"Don't Forget the Hip-Hop!"
Recruiting Economically Disadvantaged Minority Students in Higher Education:
An Assessment of Postsecondary Programs at Texas State University

by

Ray Cordero

Spring 2008

An Applied Research Project
(Political Science 5397)
Submitted to the Department of Political Science
Texas State University
In Partial Fulfillment for the Requirements for the Degree of
Masters of Public Administration

Faculty Approval:

_____
Dr. Hassan Tajalli

_____
Dr. Bill DeSoto

_____
Ms. Elena Lay-Esparza

"Don't Forget the Hip-Hop!" Recruiting Economically Disadvantaged Minority Students in Higher Education: An Assessment of Postsecondary Programs at Texas State University

by

Ray Cordero

Abstract

The purpose of this research is four-fold. First, it seeks to develop an ideal program for postsecondary recruitment of economically disadvantaged minority students. Second, it will empirically test elements of the model that have no supporting scholarly literature or research. In addition, it uses the ideal model to assess the effectiveness of the current Texas State program in recruiting economically disadvantaged minority students. Lastly, this research will make recommendations on how Texas State can improve its recruitment of these students to Texas State University. The components of an ideal model for postsecondary recruitment identified in the literature led to the development of a conceptual framework. The framework allowed the researcher to develop an assessment tool that will measure current postsecondary recruitment at Texas State University. A case study approach was utilized, incorporating interview surveys from a sample of high school students currently enrolled in a postsecondary recruitment program. This was used in concurrence with document analysis and survey research. Overall, postsecondary recruitment programs at Texas State University are consistent with components identified in the ideal model. The programs could be improved by allowing for an increase in staff, which in turn would allow for more individualized attention to students.

Chapter I
Introduction

Recent attention has focused on initiatives that assist minority high school students interested in attending college after graduation. A major part of these initiatives has been the use of federally-funded postsecondary recruitment programs: TRIO, Rural Talent Search, Educational Talent Search, and Upward Bound. Since their inception, these postsecondary recruitment programs have provided many minority students with the support, skills, and motivation they need to attend college.

The public needs more minority graduates to occupy positions in government agencies. In a recent report published, it was reported that non-whites occupy just 14 percent of top managerial and supervisory policy-making positions in the United States government (Forde 2008, 1). On the importance of a diverse public workforce, Brett Silverstein notes, "I think there is a general feeling that in democracy it is useful if the various populations of the people of that democracy have representation in the government" (Forde 2008, 1). Increasing the number of minority students enrolled in college also has a positive effect on society because it promotes a diversified, well-educated, and skilled workforce that can make positive contributions to the economy.

Although minority enrollment has made some advances, the ratio of white students to minorities enrolled in universities indicates that much more progress is needed. For example, the increase in Hispanic enrollment is not very significant when compared to the overall population of Hispanics in the United States. One report noted that "Hispanic enrollment increased 70 percent from 1993 to 2003 — the most of all racial and ethnic groups. However, participation rates of Hispanic students have

remained nearly flat because the size of that population has increased dramatically"

(Marklein 2006, 1). African-Americans also lag behind white students significantly; in

many cases they account for less than 6 or 7 percent of university students.

A recent criticism of postsecondary recruitment programs has been that they seem

to replicate services offered by other initiatives. In a news report from Diverse Online,

U.S. Rep. Chaka Fattah says of these criticisms, "Those statements simply don't deal

with the facts. Our programs provide intensive assistance to select high school students.

Programs like GEAR UP and others work with larger groups of students at the middle

school level" (Powell 2005, 1). There has been an increase in the number of minority

students who have interest in postsecondary recruitment programs. Recent ACT and

SAT statistics have shown an increase in scores amongst minorities planning to attend

universities. Desire for advancement, coupled with a strong postsecondary recruitment

program, could result in considerable increases in the number of minority high school

students applying for college. One report notes that, "To move students toward

graduation — is no longer enough. Now, educators say, even as they struggle to lift

dismal high school graduation rates, they must also prepare the students for college, or

some form of postsecondary school training, with the skills to succeed" (Rimer 2008, 1).

It is agreed that minority students need as much assistance as possible from

postsecondary education programs. However, there has been a great deal of debate on

exactly which components these programs need in order to assist students and promote a

college-going culture.

