Response rate to item: 82%

**Responses in support of award (81%)**

It is very important (no specific reason given).

The \$1500 makes the difference between attending and not attending this college.

The award reduces loan indebtedness and family contribution.

The recognition helps build self-confidence, hope in students.

It is very helpful in paying for the rising costs of tuition, especially for students of color who come from disadvantaged backgrounds.

Coupled with other aid from the college, students would have most costs paid.

It is a great incentive for institutions to provide more internal funds, enabling the student to attend a given institution.

It is important for out-of-state students attending public institutions.

It enables the student to choose from a larger pool of colleges.

The award is always important when the state and federal governments are decreasing available funds.

It enables Hispanic parents to send other children to college.

The students' ability to choose a more desired school, as a result of the award, would increase retention and graduation rates at colleges.

**Responses not in favor of award (19%)**

The amount is not big enough to make a difference at some institutions.

The amount does not help in a student's decision to attend a certain school, as much as other factors like geographic location, and reputation of the institution among the extended family and peers.

### *Institutional Use of the Award*

In most cases, administrator responses to open-ended questions indicated that the award was used in the first year to reduce financial "self-help" that includes students' work requirements, loan indebtedness, or family contribution. Student comments on the survey confirmed this was the case:

*It helped to alleviate the pressure of accumulating an enormous amount of loans from my college.*  
1991 Scholar

*The scholarship was extremely important in helping to relieve my financial anxiety. I paid for my college education (no parental support). Scholarships allowed me to work less and study more. Are graduate scholarships available?*  
1985 Scholar

However, there are a few institutions that have used the awards to replace institutional grant monies (instead of financial self-help). Although these cases were infrequent, students registered complaints about specific institutions. This problem is not specific to the NHSAP award. Colleges that engage in such practices are known for their unfavorable financial aid policies. Students have to become more savvy about these policies during their decision to matriculate at such colleges, and perhaps a Program letter about expectations for institutional use of awards may help to discourage this practice.

In contrast, both Scholars and administrators report that awards were often supplemented with institutional grants. As stated earlier, Semifinalists from the Comparison group were automatically eligible for institutional fellowships at some colleges. There are two reasons why institutions have an incentive to use their own award monies in this fashion. First, there is a genuine interest among many institutions to support minority students. The percentage of minorities is still so small at many of these predominantly-white colleges that a change in Hispanic freshman enrollment in any one year can signal a decline in the overall minority student population. In other cases, states with increasing minority populations have established higher education priorities in this regard, allocating funds for minority recruitment and retention activities that include financial assistance.

A second institutional motivator for supplementing awards may have more to do with institutional self-interest. Institutions worry about losing their rank in the higher education status hierarchy. With the potential for declining enrollments and rising costs, colleges must do all they can to continue to attract the most talented students. Thus, institutions are encouraged to supplement awards with their own monies precisely because students are nationally recognized with merit awards. This produces and sustains a cumulative effect in receiving merit awards---one award is likely to lead to another.



### *Cumulative Benefits*

The cumulative benefits of recognition as a Semifinalist and Scholar are important side effect of the Program. For example, both administrator and student surveys indicate that some campuses invite Scholars to join honors programs and mentor programs. A few have had special banquet invitations and a couple of Scholars mentioned they were featured in television spots during nationally televised football games. Perhaps more importantly, these students are identified for additional college scholarship programs. Even if the college does nothing in the way of recognition, we found that many students indicated that the Program provides the extra confidence to take advantage of other scholarship opportunities. Students cite the award as critical in obtaining other awards. Therefore, the benefits multiply:

*It enabled me to be selected as the 1990 United States Presidential Scholar which is the highest honor that can be bestowed upon a high school senior.* 1990 Scholar

*I have become a confident applicant for all scholarships, whether I meet all descriptions or not. I plan to encourage others to attend college because it is not impossible, especially when a National Institution offers help.* 1989 Scholar

*Freshmen year financing was crucial. I realized that subsequent years I could get other scholarships based on GPA---I just needed the start. NHSA gave me help to start.* 1985 Scholar

### *Scholarships for High-Achieving Hispanics*

Since many of the students stated that they had sought other scholarship opportunities, we asked them to indicate the types of scholarships they have received to attend their freshmen college. Table 34 shows the results for Scholars and Comparison groups. Approximately a third of the Comparison group report that they received no scholarship support. In contrast, Scholars tend to do significantly better than Comparison groups in winning scholarship support. Over half of the Scholars report they obtained scholarship aid from their freshman institution. The freshman college was also a source of scholarships for 39 to 46% of the Comparison group, depending on the cohort year. Over half of the Scholars also report receiving private, external fellowships from a corporation or foundation. This was also the next most likely source of scholarships for the Comparison group (ranging from 24% of the 1989 cohort to 39% of the 1985 cohort). State scholarships were also a viable source for both Scholars (24% averaged across cohorts) and Comparison groups (17% averaged across cohorts). These results indicate that NHSAP participants receive scholarship support from a variety of sources.

The proportion of Scholars who report receiving the National Hispanic Scholarship (sponsored by the NHS Fund in San Francisco) increases with the age of the cohort, while the inverse is true with regards to students who indicate they received NHSAP funds. This pattern is not coincidental. Students may have received NHS funds in the late years of college attendance



because these scholarships are not typically available to students in the freshman year. However, we also found that students had difficulty distinguishing between the two Hispanic scholarships. Our efforts to list the fellowship sponsors did not help; about 5% of the Scholars mistakenly indicated they received NHS funds for the freshman year. We suspect the confusion between the two Hispanic scholarship programs is even greater than is evident in Table 34. Survey coders had to use their best judgement when respondents indicated they did not know which of the two scholarships they received. For this reason, we do not know the actual number of Semifinalists who have received NHS funds. These results, along with variations in acronyms for NHSAP in students' written comments, we believe are part of a larger issue of Program identity that will be addressed in the conclusion of this report.

Finally, it is important to mention the extent to which NHSAP overlaps with the National Merit Program. A small proportion (7 to 15% depending on the cohort year ) of Scholars report they received a National Merit Scholarship. Although some of these students may also be confusing this program with the NHSAP, a few of the written comments confirmed that some students had actually received a National Merit Award. However, given National Merit's strong emphasis on verbal scores and the high proportion of students who report Spanish as their first language (48% of Scholars in the 1991 cohort ), it is not likely that the National Merit Program will overlap substantially with NHSAP in the near future. Results on SAT performance show that only approximately 7% of 1991 Scholars scored above 700 on the verbal test. College administrators contend that this effectively excludes the majority of Hispanics from National Merit, making NHSAP the only merit program for Hispanic college-bound seniors.

### *Summary*

We assessed the impact of the NHSAP, focusing primarily on the transition from high school to college, and found contributions in three major areas. First, although we acknowledge that selection effects may influence our results, we believe there is evidence that the Program has had a role in improving students' college options. When compared with students who have similar academic abilities, family backgrounds, and college preferences, Scholars were more likely to attend a selective or high-cost college. Second, NHSAP students report that the Program was important in increasing confidence in their ability to finance a college education. Third, students reported psychological benefits of the Program that include increases in overall self-confidence, degree aspirations, and cultural pride. Scholars also reported cumulative benefits after entering college that include opportunities for additional scholarships and recognition awards, as well as invitations to participate in special college programs. These latter benefits were unanticipated, and yet important side effects of the Program.



**Table 34. Types of Scholarships Received to Attend the Freshman College**

Percent Reporting Scholarship Types:	1985 Cohort n=128		1986 Cohort n=224		1989 Cohort n=251		1990 Cohort n=283		1991 Cohort n=301	
	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group
I did not receive any scholarships	2	2**	2	34**	0	34**	0	26**	0	34**
State scholarship	24	25	22	18	24	15*	29	19**	20	10**
Freshman college provided scholarships/grants	52	39	58	37**	56	43**	57	52	59	46**
National Merit Scholarship	8	1*	13	3**	15	5**	13	4**	8	6
National Hispanic Scholar Award (sponsored by the College Board)	78	5**	84	8**	88	3**	95	4**	96	2**
National Hispanic Scholarship (sponsored by NHS Fund in San Francisco)	33	1**	14	3**	18	3**	7	1**	5	1**
Other private, external scholarship (sponsored by a corporation, foundation, etc.)	57	39**	54	27**	47	24**	58	33**	52	32**

Note: Data are based on the National Survey of Hispanic Students. Chi-square tests were performed on percentages to detect significant relationships between group and type of scholarship; \*\* p=≤. 01.

## Long Term Educational Outcomes for NHSAP students

Eight cohorts of Hispanic Semifinalist have permitted their names to be sent to colleges for recruitment, applied for the NHSAP scholarship competition, passed the careful review of dedicated professionals, and received awards through the Program. The long term outcomes of these students is naturally of high interest. How have NHSAP participants fared in college? What are they doing now? Survey data on selected NHSAP cohorts served as the basis to explore these questions. We examined a three college outcomes: College academic performance, measures of leadership, and satisfaction with college. In addition, we asked the older cohorts (1985 and 1986) what they planned to do in Fall 1991 in order to learn about the current activities of college graduates.

### *Academic Performance in College*

Given their high school achievements, we would expect NHSAP Semifinalists to perform well in college. Table 35 shows student reports of college grade point averages in four cohorts. (At the time of the survey, the majority of 1991 respondents had not been enrolled in college long enough to receive grades). With the exception of the 1989 group, Scholars perform significantly better than the Comparison groups, with about 15% reporting an overall GPA of 'A'. The largest proportion of Scholars (38 to 48% depending on the cohort) earn between an 'A-' and 'B+'. Given that Scholars are the recipients of additional scholarships, some of which require maintaining high grades, it is not surprising to find that less than 5% of these students have a GPA of 'C' or less. In addition, the Comparison groups generally fare well. Less than 13% (1990) earn grades at or below a 'C' average.

**Table 35. College Grade Point Average by Cohort**

Percent Earning:	1985		1986		1989		1990	
	Scholars	C-Group**	Scholars	C-Group**	Scholars	C-Group	Scholars	C-Group**
A	15	11	16	12	15	14	16	10
A-,B+	48	27	45	32	38	32	41	32
B	25	29	22	32	28	23	25	28
B-,C+	13	23	16	20	15	21	14	17
C or less	1	11	1	3	4	10	5	13

Note: Data are based on responses to the National Survey of Hispanic Students. The 1991 cohort is omitted here because these students were just beginning college at the time of the National Survey. Chi-square tests are significant at \*\* $p \leq .01$ .



*General Academic Outcomes.* Perhaps one of the biggest concerns at colleges across the nation today is student retention. It has become a national preoccupation and a bottom line indicator of institutional performance in some states. However, retention rates vary substantially by the type of college (private/public) and the type of student a college enrolls. For example, allowing students up to five years to complete a baccalaureate, national figures show that private universities are able to retain up to 75% of the freshmen they admit (Hurtado, Astin, Korn, & Dey, 1989). Such retention rates are lower at public universities (60%). In addition, colleges admitting a freshman class whose average SAT scores range from 1075 to 1224 have a national retention rate of approximately 74%. Since 1985 and 1986 Scholars attended institutions with an average SAT of approximately 1152 and the comparison group attends institutions with an average score of 1071, we can use this "three-quarters" measure to approximately judge student performance on this academic outcome. Presented in Table 36 are two retention measures and some general measures of academic performance. Over 85% of the 1985 and 1986 Scholar respondents indicate they never left or transferred from their freshman college, and over 90% report they completed college. Comparison groups in both cohort years have a retention rate of over 71% on both measures of retention. Scholars responding to our survey performed significantly better on all retention measures relative to Comparison groups and the national retention average for private and selective institutions. The Semifinalist comparison group also performs admirably, when one considers that the majority attend colleges with retention rates below our "three quarters" measure of retention.

**Table 36. General Academic Outcomes**

Academic Outcome	1985		1986	
	Scholars	C-Group	Scholars	C-Group
<i>Retention</i>				
Percentage of students who <i>never</i> transferred, withdrew, or took a leave	87	73**	86	71**
Percentage who graduated from college	91	73**	93	72**
<i>Honors</i>				
Percentage who graduated with honors	32	12**	39	22**

Note: Data are based on responses to the National Survey of Hispanic Students. Chi-square tests are significant at \*\*  $p \leq .01$ .

Table 36 also shows the percentage of college graduates who completed their undergraduate studies with honors. Scholars are significantly more likely than the Comparison groups to graduate with honors, with approximately 32% of the 1985 and 39% of the 1986 cohort reporting such distinction. Respondents in the 1986 comparison group also appear to have done much better than the 1985 group, as 22% reported graduating with honors. These results show that

both the Scholars and other Semifinalists who responded to our survey have fared extremely well in college, graduating at high rates within a reasonable time and leaving college with honors distinction.

*Leadership and Awards*

The extent to which students exhibit leadership in college may, in part, determine their willingness to become involved or become leaders in their communities after graduation. Table 37 shows the percentage of students who report holding one or more offices in student organizations in college. We find that the Scholars are significantly more likely than the Comparison groups to hold leadership positions at the college level. Among the older cohorts (1985 and 1986), over 50% of the Scholars and approximately 39% of the comparison groups report holding one or more offices. The proportion of Semifinalists who report holding one or more offices is slightly lower among the more recent cohorts (1989 and 1990), primarily because these students have been in college for less than two years and most leadership positions are held by upper division students in college

**37. College Leadership and Awards**

	<i>Leadership</i> Percent holding one or more offices in college student clubs	<i>Awards</i> Average number of awards received in college
<i>1985 Cohort</i>		
Scholars	52	3.9
Comparison Group	39**	2.2**
<i>1986 Cohort</i>		
Scholars	57	3.7
Comparison Group	40**	2.9
<i>1989 Cohort</i>		
Scholars	42	2.1
Comparison Group	22**	1.3**
<i>1990 Cohort</i>		
Scholars	26	.9
Comparison Group	17**	.7

Note: Data are based on responses to the National Survey of Hispanic Students. Chi-square tests are significant at \*\*  $p \leq .01$  and t-tests of means (averages) are significant at \*\*  $p \leq .01$ . The 1991 cohort is omitted here because these students were just beginning college at the time of the National Survey.

Table 37 also shows that Scholars typically earn more awards for their achievements than the Comparison groups. However, only Scholars in the 1985 and 1989 cohorts are significantly more likely than the Comparison groups to earn awards. A review of open-ended responses to the survey revealed that the nature of these awards are primarily academic (e.g. Dean's List,



President's Scholars, etc.), but they also include awards for work in student organizations and service to the community.

### College Satisfaction

NHSAP participants report high levels of satisfaction with most aspects of college life (Table 38). Tests revealed no significant differences between Scholars and Comparison groups on the majority of items, with the exception of a few cases in the 1985 and 1986 cohorts. Scholars (over 80%) were significantly more likely than the Comparison groups (70%) to be satisfied with campus housing in both of these cohorts. We would expect these results because Scholars are more likely to attend college away from home and choose expensive institutions that typically have a high proportion of students residing on campus. Scholars (70%) in the 1985 cohort are also more likely than Comparison groups (56%) to be satisfied with the amount of contact they have with faculty and administrators. Beyond these differences, levels of college satisfaction appear to be relatively unrelated to NHSAP status.

**Table 38. Percent of NHSAP Participants Reporting Satisfaction with College Life**

Area	1985		1986		1989		1990	
	Scholars n=123	C-Group n=71	Scholars n=222	C-Group n=124	Scholars n=247	C-Group n=141	Scholars n=275	C-Group n=184
Social Life	81	82	81	79	72	77	83	85
Interaction among students of different ethnic origins	78	72	69	75	79	75	84	78
Student Housing	85	71*	81	69*	77	64	80	74
Contact with faculty or administrators	70	56*	66	66	66	68	73	75
Financial aid services	74	66	69	63	64	59	68	67
Ability to find a faculty or staff mentor	65	57	64	71	59	70	71	72
Personal Counseling	59	44	64	59	64	61	76	65
Academic Advising	58	50	66	64	63	65	74	67
Career Counseling	62	49	62	56	66	57	73	67

Note: Data are based on responses to the National Survey of Hispanic Students. Chi-square tests are significant at \*  $p \leq .05$ . The 1991 cohort is omitted here because these students were just beginning college at the time of the National Survey.

College satisfaction varies according to cohort and the different spheres of college life. For example, a higher proportion of students beginning their second year of college (1990 cohort) report satisfaction with college life than either students entering their third year or college graduates. All students appear to be most satisfied with the social aspects of college life. Approximately 80% of the students are satisfied with campus social life and about 75% report satisfaction with the amount of interaction among students of different ethnic origins. Over two-thirds of the students report they are satisfied with the financial aid services in college. Although over half of the NHSAP students are satisfied with counseling services, compared with other aspects of college life, students are less enthusiastic about such areas as personal counseling, academic advising, and career counseling.

### *Current Activities*

Table 39 reveals the oldest cohorts' plans for major activities in Fall 1991. Five and six years after college entry, the highest percentage of NHSAP students (approximately 50%) report working full-time as a major activity. The next most frequent activity reported by students was full-time enrollment in graduate/professional school. In particular, 40% of 1986 and 35% of 1985 Scholars reported plans to be enrolled in full-time graduate study in the Fall of 1991, compared with 23% of the comparison group in both cohorts. Differences between these groups were significant only in the 1986 cohort. National figures show that approximately 12% of all college students, and 21% of students at private universities, choose to attend graduate school immediately after graduation (Higher Education Research Institute, 1991). This suggests that respondents to the National Survey of Hispanic Students are above the national norm for students electing to attend graduate school immediately after graduation.

Semifinalists in the 1986 comparison group were more likely than Scholars to report plans to work part-time (30% compared with 15%) or serve in the armed forces (7% compared with 2%). The 1985 Comparison group was also more likely than Scholars to report plans to stay home to be with or start a family (10% compared with 1%). Finally, members of the comparison group are also significantly more likely to be enrolled in full-time undergraduate coursework in 1991 than Scholars five and six years after college entry. Only a small percentage of Scholars are still enrolled as full-time undergraduates (5% after five and 2% after six years). Overall it appears that Semifinalists do well in attaining the baccalaureate in a timely fashion, with Scholars performing significantly better in this area.



**Table 39. Plans for Fall 1991: Percent of Older Cohorts Reporting Major Activities**

Percentage who planned to:	1985		1986	
	Scholars n=128	C-Group n=77	Scholars n=227	C-Group n=138
Enroll full-time in an undergraduate college	2	14**	5	18**
Enroll part-time in an undergraduate college	3	8	5	7
Enroll in a full-time graduate/professional program	35	23	40	23**
Enroll in a part-time graduate/professional program	6	9	5	7
Enroll in other post-secondary education program	2	3	3	5
Work full-time	56	53	47	50
Work part-time	11	21	15	30**
Serve in Armed Forces	3	5	2	7**
Travel (e.g. hostelling)	6	5	8	7
Perform volunteer work	14	18	17	16
Stay home to be with (or start a) family	1	10**	6	7

Note: Data are based on responses to the National Survey of Hispanic Students. Students could indicate multiple activities, therefore percentages do not total to 100. Chi-square tests are significant \*\*  $p \leq .01$ .

*Summary*

NHSAP participants responding to our survey have fared extremely well in college, graduating at high rates within a reasonable time and leaving college with honors distinction. Over half of the Scholars and approximately 40% of the Comparison groups earned above a 'B+' average in college. All NHSAP participants report high levels of satisfaction with most aspects of college life. We also found that Scholars are significantly more likely than the Comparison groups to hold leadership positions at the college level. Although approximately half of the 1985 and 1986 respondents to the National Survey of Hispanic Students report plans to go to work in 1991, they are also above the national norm for students electing to attend graduate school immediately after graduation. Evidence from this evaluation of the long term outcomes for NHSAP students further attests to the strength of the NHSAP in its early identification of Hispanic talent.

## CONCLUSION

We had no preconceived notions about the Program, nor could we have anticipated much of what we learned through the study. Based on our findings, we offer our conclusions regarding the Program's goals and operation, its unique contributions, and recommendations. We understand that some comments offered here may no longer apply to the Program in its transitional state, but we hope they are useful for whatever new form the Program assumes in the future. Moreover, we hope our findings are useful to others undertaking similar types of programs designed to help Latino students.

### Program Goals and Operation

As a national recognition program, the NHSAP has achieved its goal of successfully identifying Hispanic talent. Results from key academic measures in high school (i.e., SAT scores, high school grades and class rank) suggest that NHSAP participants perform far above the national norms for white and Latino college-bound seniors. National Hispanic Scholars significantly outperform other Semifinalists on academic and most non-academic criteria. Approximately half of the Scholars have received awards in high school, or have held leadership positions in student organizations. Scholars also show strong social and cultural awareness as evidenced by their involvement in community service activities and support for maintaining Hispanic cultural traditions.

Long term educational outcomes for respondents to the National Survey of Hispanic Students reveal that NHSAP participants generally perform well in college. They are satisfied with most aspects of college life and pursue graduate school immediately after graduation at rates above the national average for graduates of similar types of colleges. Scholars also perform significantly better at the college level than other Semifinalists on academic criteria (i.e., college grades, retention, and honors) and leadership measures. These findings indicate that the selection committees assembled over the years have done an expert job of assessing the academic talents of students and, consequently, the Program has recognized an outstanding group of Scholars.

Most colleges would be pleased to have any number of NHSAP participants among their freshman classes, yet only half of the college administrators we surveyed are familiar with the Program and less than a third are familiar with the selection process for awards. It was also surprising to find that more than two-thirds of the college administrators could not provide a rough estimate of the number of Scholars they have recruited. The Program provides the Semifinalist roster to colleges free of charge and its purpose is consistent with college goals of attracting Hispanic talent. As best we can gather from the data, it appears that the Program experienced variable success in meeting its second goal of encouraging the recruitment of Hispanic students.



In order to identify students for colleges and encourage their recruitment, the Program's services need to be coordinated with institutional recruitment practices and links between the Program and all postsecondary institutions must be strengthened. This can be accomplished in several ways:

- Colleges should be informed about the degree of talent that the Program has identified through the rosters. If administrators knew that approximately 77% of all Semifinalists earn 'A' grades and 65% ranked in the top tenth of their class, we suspect that they would find creative ways to use the roster. The evidence on Scholars is even more encouraging, as over 90% of them earned 'A' grades and over 85% ranked in the top tenth of their class. Producing a short, one-page summary of Semifinalist characteristics from PSAT data to accompany rosters is an easy, low-cost way of publicizing the talent that the NHSAP has identified.
- Colleges should be informed about the effectiveness of direct mailings for Hispanic students. This is the second most important method, next to college visits, that Semifinalists report helped them develop and narrow the list of colleges to consider. We sometimes forget that high school students receive relatively little mail compared to adults. A personalized letter from a college is probably more carefully considered by students and hopeful parents than other forms of solicitation mail received at the home.
- Improvements in the distribution of Semifinalist rosters will allow colleges time to incorporate the roster in their recruitment activities. This may include making electronic rosters generally available, including additional data to help institutions target mailings, and distributing the rosters earlier in the recruitment season.

At the same time, we should acknowledge that particular institutions make good use of the roster, not only in admissions but also in honors and scholarship programs. Analyses show that institutions that are familiar with the program also demonstrate a strong commitment to Hispanic recruitment by having a primary person responsible for this task in college admissions offices. This primary person serves as a Program contact, or someone who is interested and aware of the benefits of the Program's services. In the absence of such a person, the Program needs to make extra efforts to accomplish its second goal of encouraging the recruitment of Hispanic students at all four-year colleges.

It is not clear whether the Program was effectively meeting its third goal of focusing renewed attention on the overall academic preparation of Hispanic students, nor do we have information on Program impact in this area. Other than efforts to focus attention on the most talented, we found no specific program activity that focused on the academic preparation of all



Hispanics. It may be that this goal is implicit in program efforts. For example, recognition of the most talented Latinos alerts high school students and teachers to the rewards of working toward increasing academic achievement. It may also be that linking a Hispanic awards program to the PSAT has encouraged students to take the test, or encouraged more high schools to administer the test, thereby preparing more students to meet the requirements for college entrance. However, as we stated at the beginning of this report, we did not survey high school constituencies to know if this has occurred. Nevertheless, data show that the disparities in academic preparation between NHSAP participants and their respective Latino populations are so striking that we believe overall Latino academic preparation merits consideration for new initiatives in the future.

### **Unique Contributions of the NHSAP**

Despite variable success with the Semifinalist rosters, the majority of students perceive that the Program is very important in increasing their visibility among colleges and universities. It is a distinction they can list on college applications and serves as further validation of their accomplishments. We know from our analyses of quantitative and qualitative student data that the Program has increased college options for talented Latino students. It has also increased both student and parental confidence in the ability to finance a college education. Although Scholars are clear beneficiaries, other Semifinalists from low income and low parental educational backgrounds are also likely to report benefits from Program recognition.