This research aims to develop an ideal model for postsecondary recruitment

programs. Relevant literature will be examined as a means of identifying the components

of the ideal method of recruiting economically disadvantaged minority students. The elements of this model will be tested through document analysis, interview surveys, and survey research. The goal of this research is to develop an ideal model of postsecondary recruitment and test the elements of the model against current practices used at Texas State University. The research will also provide recommendations to improve postsecondary recruitment of economically disadvantaged minority students at Texas State University. The proceeding chapters include an examination of relevant literature for developing the ideal model of postsecondary recruitment. Methodology for gathering and analyzing data will be presented in chapter three; chapter four will present the findings of the research conducted. This research will conclude by assessing the current postsecondary education programs in place at Texas State University.

Chapter II
Ideal Postsecondary Education Program Model

This chapter reviews current scholarly literature on postsecondary recruitment programs. Through review of relevant literature, this chapter aims to identify key categories a successful program needs in order to increase economically disadvantaged minority recruitment at the higher education level. The information used to construct the key categories will also serve as criteria to measure the efficiency of postsecondary recruitment programs presently in place at Texas State University. Some categories discussed in this chapter have little or no scholarly research that highlights the effectiveness of their inclusion in this model. Those categories will be empirically tested to determine their effectiveness.

A great deal of literature is available regarding postsecondary recruitment programs; however, that literature fails to identify how programs can relate to present-day youth. By developing an ideal postsecondary recruitment program tailored to younger generations, universities can address the issues of economically disadvantaged minority recruitment more effectively.

In addition, this chapter explores the history of postsecondary recruitment programs, issues that affect minority recruitment, and the impact of current postsecondary recruitment programs. It will also identify three categories of an ideal postsecondary recruitment program that have not been fully examined in scholarly literature or research. The overall goal of this research is to provide universities with an ideal postsecondary recruitment program.

History of Postsecondary Educational Programs

Postsecondary recruitment programs, such as Educational Talent Search, Rural Talent Search, Upward Bound, and TRIO, have been widely used since they were created by the Higher Learning Act of 1965. That act created the Federal Talent Search program, which began operating in 1967. The Federal Talent Search eventually led to the creation of Rural Talent Search, Educational Talent Search, TRIO, and Upward Bound. The Federal Talent Search program was intended to encourage and assist disadvantaged youth in obtaining a college education by means of Student Support Service programs.

The Federal Talent Search program (TRIO) originally created three programs to assist minorities with higher education. Talent Search, Upward Bound, and Student Support Services collectively operated to achieve this goal (Cahalan, Silva, Humphrey, Thomas, Cunningham 2004, 1). The specific goals of the Talent Search program are to identify talented youths with potential for postsecondary education, encourage them to finish high school and enroll in postsecondary education programs, make them aware of the availability of student financial aid, and encourage postsecondary school dropouts to reenter an educational program (Cahalan, et al. 2004, 2).

Postsecondary Recruitment Programs — The Beginning

The 1965 act that created the Federal Talent Search recognized that financial assistance alone would not be sufficient to ensure educational opportunities for disadvantaged students. TRIO utilizes a sequence of programs established by Congress to assist low-income Americans with applying to college, graduating, and eventually moving on to successful professional careers (Martinez 2003, 15). The TRIO program was authorized in 1965 but did not begin full operation until 1967. That year, Congress

appropriated $2 million with the purpose of funding forty-five experimental projects under the Higher Education Act (Cahalan et al. 2004, 11-12).

Talent Search

The Talent Search program provides information on high school courses that students need to take in order to be prepared for college. It also provides financial assistance to pay for school. Talent Search helps students access financial aid through applications for grants, loans, and scholarships; introduces students to various colleges; and helps with the college application process (Constantine 2006, XV). Since its inception, the Talent Search program has become the largest of the postsecondary recruitment programs in terms of overall participants. The program began operations with a budget of just more than $2 million and around 50,000 participants. Today, the Talent Search program has a budget of $144 million and serves more than 382,000 students, making it the largest postsecondary educational program in the nation (Constantine et al. 2006, 01).