The financial aspects of the award were tied with recognition aspects for Scholars and when they spoke about the Program, there were one in the same. Both students and college administrators attest to the importance of the financial award in this current climate of high tuition, tight family resources, and shrinking governmental resources. Not only did they attest to the tangible benefits of relief from financial anxiety in the first year and increasing flexibility in college choice, but also to less tangible psychological rewards. For many, the award and recognition symbolizes a reaffirmation of Hispanic culture. The self-confidence that came with the award has limitless and immeasurable effects, as does the increased cultural awareness and ethnic pride reported among students. Cumulative benefits of the Program include additional student opportunities for other awards, scholarships, and participation in special programs. Thus, the NHSAP has many positive benefits and college administrators' views reflected strong support for the program.

In terms of each of the program changes we evaluated, these procedures served to expand the Program to reach talented Hispanic students. For example, directing individual letters of invitation to apply for awards was more effective at reaching Hispanic students than depending on high school counselors. Only a third of these talented students were likely to hear about the



Program from a high school counselor and less than a quarter report they received help from counselors in developing a list of colleges to consider. The Program's use of alternate methods (other than the PSAT) for identifying Hispanic talent was also effective in increasing opportunities for talented students who did not have the economic or high school resources of other NHSAP participants. To our knowledge, no other scholarship program has been linked with the Prueba de Aptitud Académica (PAA). The Program expanded over time to reach more Hispanic talent than can be identified through services that colleges typically use (e.g., Student Search Service), thereby providing an important service to colleges and students who may have been overlooked by high school counselors.

Analyses on the sources of student scholarships suggest that the Program fills a gap in the current array of national recognition programs for college-bound students. The NHSAP is a unique program for Hispanics, overlapping very little with the National Merit program. Although scholars have high math scores, only about 7% of the 1991 Scholars scored above 700 on the verbal SAT. There is also a high proportion of talented Hispanics who report Spanish was their first language (48% of the Scholars in the 1991 cohort). Given the strong emphasis on verbal scores in the selection of candidates, it is not likely that large numbers of Latinos will be eligible for the National Merit Scholarship in the near future.

### **Recommendations for the Future**

These contributions of the Program were unknown to us at the beginning of this evaluation. We suspect that there are still large numbers of students, high school personnel, and college administrators who are unaware of these important contributions. Some students confused the NHSAP with the National Hispanic Scholarship program. This, coupled with the lack of familiarity among college administrators, suggests that the Program has yet to establish a strong identity.

The Program has clearly demonstrated success in identifying Hispanic talent, yet it has not attained the widespread recognition of either the National Merit or the National Achievement program. It is not clear that the College Board had plans for the Program to achieve this status, and if there were no plans for this, then what were the long term goals for the Program's development? Initial program proposals indicated plans for Program expansion, development of a research component, and establishment of a more diverse funding base. It appears that day-to-day operations took up much of the time of the two-person staff, with work contracted to ETS and other units at the College Board. This organizational arrangement was necessary to accomplish much of the work with minimal staff, but this bureaucratic segmentation also appeared to contribute to the neglect of important issues related to the long term development of the Program.



We recommend attention to the following in the future:

- Promote the Program emphasizing its distinctive contributions and the degree of talent that has been identified among Hispanic students. While the Program occasionally focused media attention on Scholars at the high school level, additional promotional activities are necessary to familiarize college administrators, the general public, funding agencies, and other Program constituencies. The Program must establish a stronger identity among its various constituencies in order to facilitate work towards its goals.
- Maintain data on Program students centrally and provide both the technology and the technical expertise to manage the data for a variety of purposes (e.g., reports for potential funding agencies, internal progress reports, and information for the higher education community). As a unit of the College Board, the Program was surprisingly handicapped in this area. Much of the work of promoting the Program can be accomplished by incorporating a research component; all of the major scholarship recognition programs have a research director for this purpose.
- The Program should review its goals and its activities to determine whether new initiatives are required that would further establish its commitment to improving the education of all Hispanic students. What new collaborations between colleges and other agencies would be useful that would promote the goals of the program? What activities can be focused on improving the recruitment of Hispanics at four-year colleges and the overall improvement of Hispanic academic preparation? What parts of these initiatives would attract additional financial support? College administrators provided a wide range of recommendations that could lead to new activities that would meet Program goals. Moreover, their interest and support suggests that new and coordinated initiatives would be welcomed by Program constituencies.

The Program's strength is its ability to identify and recognize Hispanic talent in the nations' high schools. It should use these strengths to further its other goals of encouraging Hispanic recruitment and focusing national attention on Hispanic academic preparation. The unique contributions of the NHSAP and the accomplishments of students can be used to familiarize the general public and funding agencies with the Program's goals, establish stronger links with colleges, and further establish its identity. These steps are important for the long term development of the Program.





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**APPENDIX A:  
PROGRAM SCHEDULE OF OPERATIONS  
SAMPLE OF NHSAP SELECTION COMMITTEE RATING SHEET**

## NHSAP Schedule of Operations

The Program has four phases of operation: Identification, Candidacy, Notification, and Payment. A summary of activities in each of the phases is provided below:

### IDENTIFICATION PHASE

#### August

ETS sends PSAT data on Semifinalists that include the top 3,000 scorers who indicated their interest in participating in the scholarship competition on the PSAT/NMSQT.

#### September

Letters are sent to some 3,000 Semifinalists. (Since the school calendar in Puerto Rico starts in August and ends in May, these letters are sent a month earlier to students on the island). Students taking the PAA receive a second letter requesting address updates and are invited to apply for the scholarship. Each high school with Semifinalists receives a roster and letters are sent to high schools asking counselors to encourage students to apply. Students or Counselors verify Hispanic identification and return a letter to the NHSAP Director. This latter procedure is necessary since any student can indicate their interest in receiving an NHSAP award on the PSAT.

#### October

Materials are prepared during this month.

#### November

Rosters are sent to Admissions Offices of all four-year colleges and universities in mid-November. Students receive applications for the scholarship competition during this month. Since the PSAT is not administered in all states or high schools, guidance counselors can recommend a student for the program by contacting the Director. If counselors have not received a roster, this can only occur if a counselor is familiar with the Program. In addition, if a student knows about the Program, she can write a letter to the Director to request an application. There is a deadline for these exception cases. The selection committee members are invited in November to review folders in February. The committee is assembled accordingly: The regional office recommends guidance counselors and admission officers. Approximately 8-10 readers who have some experience selecting Scholars are invited and 5-6 new readers are invited each year. They are paid \$125 a day but intrinsic rewards are great, they generally enjoy the comradeship and the review of student files.

#### January

All scholarship application materials are due this month and all candidate folders are prepared for selection. Some files may not be completed until mid-February because the official transcript and three letters of recommendation arrive late. ETS is subcontracted to receive all student materials, input the status of each application, and creates the masterfiles.



## CANDIDACY PHASE

### February

The selection committee meets to review applications. Reviews take place over an intensive three day period when approximately 2,200 applications are read. The applications are broken down into College Board regions (6) with the applications in CA and TX divided. There are 2 readers per region.

## NOTIFICATION PHASE

### April 1

Every student who applies receives a letter of notification (generated by ETS). Admission offices at colleges and universities are not notified, but they can ask to receive a roster of winners.

### May

The Program Director sends certificates to high schools for graduation. Press releases are also generated and provided to schools for the local media. ETS produces tapes of Semifinalists and Scholars and final rosters are generated. Students must return award reply forms to the Director, accepting the award and indicating the name of the college they will be attending. Undecided students must send a reply but they have until the end of summer to report the college.

## PAYMENT PHASE

### June-August

Students are required to return award reply forms indicating the college they plan to attend. Reply form information is keyed for computer generation of checks. Lists of colleges for mailing checks to accounting officers in financial aid offices are produced. The College Board's accounting office in New York generates checks for institutions. Each college receives \$1000 for the student and Scholars receive \$500 for books and expenses.

**RATING FORM**  
**NATIONAL HISPANIC SCHOLAR AWARDS PROGRAM**

Candidate: \_\_\_\_\_ State: \_\_\_\_\_

Criteria	Section Weight	Rating				Section Score (Weight x numerical rating)
		Weak 1	Average 2	Excellent 3	Out- Standing 4	
I. Academic Achievement • Grade Point Average/Rank • Advanced or special courses • Standardized test results • Academic awards/honors	4x					
II. Leadership and service (both in school and community) • Meaningful activities • Out-of-school responsibilities • Awards and/or recommendations	3x					
III. Personal Characteristics • Special talents, skills • Social & cultural awareness • Strengths, evidence of having taken advantage of opportunities • Sense of heritage • Evidence of persistence (barriers overcome)	3x					
IV. Discretionary points (maximum of 3 points for impact of all above).						
Comments: _____						Total

\_\_\_\_\_  
Reviewer Initials



APPENDIX B:  
COPIES OF SURVEY INSTRUMENTS

## SURVEY OF COLLEGE ADMISSIONS OFFICERS

The Higher Education Research Institute is conducting an independent evaluation of the National Hispanic Scholar Awards Program. To assist us on this project, we are requesting that you complete this survey. The results of this survey will be used to offer a review of program operation and recommendations for improvement. Your responses will remain anonymous and the identity of your institution will be kept confidential in all reports. Please take a few minutes to fill out this survey and offer your thoughts on the recruitment and admission of Hispanic students. If you have more to say than the space allocated for a response, please send your comments or use additional space on the survey to convey your thoughts. Thank you for participating in this project.

1. Are you familiar with the National Hispanic Scholar Awards Program? (Mark one)

- I am not aware of the program, this is the first time I have heard about it.
- I have heard of the program, but am not familiar with the program's services.
- I have heard of the program but have opted not to use the program's services.
- I am very familiar with the program and have taken advantage of its services.

2. Each Fall, the College Board produces rosters of high-scoring (PSAT) Hispanic students and provides them free of charge to institutions. Has your college received these rosters of National Hispanic Scholar Semifinalists?

Yes  No  (Go to question 7).

3. How useful are these rosters in identifying Hispanic candidates for your college? (Mark one)

- Not at all useful.....
- Somewhat useful.....
- Very useful.....

4. How are the rosters used at your college ?

5. If you have received these rosters but have not used them to identify potential Hispanic candidates, why not?

6. Do you know the criteria for selection as a National Hispanic Scholar Semifinalist?

Yes  No

7. Below are some ways that high school students learn about colleges. They may also represent activities you undertake each recruitment season. In your experience, rate the extent to which you believe these are helpful in encouraging Hispanic student applications to your institution? (Circle one for each)

		Can't rate = 1		Not at all helpful = 2		Somewhat helpful = 3		Very helpful = 4	
"Word of mouth" among Hispanic high school students.....	4	3	2	1					
The guidance counselor's advice.....	4	3	2	1					
Computer databases of colleges.....	4	3	2	1					
Contact with your college's representatives at "College Night".....	4	3	2	1					
College rating books.....	4	3	2	1					
Student visits to your campus.....	4	3	2	1					
Contact with a college representative at the students' high school.....	4	3	2	1					
Special programs designed to help Hispanics go to college (e.g., Upward Bound).....	4	3	2	1					
Parental preferences/advice.....	4	3	2	1					
Student's relatives (e.g., sibling) attending your college.....	4	3	2	1					
Direct mailings of brochures and letters inviting students to apply.....	4	3	2	1					
Contact with a Hispanic representative of your college.....	4	3	2	1					
Community organization (e.g., ASPIRA, LULAC) work with students in the college selection process.....	4	3	2	1					

➔ Please Turn to Page 2



8. Are there other ways that Hispanics learn about your college, or ways that have helped increase their applications to your college? Briefly explain.

9. Please indicate the extent to which you agree or disagree with the following statements: (Circle one for each item)

Disagree strongly = 1  
 Disagree somewhat = 2  
 Agree somewhat = 3  
 Agree strongly = 4

A concerted effort between schools and colleges is needed to increase Hispanic applications to college.....4 3 2 1

The number of "early admission" Hispanics applying to this college seems to be rising every year.....4 3 2 1

Eligible Hispanic students are still too few to substantially increase the number admitted to this college.....4 3 2 1

The competition among colleges for talented Hispanic students is very high.....4 3 2 1

Increases in the Hispanic population are naturally increasing the number of applicants to this college.....4 3 2 1

Talented Hispanic students are still very hard to locate.....4 3 2 1

This college relies strongly on its relationships with specific high schools ("feeder") to produce good Hispanic candidates.....4 3 2 1

10. Do you know how the finalists (Scholars) or winners are selected?  
 Yes  No

11. Have you had any National Hispanic Scholar Award Program winners attend your institution? (Mark one)

- I don't know. (Skip to question 13)
- Yes, a few have come here over the years.
- Yes, we normally have about one per year.
- Yes, we attract several NHSAP winners per year.

12. Does your college offer the NHSAP Scholars or Honorable Mentions any special recognition?  
 Yes  No

If yes, please briefly explain.

13. Each NHSAP Scholar receives \$1,500 to begin their first year of college. How important do you think a \$1500 external fellowship is in helping a Hispanic student choose and/or pay for your college? Briefly explain.

14. How do you think the National Hispanic Scholar Awards Program helps to identify and recognize Hispanic academic talent? (If you are not familiar with the program skip to question 15)

15. Below are some reasons that might have influenced a Hispanic student to attend your college. In your view, how important are each of the following in influencing a Hispanic student's decision to enroll in your college? (Circle one for each item)

	Not Applicable/Can't rate = 1	Not Important = 2	Somewhat Important = 3	Very Important = 4	Essential = 5
Parents' preference to come here.....	5	4	3	2	1
Sibling's encouragement to pick this college .....	5	4	3	2	1
Parents' alumni affiliation.....	5	4	3	2	1
Teacher encouragement to pick this college.....	5	4	3	2	1
College has a good academic reputation.....	5	4	3	2	1
College's reputation for its social activities.....	5	4	3	2	1
The types of majors available here.....	5	4	3	2	1
College's low tuition.....	5	4	3	2	1
Guidance counselor's advice to pick this college.....	5	4	3	1	1
College is near the student's home.....	5	4	3	2	1
Athletic dept. recruitment activities.....	5	4	3	2	1
College's graduates gain admission to top graduate/professional schools.....	5	4	3	2	1
College's graduates get good jobs.....	5	4	3	2	1
College offers good financial assistance .....	5	4	3	2	1
Personal contact with an admissions officer.....	5	4	3	2	1
College's supportive environment for Hispanic students.....	5	4	3	2	1
Alumni recruitment activities.....	5	4	3	2	1
Recruitment activities initiated by your college's Hispanic students.....	5	4	3	2	1

### Respondent Background

Since we expect that the responsibility for this survey may have been forwarded to the person most familiar with the NHSAP in the admissions office, the following information is necessary to understand the general backgrounds of admissions officers who actually responded to our survey. This information will be reported in the aggregate and will be used only to describe the sample.

16. Your current job title in the admissions office:

\_\_\_\_\_

17. Does your office assign responsibility for recruiting Hispanic students to any particular admissions officer(s)? (Mark one)

- Yes, someone is assigned primary responsibility for recruiting Hispanic students.
  - Yes, someone is assigned primary responsibility but all admissions officers also share responsibility for recruiting Hispanic students
  - No, each admissions officer is responsible for recruiting all students regardless of ethnic background
  - Other (Explain):
- \_\_\_\_\_
- \_\_\_\_\_

18. Are you directly responsible for coordinating special activities for the recruitment of Hispanic students? (Mark one)

Yes  No

19. How many years have you worked at your current institution? \_\_\_\_\_.

20. What is the total number of years you worked in admissions at all institutions? \_\_\_\_\_.

21. What is your sex? Male  Female

22. What is your ethnic/racial background?

\_\_\_\_\_

➔ One Final Question--Turn to Page 4



### Additional Comments

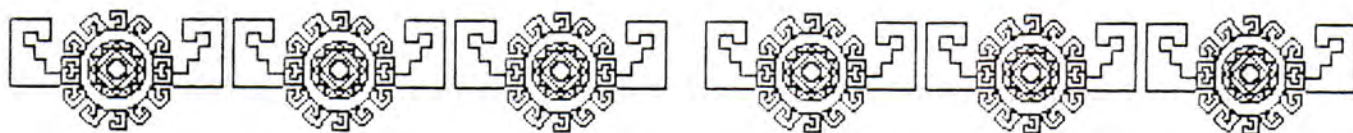
23. In your view, what can be done through the National Hispanic Scholar Awards Program to help increase the number of talented Hispanic students applying to your college? All suggestions are welcome.

Please return the survey in the enclosed postage paid envelope that is addressed to the Higher Education Research Institute, 320 Moore Hall, University of California, Los Angeles, CA 90024-1521. We look forward to receiving your responses.

Thanks again for participating in this important survey !

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# NATIONAL SURVEY OF HISPANIC STUDENTS



This national survey, sent to a select group of Hispanic/Latino high school graduates, is part of a research program to help us better understand the educational experiences of Hispanic students. As such, there are questions on the survey that pertain specifically to recent high school graduates, individuals who never entered college (or entered but withdrew), current college students, and recent college graduates. Your responses and all identifying information will remain strictly confidential as only group results will be reported. Thank you in advance for participating in this important survey!

**Definitions:** While we are aware that people use different labels to describe the groups to which they belong, we will use the term **Hispanic** to refer collectively to people of Mexican, Cuban, Puerto Rican, Central American, or Spanish (European) origin. **Freshman college** refers to the first college that you attended or will attend as an undergraduate.

## Early Experiences

1. The high school in which you obtained a diploma can be generally described as: (Mark one only)

- Public.....
- Private (no religious affiliation).....
- Private (religiously affiliated).....

2. The high school from which you obtained a diploma: (Mark all that apply)

- Was a specialized or magnet high school.....
- Was a Catholic institution.....
- Was located outside the U.S. mainland.....
- Was located in a predominantly minority neighborhood (e.g., Hispanic, Black, or other).....
- Offered honors courses (excluding advanced placement courses).....
- Offered advanced placement courses.....
- Had very few Hispanic students.....
- Offered only college preparatory course work.....
- Offered both college prep and vocational or technical course work.....
- Provided room and board for the majority of its students.....

3. Please estimate ethnic enrollment percentages of your high school:

Hispanic: \_\_\_\_\_ %  
 Other minority: \_\_\_\_\_ %  
 White non-Hispanic: \_\_\_\_\_ %  
 TOTAL = 100%

4. What was your cumulative grade point average in high school? (Circle one)

A+ ... 10      B+.....7      C+ ... 4      D+ or  
 A .....9      B.....6      C .... 3      less...1  
 A- .....8      B-.....5      C-.... 2

5. In high school, did you take:      Yes      No

- College level courses.....
- College prep/honors courses?.....

6. What year did you graduate from high school?

19 \_\_\_\_

7. Estimate the proportion of your high school going to college: Provide estimates to the best of your ability using the categories below. (Circle one for each item)

Very few — 1  
 A small proportion — 2  
 Close to one half — 3  
 More than half — 4  
 Almost all — 5

What proportion of your graduating class went on to college? .....5 4 3 2 1

What proportion of non-Hispanic White students went on to college?.....5 4 3 2 1

What proportion of Hispanic students went on to college?.....5 4 3 2 1

8. The statements below apply to your language training and usage: (Mark all that apply)

- I participated in a bilingual education program in either elementary or secondary school.....
- Spanish was the first language I spoke as a child.....
- Prior to entering college, I took an English language course for students whose native language was not English ...
- I speak English with somewhat of a Spanish accent.....
- I have taken or plan to take a course to improve my Spanish in college.....

Please turn to page 2



9. How well do you do each of the following:

(Circle one for each item)

	Not at all — 1				
	Not very well — 2				
	Moderately well — 3				
	Well — 4				
	Extremely well — 5				
Understand Spanish when people speak it? .....	5	4	3	2	1
Speak in Spanish? .....	5	4	3	2	1
Read in Spanish? .....	5	4	3	2	1
Write in Spanish? .....	5	4	3	2	1
Understand English when people speak it? .....	5	4	3	2	1
Speak in English? .....	5	4	3	2	1
Read in English? .....	5	4	3	2	1
Write in English? .....	5	4	3	2	1

10. Rate yourself on each of the following traits as compared with the average person your own age. We want the most accurate account of how you see yourself. (Circle one for each item)

	Among the lowest 10% — 1				
	Below average in this area — 2				
	Average in this area — 3				
	Above average in this area — 4				
	Among the highest 10% — 5				
Ability to work cooperatively .....	5	4	3	2	1
Ability to work independently .....	5	4	3	2	1
Acting ability .....	5	4	3	2	1
Artistic ability .....	5	4	3	2	1
Athletic ability .....	5	4	3	2	1
Creative writing .....	5	4	3	2	1
Getting along with others .....	5	4	3	2	1
Leadership ability .....	5	4	3	2	1
Mathematical ability .....	5	4	3	2	1
Mechanical ability .....	5	4	3	2	1
Musical ability .....	5	4	3	2	1
Organizing work .....	5	4	3	2	1
Sales ability .....	5	4	3	2	1
Scientific ability .....	5	4	3	2	1
Spoken expression .....	5	4	3	2	1
Written expression or writing ability .....	5	4	3	2	1

11. What was the citizenship status of you and your parents when you graduated from high school?

(Circle one in each column)

	Myself	Father	Mother
U.S. citizen .....	1	1	1
U.S. naturalized citizen .....	2	2	2
Immigrant, Permanent Resident .....	3	3	3
Foreign citizen .....	4	4	4

12. Where were you and your parents born?

(Circle one in each column)

	Myself	Father	Mother
United States .....	1	1	1
U.S. commonwealth or territory .....	2	2	2
Foreign country .....	3	3	3

➔ If foreign, please specify:

Myself: \_\_\_\_\_

Mother: \_\_\_\_\_

Father: \_\_\_\_\_

13. When were you born? (Please use numbers only).

Month	Day	Year
_____	_____	19____

14. What was the highest level of education attained by your father, mother, and by any brother or sister:

(Circle one in each column)

	Father	Mother	Sibling
Grammar school or less .....	1	1	1
Junior high school .....	2	2	2
Some high school .....	3	3	3
High school or GED .....	4	4	4
Postsecondary school other than college .....	5	5	5
Some college .....	6	6	6
College degree (B.A., B.S.) .....	7	7	7
Some graduate school .....	8	8	8
Graduate/Professional degree .....	9	9	9
Not applicable (No brothers or sisters) .....	10	10	10

15. What is your Hispanic origin or descent:

(Circle the one group with which you identify most)

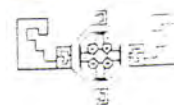
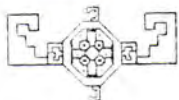
Mexican, Mexicano, Mexican American, Chicano .....	1
Puerto Rican, Puertorriqueño, or Boricua .....	2
Cuban American, Cubano .....	3
Central American .....	4
➔ Please specify: _____	
South American .....	5
➔ Please specify: _____	
Spanish (only from Europe) .....	6
Other Hispanic .....	7
Non-Hispanic .....	8

➔ If you are from a combination of ethnic/racial backgrounds, please specify: (e.g., Chilean & Cuban)

16. What was the ethnic composition of the neighborhood where you spent most of your time growing up?

Hispanic: _____	%
Other minority: _____	%
White non-Hispanic: _____	%

TOTAL = 100%





17. Where did you spend most of your life prior to high school graduation? (Mark one)

- Very small town (fewer than 2,500).....
- Small town (2,501 - 50,000).....
- Small city (50,001 - 100,000).....
- Medium-sized city (100,001 - 300,00).....
- Large-sized city (Over 300,001 - 499,999).....
- Urban center (500,000 - 1,000,000).....
- Major urban center (1,000,000 or more).....

18. How many brothers and sisters do you have?  
 \_\_\_\_\_

19. In the year you completed high school, which of the following was true about your parents? (Mark one)

- Both alive and living with each other.....
- Both alive and divorced or separated.....
- One parent was deceased.....
- Both parents were deceased.....

20. Who raised you? (Mark one)

- Both Parents.....
- Mother.....
- Father.....
- Grandparent(s).....
- Foster Parent(s).....
- Another relative (e.g., aunt).....

21. Has your family received any form of federal aid to help with food/housing? (Mark one)

Yes..... No.....

22. Using the numbers that correspond to the yellow enclosed list of careers/occupations, indicate your answers to the following questions:

- What was your mother's career or occupation?.....
- What was your father's career or occupation?.....
- What is your probable career or occupation?.....

23. What is your best estimate of your parents' annual income in the year you completed high school?

\$ \_\_\_\_\_

24. Please indicate your marital status: (Circle one for each item)

- Divorced or separated — 1
- Married or living together — 2
- Single — 3

In the last year of high school? ....3.....2.....1  
 Currently?.....3.....2.....1

25. How many children do you have? \_\_\_\_\_

25b. What is your sex? Male  Female

26. Please indicate who you socialize(d) with in the following situations. (Circle one for each item)


- Only Hispanic/ethnic minority students — 1
  - Mostly Hispanic/ethnic minority students — 2
  - Hispanic/ethnic minority and white students — 3
  - Mostly non-Hispanic white students — 4
  - Only non-Hispanic white students — 5
- In high school, I socialized with....5 4 3 2 1  
 In high school, I dated.....5 4 3 2 1  
 If you did not date in high school, mark this box...

◆If you have not entered college yet, skip to Question 27

- In college, I socialize(d) with.....5 4 3 2 1
- In college, I dated.....5 4 3 2 1

27. Indicate the importance to you personally of each of the following: (Circle one for each item)

- Not Important — 1
  - Somewhat Important — 2
  - Very Important — 3
  - Essential — 4
- Becoming accomplished in one of the performing arts.....4 3 2 1  
 Obtaining recognition from my colleagues for contributions to my special field.....4 3 2 1  
 Influencing the political structure.....4 3 2 1  
 Influencing social values.....4 3 2 1  
 Raising a family.....4 3 2 1  
 Having administrative responsibility for the work of others.....4 3 2 1  
 Being very well off financially.....4 3 2 1  
 Helping others who are in difficulty....4 3 2 1  
 Making a theoretical contribution to science.....4 3 2 1  
 Writing original works (poems, novels, short stories, etc.).....4 3 2 1  
 Creating artistic works (painting, sculpture, decorating, etc.).....4 3 2 1  
 Being successful in a business of my own.....4 3 2 1  
 Becoming involved in programs to clean up the environment.....4 3 2 1  
 Helping to promote racial understanding.....4 3 2 1  
 Participating in programs to help the Hispanic community.....4 3 2 1  
 Doing well enough to make my parents proud.....4 3 2 1  
 Maintaining Hispanic cultural traditions.....4 3 2 1

 Please turn to page 4



28. Indicate the extent to which you agree or disagree with the following statements: (Circle one for each item)

	Disagree strongly — 1	Disagree somewhat — 2	Agree somewhat — 3	Agree strongly — 4
Discrimination against Hispanics is still a major problem in obtaining good jobs.....	4	3	2	1
Students should be taught in their own language until they are able to attain English proficiency.....	4	3	2	1
Without scholarship aid, the numbers of high achieving minority students in colleges and graduate schools would be much lower.....	4	3	2	1
Any student, regardless of race, has the same opportunities to do well after graduating from college.....	4	3	2	1
Election ballots and public notices should be available to U.S. Spanish-speaking citizens in their own language.....	4	3	2	1
Most low income Hispanics would rather work than rely on government help.....	4	3	2	1
A hostile climate at colleges and universities is largely responsible for creating barriers to Hispanic student success.....	4	3	2	1
I am uncomfortable participating in programs or organizations that are primarily for Hispanics.....	4	3	2	1
The best way to make things better for Hispanics is through political pressure and social action.....	4	3	2	1
If Hispanics do not achieve success in school, they have only themselves to blame.....	4	3	2	1
When faced with two equally qualified candidates, one Hispanic and one Anglo, employers are less likely to choose the Hispanic.....	4	3	2	1
There are times when students should violate college rules or policies in order to fight discrimination.....	4	3	2	1
Most Hispanic students feel stigmatized by admissions policies that take into account both ethnic background and merit.....	4	3	2	1
Rather than "rocking the boat," Hispanics should focus on individual achievement.....	4	3	2	1
In order to be successful in this society, it is important not to emphasize my ethnicity.....	4	3	2	1

29. Please indicate the highest degree you earned as of August 1991, the degree you are currently pursuing, and the highest degree you plan to complete beyond high school. (Circle one in each column)

	Earned	Current	Plan
None (beyond high school).....	1	1	1
Special training/certificate program (e.g., lab tech).....	2	2	2
Associate of Arts degree (AA).....	3	3	3
Bachelor's degree (BA, BS).....	4	4	4
Master's degree (MA, MS).....	5	5	5
Doctoral degree (PhD, EdD).....	6	6	6
Medical degree (MD, DDS).....	7	7	7
Law degree (JD, LLB).....	8	8	8
Divinity degree (MDiv, BD).....	9	9	9
Business degree (MBA).....	10	10	10
Other.....	11	11	11

30. What are your plans for Fall 1991? Indicate the activities in which you will be spending most of your time. (Mark all that apply)

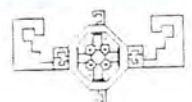
- Enroll full-time in an undergraduate college.....
- Enroll part-time in an undergraduate college.....
- Enroll in a full-time graduate/professional program.....
- Enroll in a part-time graduate/professional program.....
- Enroll in other postsecondary education program.....
- Work full-time.....
- Work part-time.....
- Serve in the Armed Forces.....
- Travel (e.g., go hostelling, backpacking, etc.).....
- Perform volunteer work.....
- Stay home to be with (or start) my family.....

**College Choice Questions**

This section contains questions about your experiences related to choosing a college. Questions about the **Freshman** college refer to the first college that you attended or will attend as an undergraduate.

31. To what extent did your parents: (Circle one)

	Not at all — 1	Very little — 2	To some extent — 3	To a large extent — 4
Emphasize the importance of education?.....	4	3	2	1
Assist you with the college application process?.....	4	3	2	1
Encourage you to attend college close to home?.....	4	3	2	1
Allow you to make your own decisions regarding life after high school?.....	4	3	2	1
Give up things they wanted so that you could attend college?.....	4	3	2	1
Expect high achievement from you?.....	4	3	2	1





**32. When do you recall first discussing the idea of going to college with your parents? (Circle one)**

- I never really discussed my college plans with my parents..... 1
- Prior to Junior high school ..... 2
- Junior high school..... 3
- Freshman year in high school..... 4
- Sophomore year in high school..... 5
- Junior year in high school..... 6
- Senior year in high school ..... 7
- After high school graduation..... 8

**33. In learning about different colleges, which of the following were the most effective in helping you develop and narrow the list of appropriate colleges to consider:**

- Does not apply to my experience — 1
- Not at all helpful — 2
- Somewhat helpful — 3
- Very helpful — 4

- A friend told me about colleges to consider..... 4 3 2 1
- A high school counselor gave me a list of colleges to explore..... 4 3 2 1
- I used a computer database of colleges to form a list with all my preferences..... 4 3 2 1
- I ordered several college catalogues..... 4 3 2 1
- I attended "College Night(s)"..... 4 3 2 1
- I read a "college rating" book ..... 4 3 2 1
- I visited several colleges..... 4 3 2 1
- A college recruiter visited my high school..... 4 3 2 1
- I was in a special program designed to help Hispanics go to college..... 4 3 2 1
- My parents obtained college information for me ..... 4 3 2 1
- Other relatives (sibling, aunt, cousin, etc.) suggested several colleges..... 4 3 2 1
- My parents' employer suggested colleges ..... 4 3 2 1
- I received brochures and letters from colleges inviting me to apply ..... 4 3 2 1
- I spoke with a Hispanic recruiter ..... 4 3 2 1
- A community organization (e.g., ASPIRA, LULAC) suggested several colleges ..... 4 3 2 1
- Other ..... 4 3 2 1

➔ Please specify: \_\_\_\_\_

\_\_\_\_\_

**34. Indicate how many colleges you applied to attend immediately after high school graduation? How many of these colleges admitted you? (Circle one in each column)**

	Applied	Admitted
None.....	0	0
1 college.....	1	1
2 colleges.....	2	2
3 colleges.....	3	3
4 colleges.....	4	4
5 colleges.....	5	5
6-8 colleges.....	6	6
9-11 colleges.....	7	7
12 or more colleges.....	8	8

**35. If you have never been enrolled in college and do not plan to attend college in the 1991-92 school year, please check this box**

◆ If you checked the previous box, skip to Question 70.

**College Student Experiences**

Even if you have not entered college yet, or only attended for a short time, there are questions you can answer in this section. Please review each question carefully to make sure you are not skipping questions you can answer.

**36. What will be your class standing in Fall 1991? If you left before completing college, indicate your class standing in the last year you attended college as an undergraduate. (Circle one)**

- Freshman..... 1      Junior..... 3      Finished college.... 5
- Sophomore..... 2      Senior..... 4

**37. Please list your Freshman year college: If you have attended more than one college in your freshman year, list the first college in which you matriculated.**

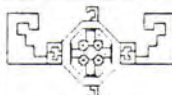
College Name \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

**38. What year did (will) you enter this college?**

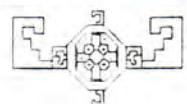
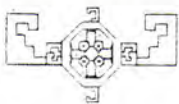
19 \_\_\_\_\_

**39. What type of college is your freshman college? (Circle one)**

- A vocational or technical school..... 1
- A two-year community or junior college..... 2
- A four-year college or university..... 3



Please turn to page 6





40. What is your major (or probable major) in college?  
Using the codes on the yellow list of major fields, indicate your college major (or probable major if you have not entered college yet).

41. How many miles is this college from the permanent home you lived in when you graduated from high school? (Circle one)

- |                  |                |                    |
|------------------|----------------|--------------------|
| 5 or less .... 1 | 51-100 ..... 4 | More than          |
| 6-10..... 2      | 101-500..... 5 | 1,000 miles .... 7 |
| 11-50..... 3     | 501-999..... 6 |                    |

42. Your freshman college was your: (Circle one)

- First choice?.....1
- Second choice?.....2
- Third choice?.....3
- Less than third choice?.....4

43. As of Fall 1991, how many years will you have spent at your freshman college? (Mark one)

- |  |   |
|--|---|
| Less than 1 year..... <input type="checkbox"/> | 4 years..... <input type="checkbox"/>         |
| 1 year..... <input type="checkbox"/>           | 5 years..... <input type="checkbox"/>         |
| 2 years..... <input type="checkbox"/>          | 6 years or more..... <input type="checkbox"/> |
| 3 years..... <input type="checkbox"/>          |   |

44. Which of the following resources were/will be used to fund your college education? In addition, indicate in the second column the primary source you rely on to pay college expenses. (Mark all that apply)

	Source	Primary
My own savings.....	<input type="checkbox"/>	<input type="checkbox"/>
Parent or family funds.....	<input type="checkbox"/>	<input type="checkbox"/>
Military Benefits (to you or your parents).....	<input type="checkbox"/>	<input type="checkbox"/>
Federal Work Study job grant.....	<input type="checkbox"/>	<input type="checkbox"/>
A job during college.....	<input type="checkbox"/>	<input type="checkbox"/>
Grant/scholarship from the college.....	<input type="checkbox"/>	<input type="checkbox"/>
Federal grant (Pell or Supplementary Educational Opportunity Grant).....	<input type="checkbox"/>	<input type="checkbox"/>
National Direct Student Loan.....	<input type="checkbox"/>	<input type="checkbox"/>
Guaranteed Student Loan.....	<input type="checkbox"/>	<input type="checkbox"/>
Other Loans.....	<input type="checkbox"/>	<input type="checkbox"/>

45. Did you receive any of the following scholarships to attend your freshman college? (Mark all that apply)

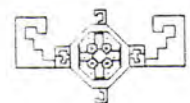
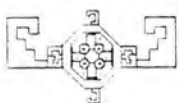
- I did not receive any scholarships.....
- State scholarship.....
- Freshman college provided scholarships/grants.....
- National Merit Scholarship.....
- National Hispanic Scholar Award (sponsored by the College Board).....
- National Hispanic Scholarship (sponsored by NHS Fund in San Francisco).....
- Other private, external scholarship (sponsored by a corporation, foundation, etc.).....

46. Below are some reasons that might have influenced your decision to attend your freshman college. How important was each reason in your decision to go there? (Circle one for each item)

	Does not apply to my experience — 1	Not Important — 2	Somewhat Important — 3	Very Important — 4	Essential — 5
My parents encouraged me to go there.....	5	4	3	2	1
My brother(s) or sister(s) encouraged me to go there.....	5	4	3	2	1
My parents attended this college.....	5	4	3	2	1
My teacher advised me.....	5	4	3	2	1
The college has a very good academic reputation.....	5	4	3	2	1
The college has a good reputation for its social activities.....	5	4	3	2	1
The areas of study or majors matched my interests.....	5	4	3	2	1
The college has low tuition.....	5	4	3	2	1
My guidance counselor advised me.....	5	4	3	2	1
I wanted to live near home.....	5	4	3	2	1
A friend suggested attending.....	5	4	3	2	1
The athletic department recruited me.....	5	4	3	2	1
The college's graduates gain admission to top graduate and professional schools.....	5	4	3	2	1
The college's graduates get good jobs.....	5	4	3	2	1
I was offered better financial assistance at this college.....	5	4	3	2	1
An admissions officer personally contacted me.....	5	4	3	2	1
The college has a supportive environment for Hispanic students.....	5	4	3	2	1
My boyfriend/girlfriend attended this college.....	5	4	3	2	1
Alumni recruited me.....	5	4	3	2	1
Other Hispanic students recruited me.....	5	4	3	2	1
My childhood dream was to attend this college.....	5	4	3	2	1

47. Where did you live, or plan to live, during your first year of college? How many academic years did you, or plan to, live in each type of residence? (Circle one in response column one; Enter a number from 0 to 6 in column two for each living arrangement)

	Freshman year	Number of years
With parents or relatives.....	1	—
Other private home, apt. or room.....	2	—
College dormitory.....	3	—
Fraternity or sorority house.....	4	—
Other campus housing.....	5	—





48. Below are some statements about your freshman college. Indicate the extent to which you agree or disagree. (Circle one for each item)

	Disagree strongly — 1	Disagree somewhat — 2	Agree somewhat — 3	Agree strongly — 4
Most students here know very little about Hispanic culture.....	4	3	2	1
Faculty here are interested in students' personal problems.....	4	3	2	1
Most faculty here are sensitive to the issues of minorities.....	4	3	2	1
Many Hispanic students feel like they do not "fit in" on this campus.....	4	3	2	1
Faculty are committed to the welfare of this institution.....	4	3	2	1
Many courses include minority group perspectives.....	4	3	2	1
Administrators consider student concerns when making policy.....	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates.....	4	3	2	1
There is a lot of campus racial conflict here.....	4	3	2	1
Students here resent taking required courses outside their major.....	4	3	2	1
Students of different racial/ethnic origins communicate well with one another.....	4	3	2	1
Campus administrators care little about what happens to students.....	4	3	2	1
There is little trust between minority student groups and campus administrators.....	4	3	2	1
Many courses include feminist perspectives.....	4	3	2	1
There are many opportunities for faculty and students to socialize with one another.....	4	3	2	1
Administrators consider faculty when making policy.....	4	3	2	1
Faculty feel that most students here are well prepared academically.....	4	3	2	1
Anglo students here have much more access to faculty support than Hispanic students.....	4	3	2	1
Most students at this institution believe that minorities were special admits.....	4	3	2	1

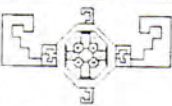
49. Indicate how often you engaged in the following activities at your freshman college.

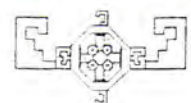
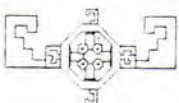
◆ Skip to Question 50 if you have not entered college yet.

	Not at all — 1	Occasionally — 2	Frequently — 3
Studied with someone from a different racial/ethnic group.....	3	2	1
Dined with someone from a different racial/ethnic group.....	3	2	1
Heard faculty make inappropriate remarks about minorities.....	3	2	1
Had a roommate from a different racial/ethnic group.....	3	2	1
Felt excluded from school activities because of your Hispanic background.....	3	2	1
Dated someone from a different racial/ethnic group.....	3	2	1
Were insulted or threatened by other students because of your Hispanic background.....	3	2	1
Studied with other Hispanic students.....	3	2	1
Felt pressure to socialize only with Hispanic students.....	3	2	1
Participated in a campus protest or demonstration regarding ethnic/racial issues.....	3	2	1
Talked with Hispanic faculty or administrators about my concerns.....	3	2	1

50. Do you have any concern about your ability in the future to: (Circle one for each item)

	Not applicable — 1	None — 2	Some concern — 3	Major concern — 4
Finance your undergraduate education?.....	4	3	2	1
Repay college loans?.....	4	3	2	1
Maintain good grades in college?.....	4	3	2	1
Get into a graduate/professional school?.....	4	3	2	1
Maintain both career & family responsibilities?.....	4	3	2	1
Finance a graduate education?.....	4	3	2	1
Maintain good grades in graduate school?.....	4	3	2	1

 Please turn to page 8





51. What is your best guess as to the chances that you will:  
(Circle one for each item)

	No Chance — 1	Very Little Chance — 2	Some Chance — 3	Very Good Chance — 4
Pursue a graduate or professional degree immediately after graduation?.....	4	3	2	1
Find a job in your hometown after graduation?.....	4	3	2	1
Pursue a graduate or professional degree after a few years of work experience?.....	4	3	2	1
Eventually settle down in a predominantly Hispanic community?.....	4	3	2	1

◆Skip to Question 52 if you have graduated or left college permanently.

Change career choice?.....	4	3	2	1
Change major field?.....	4	3	2	1
Graduate with honors?.....	4	3	2	1
Need extra time to complete your degree requirements?.....	4	3	2	1
Have to work at an outside job during college?.....	4	3	2	1
Participate in student protests or demonstrations?.....	4	3	2	1
Transfer to another college before graduating?.....	4	3	2	1
Be satisfied with your college?.....	4	3	2	1
Get married while in college? (Leave blank if married).....	4	3	2	1

52. How much money will you owe for your education at the end of this (1991-92) school year? (Circle one) If you have not entered college yet, please estimate.

None.....	1	\$7,000 to \$8,999.....	8
\$1 to \$999.....	2	\$9,000 to \$10,999.....	9
\$1,000 to \$1,999.....	3	\$11,000 to \$12,999.....	10
\$2,000 to \$2,999.....	4	\$13,000 to \$14,999.....	11
\$3,000 to \$3,999.....	5	\$15,000 to \$19,999.....	12
\$4,000 to \$4,999.....	6	More than \$20,000.....	13
\$5,000 to \$6,999.....	7		

◆Skip to Question 70 if you have not yet entered college. Otherwise, please read each question carefully to make sure they apply to you.

53. Did you leave or transfer from your freshman college?  
(Mark one)

- No (◆Please go to Question 56).....
- Yes, took a leave of absence.....
- Yes, transferred to another college before completing my program.....
- Yes, withdrew from college and probably will not continue to pursue a degree.....
- Yes, withdrew from college and haven't decided whether I will continue to pursue a degree.....

54. How important were each of the following in your reason to leave your freshman college?

(Circle one for each item)

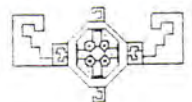
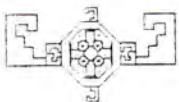
	Not important — 1	Somewhat important — 2	Very important — 3
Changed my career plans.....	3	2	1
Wanted practical experience.....	3	2	1
Didn't feel like I "fit in" at my first college.....	3	2	1
Was bored with my course work.....	3	2	1
Wanted to go to a school with a better academic reputation.....	3	2	1
Wanted a better social life.....	3	2	1
Wanted to be closer to home.....	3	2	1
Had a good job offer.....	3	2	1
Wasn't doing as well academically as I had expected.....	3	2	1
Family responsibilities.....	3	2	1
Tired of being a student.....	3	2	1
Had money problems and could no longer afford to attend college.....	3	2	1
Wanted a school with a better selection of courses or more major field choices.....	3	2	1

55. If you transferred from your freshman year college, what college did you transfer to continue your undergraduate studies?

\_\_\_\_\_  
Name of institution

\_\_\_\_\_  
City

\_\_\_\_\_  
State



56. What was (is) your level of participation in clubs and organizations in college? (Circle one)

- I have not been a member of any club or organization..... 1
- I have belonged to some organizations but have not held any major offices..... 2
- I have held one or two major offices..... 3
- I have held three or four major offices..... 4
- I have held five or more major offices..... 5

57. Did you participate in a Hispanic student organization(s) at your freshman college? (Circle one)

- No, I chose not to join these student organizations..... 1
- No, these student organizations were not available at my college..... 2
- Yes, I participated..... 3

◆ If you did not participate in a Hispanic student organization, please skip to Question 59.

58. What was the primary purpose of the Hispanic student organization of which you were a member? If you were a member of several of these organizations, please refer to the one you spent the most time with in answering this question. (Mark one)

- ...*Political*: Addresses issues impacting the Hispanic community through political pressure—social activism
- ...*Cultural*: Promotes awareness of Hispanic culture through art (e.g., dance, theater, film)
- ...*Professional/Career Development*: Promotes the professional/career development of Latinos (e.g., Hispanic Pre-Med Club, Society of Hispanic Engineers, Hispanic Pre-Law Society)
- ...*Social*: Facilitates Hispanic students' social activities and social support networks
- ... All of the above

59. What was (is) your cumulative undergraduate grade point average in college: (Circle one)

- A ..... 1
- A-, B+ ..... 2
- B ..... 3
- B-, C+ ..... 4
- C ..... 5
- C- or less ..... 6

60. Since entering college, how many honors or awards have you received? (e.g., Dean's list, debate tournament, science, music, art or theater, or athletic competition). (Enter number)

Please list the most important ones here:

---



---



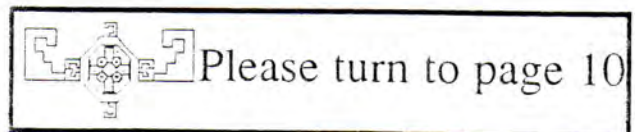
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61. Which activities have you participated in during college? 1) Circle all organizations in which you were a member, and 2) circle organizations in which you were an officer.

	<u>Member</u>	<u>Officer</u>
Academic honor society.....	1	1
Athletics-interscholastic, intramural, or community.....	2	2
Ethnic or cross cultural activities or organizations.....	3	3
Journalism, debating, or drama.....	4	4
Art, music, or dance.....	5	5
Pre-professional or departmental clubs (e.g. Future Teachers, Math Club, etc.)... 6.....	6	6
Religious activities or organizations.....	7	7
Social clubs or community organizations.....	8	8
Student government.....	9	9
Sororities/fraternities.....	10	10
Reserve Officers Training Corps (ROTC)....	11	11

62. Did you receive help during college in any of the following areas? (Mark all that apply)

- Counseling about educational plans/opportunities.....
- Counseling about vocational/career plans/opportunities.....
- Improving mathematical ability.....
- Finding part-time work.....
- Counseling about personal problems.....
- Increasing reading ability.....
- Developing good study habits.....
- Improving writing ability





63. Please rate your satisfaction with the college you entered as a freshman on each of the aspects of campus life listed below. (Circle one for each item)

	5	4	3	2	1
				Can't Rate — 1	
			Very Dissatisfied — 2		
		Somewhat Dissatisfied — 3			
		Somewhat Satisfied — 4			
	Very Satisfied — 5				
Campus social life .....	5	4	3	2	1
Academic Advising.....	5	4	3	2	1
Career Counseling.....	5	4	3	2	1
Personal Counseling.....	5	4	3	2	1
Student Housing.....	5	4	3	2	1
Financial Aid Services .....	5	4	3	2	1
Amount of contact with faculty and administrators.....	5	4	3	2	1
Interaction among students of different ethnic origin.....	5	4	3	2	1
Ability to find a faculty or staff mentor.....	5	4	3	2	1

64. For the activities listed below, please indicate how often you engaged in each during the past year. If you have already left or graduated from college please answer the questions in reference to the last year you were enrolled in college. (Circle one for each item)

	3	2	1
			Not at all — 1
		Occasionally — 2	
		Frequently — 3	
Worked on an independent research project .....	3	2	1
Discussed course content with students outside of class .....	3	2	1
Worked on group projects for a class.....	3	2	1
Been a guest in a professor's home .....	3	2	1
Tutored another student .....	3	2	1
Participated in sports .....	3	2	1
Discussed racial issues .....	3	2	1
Felt like leaving college.....	3	2	1
Had a class paper critiqued by an instructor.....	3	2	1
Talked with faculty outside of class .....	3	2	1
Worked with a faculty member on a research project .....	3	2	1
Been lonely or homesick .....	3	2	1
Felt overwhelmed by all I had to do.....	3	2	1
Received career/vocational counseling .....	3	2	1
Received personal psychological counseling .....	3	2	1
Performed volunteer work .....	3	2	1

65. Since entering college have you: (Mark all that apply)

- Participated in a study abroad program .....
- Had family visit you at college  
(excluding graduation).....
- Sent money home to help family members.....
- Graduated with honors .....
- Enrolled in honors courses.....
- Enrolled in a course focusing on Latinos in the U.S.....
- Enrolled in a women's studies course.....
- Worked full-time while attending college.....
- Had a part-time job on campus.....
- Had a part-time job off campus.....
- Organized a study group to prepare for an exam .....

**Postgraduate Experiences**

◆ If you have not graduated from college, please skip to Question 70.

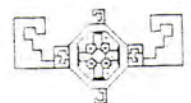
66. What is your current occupation? Describe your job (including your title), the nature of your work, and sector of employment (e.g., elementary school, university, hospital, financial services, or self-employed).

67. If you are planning or are currently pursuing a graduate degree, when did you first decide to go to graduate school? (Circle one)

- Prior to beginning my undergraduate college..... 1
- My freshman year..... 2
- Sophomore year .....
- Junior year .....
- Senior year..... 5
- After I finished college..... 6

68. Rate the importance of each of the following areas in influencing your decision to attend graduate school: (Circle one for each item)

	3	2	1
			Not important — 1
		Somewhat important — 2	
		Very important — 3	
The support of faculty at the undergraduate college.....	3	2	1
The opportunity to pursue my own intellectual interests .....	3	2	1
Availability of financial assistance.....	3	2	1
The support of faculty at the graduate institution .....	3	2	1
Availability of jobs in my field of interest ...	3	2	1
My academic performance in college .....	3	2	1
My interest in learning about research .....	3	2	1
My graduate admission test scores .....	3	2	1



69. Name your current or most recent graduate or professional school and your field/major at that school to which you've been admitted:

Name of institution	
City	State
Field/Major	Degree

**The National Hispanic Scholar Awards Program**

70. National Hispanic Awards Program Status.

(Circle one only)

- I did not participate in the program ..... 1  
    ➔ Skip to Question 77
- I was a semifinalist but did not submit a formal application..... 2
- I applied for the program, but was not selected as winner or given honorable mention..... 3
- I applied for the program and received an honorable mention award (\$100) for my freshman year..... 4
- I applied for the program and received a scholar award (\$1,500) for my freshman year..... 5

71. How did you learn about the National Hispanic Scholar Awards Program? (Mark all that apply)

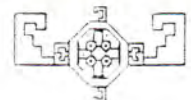
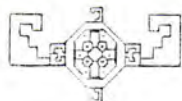
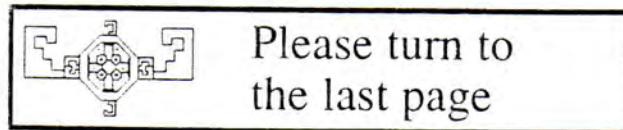
- I received a letter inviting me to apply in my senior year.....
- A counselor or teacher at school encouraged me to apply.....
- Friends told me about the program.....
- Saw a poster or advertisement for the program.....
- I read about it for the first time when I took the PSAT.....
- Other).....

➔ Please describe \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

72. Rate the importance that you believe being designated a National Hispanic Semifinalist played in each of the following areas: (Circle one for each item)

	It had <u>no effect</u> in this area — 1			
	It was <u>somewhat important</u> — 2			
	It was a <u>very important</u> contributor — 3			
	It was an <u>essential</u> contributor — 4			
Encouraging me to seek additional educational opportunities .....	4	3	2	1
Becoming more self-confident in my last year of high school.....	4	3	2	1
Increasing my desire to go to college.....	4	3	2	1
Increasing school-wide attention on my achievements.....	4	3	2	1
Influencing my decision to apply to a college that I had not initially considered.....	4	3	2	1
Increasing local community attention on my achievements.....	4	3	2	1
Influencing my decision to apply to some of the best colleges in the country.....	4	3	2	1
Improving my chances to receive other scholarships.....	4	3	2	1
Increasing my visibility among colleges and universities.....	4	3	2	1
Maintaining my self-confidence in the first year of college.....	4	3	2	1
Improving my chances of being admitted to a good college.....	4	3	2	1
Increasing my confidence in the ability to finance my college education.....	4	3	2	1

◆ If you were not designated a National Hispanic Scholar Award recipient, please skip to Question 76.





73. How important was the \$1,500 award in:  
(Circle one for each item)

	It had <u>no effect</u> in this area — 1			
	It was <u>somewhat important</u> — 2			
	It was a <u>very important</u> contributor — 3			
	It was an <u>essential</u> contributor — 4			
Your decision to attend your freshman college.....	4	3	2	1
My parents' attitudes about the type of college I should attend.....	4	3	2	1
My own decision to consider a prestigious college.....	4	3	2	1
My parents' confidence in the ability to finance my college education.....	4	3	2	1

74. How did you replace the scholar's award (\$1,500) to pay for the second year of college?  
(Mark all that apply)

- From my savings.....
- With money supplied by my parents or family.....
- With a loan (or increases in a loan).....
- With earnings from job (excluding federal work study).....
- With earnings from a federal work study job.....
- With grant/scholarship aid from my freshman college.....
- I don't know.....
- I changed to a lower cost college.....

75. Did you receive any type of formal recognition at your freshman college, other than the cash award, for being a winner in the National Hispanic Scholar Awards Program?

Yes.....  No.....

If yes, please briefly explain:

76. If there is some other way you feel that the National Hispanic Awards Program has helped in your plans for college or your college career, please briefly explain here:

**Some Final Questions**

77. As we pursue this line of research, we may develop additional questions at a subsequent date. If so, may we contact you again later?

Yes.....  No.....

78. Name & Address Correction:

If the original address to which this survey was sent was incorrect, please indicate a correct address below:

Your Name:

\_\_\_\_\_  
First Middle or Maiden Last

\_\_\_\_\_  
Home Street Address

\_\_\_\_\_  
City State Zip

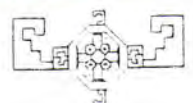
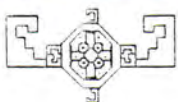
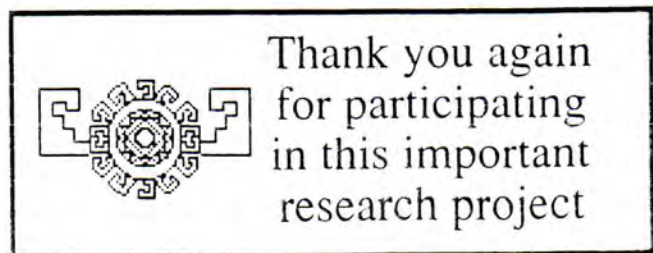
Telephone number:

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79. Social Security number: We would like to request your social security number in order to facilitate our research. This number will be used in computer matches of data from this survey and existing data (such as name of college attended). Once these matches have been accomplished, this number—and any and all data that could be used to identify you—will be deleted from data files used for analysis.

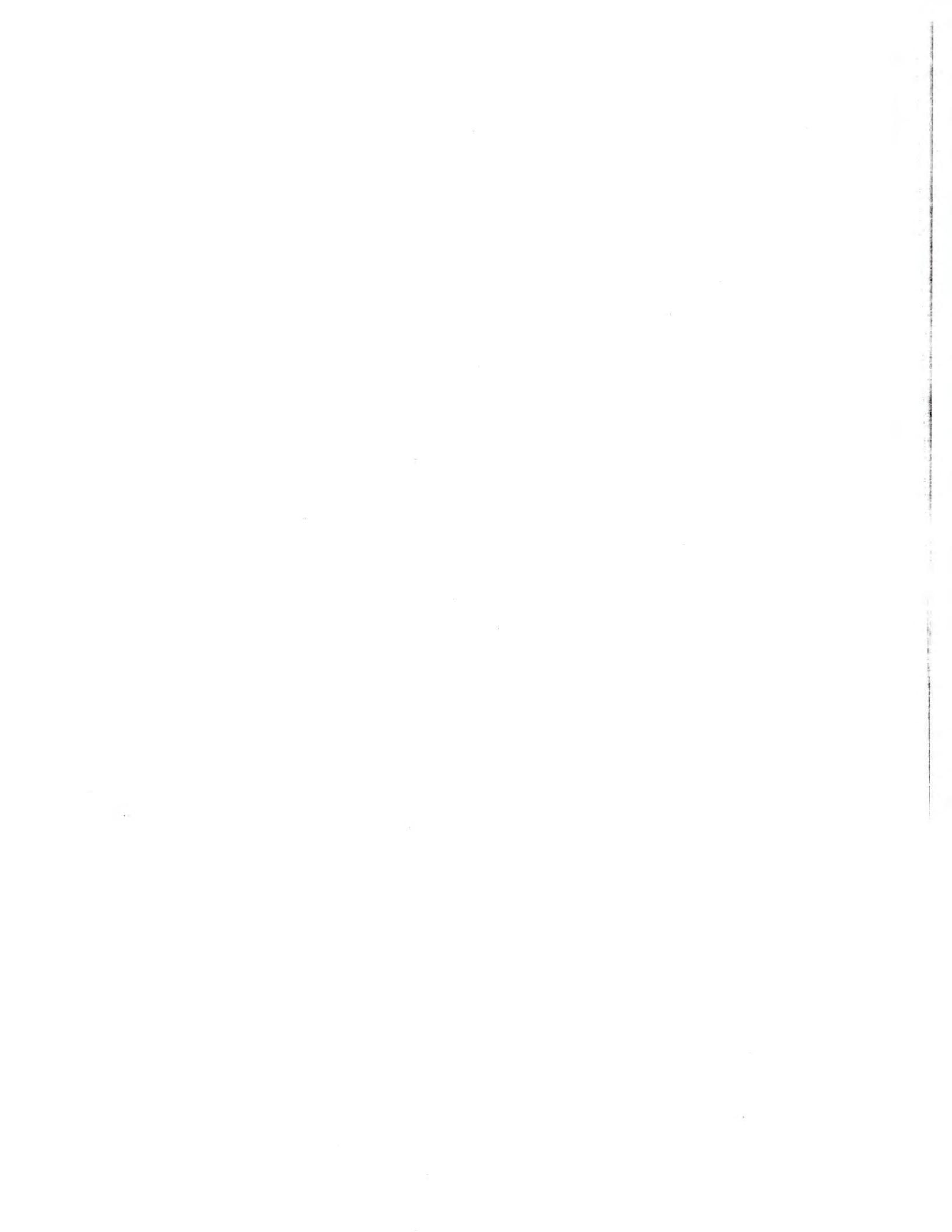
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Please review the questionnaire to be sure you have not skipped any questions you can answer. Return the survey in the enclosed postage paid envelope that is addressed to the Higher Education Research Institute, 320 Moore Hall, University of California, Los Angeles, CA 90024-1521. We look forward to receiving your responses. Gracias.



**APPENDIX C:  
STUDENT DATA**





**TABLE C-1. Sample Characteristics of the National Survey of Hispanic Students: Gender and Hispanic Origin**

Variable	1985 Cohort		1986 Cohort		1989 Cohort		1990 Cohort		1991 Cohort	
	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group
Sample Size (n)	128	77	227	138	251	152	286	192	303	182
Female	45	49	50	54	52	60	52	66	50	58
Hispanic Origin										
Mexican-American/Chicano	54	69	43	53	44	44	48	42	49	43
Puerto Rican/Boricua	13	25	17	17	19	26	22	24	19	24
Cuban	9	0	14	10	12	7	8	10	9	7
Central American	2	0	4	3	5	5	4	4	4	4
South American	13	3	12	13	9	13	13	12	11	12
Spanish (European)	8	1	7	1	6	4	2	6	6	6
Other Hispanic	0	0	3	4	4	0	2	2	3	2
Non-Hispanic	1	3	1	0	1	1	0	1	0	2

**TABLE C-2. Sample Characteristics of the National Survey of Hispanic Students: Parental Income During High School**

Income Categories	1985 Cohort		1986 Cohort		1989 Cohort		1990 Cohort		1991 Cohort	
	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group	Scholars	C-Group
0-9,999	2	4	2	1	6	3	5	1	4	4
10,000-19,999	13	9	12	12	10	8	14	8	14	3
20,000-29,999	12	20	14	13	10	12	12	12	17	12
30,000-39,999	20	11	21	18	14	13	14	14	12	14
40,000-49,999	12	11	12	13	10	12	19	18	12	7
50,000-59,999	13	23	15	12	12	12	11	13	9	15
60,000-69,999	7	16	7	6	13	13	9	11	12	15
70,000 and over	22	7	17	24	26	28	17	25	21	30



**Table C-3. Sample Characteristics of the National Survey of Hispanic Students: Level of Mother's Education**

Level	1985		1986		1989		1990		1991	
	S	C-Group	S	C-Group	S	C-Group	S	C-Group**	S	C-Group**
Less than High School	19	23	18	20	15	11	17	6	15	8
H.S. Diploma	40	56	48	49	44	47	48	50	41	53
B.A. Degree	24	10	20	15	23	25	22	25	26	28
Grad. Degree	17	10	15	17	18	17	13	18	17	12

Note: S designates Scholars. Chi-square tests are significant at \*\*  $p \leq .01$ .

**Table C-4. Sample Characteristics of the National Survey of Hispanic Students: Level of Father's Education**

Level	1985		1986		1989		1990		1991	
	S	C-Group	S	C-Group	S	C-Group	S	C-Group*	S	C-Group*
Less than High School	22	26	21	19	16	13	17	9	16	9
H.S. Diploma	24	36	31	35	26	30	33	42	34	37
B.A. Degree	12	16	22	20	25	26	21	22	16	25
Grad. Degree	42	22	26	26	33	31	29	27	33	29

Note: S designates Scholars. Chi-square tests are significant at \*  $p \leq .05$ .

**Table C-5. Sample Characteristics of the National Survey of Hispanic Students: Student and Parents' Birthplace**

	1985		1986		1989		1990		1991	
	S	C-Group	S	C-Group	S	C-Group	S	C-Group	S	C-Group
<b>Student</b>										
U.S.	89	90	84	76	80	77	85	79	76	83
Commonwealth	6	5	7	6	10	12	10	13	13	11
Foreign	6	5	9	18	10	11	6	8	11	6
<b>Father</b>										
U.S.	50	57	42	50	49	41	47	48	46	53
Commonwealth	10	17	12	9	13	22	14	17	14	14
Foreign	39	26	47	42	38	38	39	36	40	33
<b>Mother</b>										
U.S.	48	55	39	41	48	42	47	55	41	53
Commonwealth	9	16	13	10	14	18	15	15	13	11
Foreign	4	29	48	49	38	40	38	30	47	36

Note: S designates Scholars.

**Appendix C-6. 1989 COHORT: SCHOLASTIC APTITUDE TEST (SAT) SCORES**

	White Seniors n=752,257	Mexican American Seniors n=25,207	American Scholars n=200	Puerto Rican Seniors n=11,415	Scholars n=66	Latin American Seniors n=21,242	Scholars n=145
<i>Verbal</i>							
750 - 800	0	0	0	0	0	0	1
700 - 740	1	0	5	0	0	0	9
650 - 690	3	1	19	1	20	1	22
600 - 640	5	2	21	1	30	3	28
550 - 590	8	4	27	3	21	5	19
500 - 540	14	7	18	6	15	8	18
450 - 490	17	11	9	10	12	12	3
400 - 440	19	16	2	13	2	15	0
350 - 390	16	19	1	17	0	17	0
300 - 340	11	19	1	19	0	17	0
250 - 290	5	13	0	18	0	13	0
200 - 240	2	7	0	12	0	9	0
<b>Mean</b>	<b>446</b>	<b>381</b>	<b>580</b>	<b>360</b>	<b>584</b>	<b>389</b>	<b>603</b>
<i>Math</i>							
750 - 800	1	0	9	0	3	0	6
700 - 740	3	1	19	1	23	1	24
650 - 690	6	2	30	2	29	3	37
600 - 640	9	4	25	3	23	5	17
550 - 590	13	7	13	6	12	8	11
500 - 540	15	11	5	9	5	11	3
450 - 490	16	16	1	13	5	14	1
400 - 440	14	17	0	15	2	15	1
350 - 390	11	18	0	18	0	16	0
300 - 340	7	14	0	18	0	14	0
250 - 290	3	7	0	12	0	9	0
200 - 240	0	1	0	3	0	2	0
<b>Mean</b>	<b>491</b>	<b>430</b>	<b>652</b>	<b>406</b>	<b>642</b>	<b>436</b>	<b>657</b>

Notes: Although some college-bound seniors score in the highest intervals of the SAT, zero percentages indicate their actual numbers were too small to be rounded to 1% of the test-taking population. Test-taking population figures are from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic group in 1989. Scholars' statistics do not include exception cases and Puerto Ricans who did not take the PSAT.



**Appendix C-7. 1990 COHORT: SCHOLASTIC APTITUDE TEST (SAT) SCORES**

	White Seniors n=694,976	Mexican American Seniors n=26,073	American Scholars n=200	Puerto Rican Seniors n=11,400	Scholars n=76	Latin American Seniors n=23,608	Scholars n=134
<i>Verbal</i>							
750 - 800	0	0	0	0	0	0	3
700 - 740	1	0	7	0	3	0	9
650 - 690	2	1	17	1	12	1	11
600 - 640	5	2	27	1	25	2	26
550 - 590	8	3	24	3	28	4	25
500 - 540	12	7	16	5	25	8	19
450 - 490	18	12	8	10	4	12	5
400 - 440	20	17	3	14	4	16	2
350 - 390	16	20	0	17	0	17	0
300 - 340	11	19	0	18	0	17	0
250 - 290	5	13	0	17	0	13	0
200 - 240	2	7	0	13	0	10	0
<b>Mean</b>	<b>442</b>	<b>380</b>	<b>589</b>	<b>359</b>	<b>577</b>	<b>383</b>	<b>585</b>
<i>Math</i>							
750 - 800	1	0	6	0	9	0	8
700 - 740	3	1	26	1	16	1	20
650 - 690	6	2	28	2	25	3	31
600 - 640	9	4	23	3	26	5	25
550 - 590	13	7	11	6	15	8	13
500 - 540	15	11	6	9	7	11	3
450 - 490	15	16	1	12	3	14	0
400 - 440	14	17	0	15	0	15	0
350 - 390	12	18	0	19	0	16	0
300 - 340	7	15	0	18	0	14	0
250 - 290	3	7	0	12	0	9	0
200 - 240	1	2	0	3	0	2	0
<b>Mean</b>	<b>491</b>	<b>429</b>	<b>654</b>	<b>405</b>	<b>642</b>	<b>434</b>	<b>649</b>

Notes: Although some college-bound seniors score in the highest intervals of the SAT, zero percentages indicate their actual numbers were too small to be rounded to 1% of the test-taking population. Test-taking population figures are from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic group in 1990. Scholars' statistics do not include exception cases and Puerto Ricans who did not take the PSAT.

**Appendix C-8. 1991 COHORT: SCHOLASTIC APTITUDE TEST (SAT) SCORES**

	White Seniors n=687,231	Mexican American Seniors n=28,602	Scholars n=219	Puerto Rican Seniors n=12,065	Scholars n=62	Latin American Seniors n=25,584	Scholars n=143
<i>Verbal</i>							
750 - 800	0	0	1	0	3	0	1
700 - 740	1	0	6	0	2	0	8
650 - 690	2	1	15	1	8	1	20
600 - 640	5	1	28	1	34	2	38
550 - 590	8	3	23	3	27	4	22
500 - 540	13	7	19	6	18	8	10
450 - 490	17	11	6	10	5	11	1
400 - 440	19	16	1	14	3	15	0
350 - 390	17	20	0	18	0	18	0
300 - 340	11	19	1	18	0	17	0
250 - 290	5	13	0	6	0	13	0
200 - 240	2	8	0	13	0	10	0
<b>Mean</b>	<b>441</b>	<b>377</b>	<b>587</b>	<b>361</b>	<b>583</b>	<b>382</b>	<b>618</b>
<i>Math</i>							
750 - 800	1	0	11	0	8	0	11
700 - 740	3	1	20	1	11	1	20
650 - 690	6	2	23	1	19	3	29
600 - 640	9	4	30	4	26	5	24
550 - 590	13	7	12	6	24	8	9
500 - 540	15	11	3	9	8	11	6
450 - 490	15	15	1	12	3	13	2
400 - 440	14	16	1	16	0	16	0
350 - 390	12	18	0	18	0	16	0
300 - 340	8	15	1	19	0	15	0
250 - 290	3	8	0	12	0	9	0
200 - 240	1	2	0	3	0	2	0
<b>Mean</b>	<b>489</b>	<b>427</b>	<b>652</b>	<b>406</b>	<b>631</b>	<b>431</b>	<b>657</b>

Notes: Although some college-bound seniors score in the highest intervals of the SAT, zero percentages indicate their actual numbers were too small to be rounded to 1% of the test-taking population. Test-taking population figures are from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic group in 1991. Scholars' statistics do not include exception cases and Puerto Ricans who did not take the PSAT.



**Appendix C-9. 1989 COHORT: OVERALL HIGH SCHOOL GRADE POINT  
AVERAGE AND CLASS RANK**

	White Seniors	Mexican American Seniors	American Scholars	Puerto Rican Seniors	Scholars	Latin American Seniors	Scholars
<i>High School GPA</i>							
A+ (97 - 100)	4	3	45	3	33	3	44
A (93 - 96)	12	10	33	9	42	9	38
A- (90 - 92)	14	13	16	9	17	11	12
B (80 - 89)	53	57	7	56	8	57	7
C (70 - 79)	17	17	0	21	0	19	0
D or less (below 70)	0	0	0	0	0	1	0
<i>High School Rank</i>							
Top Tenth	22	17	87	16	86	17	84
Second Tenth	22	22	11	21	11	22	11
Second Fifth	28	30	0	28	0	29	4
Third Fifth	24	26	0	28	0	27	1
Fourth Fifth	4	4	0	6	0	5	0
Fifth Fifth	1	1	0	1	0	1	0

Notes: National figures on Seniors are from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic group in 1989. Scholars' statistics do not include exception cases and Puerto Ricans who did not take the PSAT.

**Appendix C-10. 1990 COHORT: OVERALL HIGH SCHOOL GRADE POINT  
AVERAGE AND CLASS RANK**

	White Seniors	Mexican American Seniors	Scholars	Puerto Rican Seniors	Scholars	Latin American Seniors	Scholars
<i>High School GPA</i>							
A+ (97 - 100)	5	3	49	3	36	3	45
A (93 - 96)	12	10	36	9	33	9	32
A- (90 - 92)	14	13	13	10	21	11	15
B (80 - 89)	53	57	3	56	11	57	8
C (70 - 79)	16	17	0	21	0	19	0
D or less (below 70)	0	0	0	1	0	1	0
<i>High School Rank</i>							
Top Tenth	22	18	93	15	78	17	86
Second Tenth	22	21	5	21	16	22	10
Second Fifth	28	29	0	28	0	29	4
Third Fifth	24	26	0	29	0	27	0
Fourth Fifth	4	5	0	6	0	5	0
Fifth Fifth	1	1	0	1	0	1	0

Notes: National figures on Seniors are from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic group in 1990. Scholars' statistics do not include exception cases and Puerto Ricans who did not take the PSAT.



**Appendix C-11. 1991 COHORT: OVERALL HIGH SCHOOL GRADE POINT  
AVERAGE AND CLASS RANK**

	White Seniors	Mexican American Seniors	Scholars	Puerto Rican Seniors	Scholars	Latin American Seniors	Scholars
<i>High School GPA</i>							
A+ (97 - 100)	5	4	53	3	39	3	40
A (93 - 96)	12	10	30	9	33	9	39
A- (90 - 92)	14	12	13	10	15	12	14
B (80 - 89)	52	57	4	55	13	56	6
C (70 - 79)	16	17	0	22	0	20	0
D or less (below 70)	0	0	0	1	0	1	0
<i>High School Rank</i>							
Top Tenth	22	17	90	15	83	17	85
Second Tenth	22	21	7	21	11	21	12
Second Fifth	28	29	0	27	0	29	3
Third Fifth	24	27	0	29	0	27	0
Fourth Fifth	4	4	0	6	0	5	0
Fifth Fifth	1	1	0	2	0	1	0

Notes: National figures on Seniors are from *Profiles, College-Bound Seniors*, unpublished tabulations by racial/ethnic group in 1991. Scholars' statistics do not include exception cases and Puerto Ricans who did not take the PSAT.