Upward Bound

Upward Bound is the second facet of the Federal Talent Search. The goal of the program is to generate in participants the academic skill and motivation necessary for completion of a postsecondary education program. The method of operation is similar to that of Talent Search. The main differences regarding the eligibility criteria for Upward Bound are: (1) eligible participants must reside either in a target area or target school, and (2) participants must have completed the first year of secondary school.

Upward Bound is a program that has a large source of grants and funding, yet the

number of its participants barley exceeds 56,000 (Cahalan et al. 2004, 04).[2] While Talent

Search is effective in assisting larger target areas, the attention offered to students may, in

some cases, be less than what is offered by Upward Bound.

Student Support Services

The third component of the Federal Talent Search program is Student Support

Services. It operates in the same fashion as the other components, but the guidelines for

eligibility differ from Talent Search and Upward Bound. Cahalan et al. (2004) outline

these guidelines in their analysis:

> In order for students to participate in Student Support Services they must meet the
> eligibility requirements. The legislation provided more rigid criteria for Upward
> Bound and Student Support Services than for Talent Search. The criteria for
> Student Support Services mandate that eligible participants must: (1) be enrolled
> or accepted in a postsecondary institution, (2) a U.S. citizen or national, and (3) an
> individual with academic potential who needs remedial or special services as a
> result of a deprived educational, cultural, or economic background; a physical
> handicap or limited English-speaking ability.

The primary function of Student Support Service programs is to help low-income

students remain in college and successfully earn an undergraduate degree. Services

provided to students in these programs include tutoring, counseling, and academic

enrichment (Martinez 2003, 15). These programs have become vital tools in educational

institutions for recruitment of disenfranchised youth. Martinez (2003, 18) illustrates the

significant role these postsecondary educational programs play in the academic careers of

participants:

> Success in college was attributed to the determination to obtain a degree and the
> assistance provided by the educational opportunity program in which they had
> participated in while in college. They realized early on in their college career that

---

[2]Upward Bound receives a large number of grants. While their funding is larger than Talent Search, their
impact is limited. Talent Search has the largest number of participants and campuses in the United States,
making it the most relevant for this review.

they were competing with many students who had been fortunate to come from more advanced school systems that had many more resources for their students.

Other Student Support Service Programs — Crop, Horizons, GEAR UP

The Federal Talent Search program has paved the way for other postsecondary education initiatives. Many programs similar to Upward Bound, Talent Search, and Student Support Services have begun to emerge across the country. While many of these programs originate from the Talent Search Program, they are customized to the target area in which they operate.[3] They each carry components that can be utilized in constructing an ideal postsecondary recruitment model.

The College Reach Out Program (CROP), which originated in Florida, focuses on interventions for disenfranchised youth with high potential for success in college. This program is unique in many aspects, as outlined by Vernez and Mizell (2001, 23). They note that through early intervention, CROP encourages eligible students to attend college. These interventions are focused on students who have been identified by instructors as having above average academic standing, and are in their junior or senior high school year. This program allows teachers to use discretion while working individually with students to realize their potential and encourage them to enter into a postsecondary recruitment program.

Horizons, a TRIO recruitment program that operates at Purdue University, has been successful in retaining 85 percent of its participants. Dale (1995, 6) attributes the success of the program to a specialized course offered at the university:

> The cornerstone of the project design, and the avenue through which many of the services are provided, is the required course for new students, "Strategies for Effective Academic Performance." To address both cognitive and effective needs,

---

[3] These programs are necessary to examine, because they provide context for a better design and incorporate elements that can be used in an effective umbrella model.

the course was designed in two parts. Students meet for three hours per week in a normal classroom setting to accommodate the cognitive portion of the course and meet for two hours per week in a "Community Building/Personal Growth Laboratory" to address the affective portion of the course.

GEAR UP is a program that was enacted by Congress in 1998, when the legislature renewed its commitment to the Higher Education Act. Although similar to TRIO in many respects, there are differences between the two. The biggest distinction between the two is that the GEARUP program is required by mandate to coordinate a web of partnerships between local education agencies, community partners and postsecondary institutions (Swail 2000, 89). This partnership enables the programs to work closely with disenfranchised communities, school districts and universities to identify barriers faced by students in a particular demographic region. Such barriers often limit entry into higher learning institutions.

Shortcomings of Postsecondary Educational Programs

Swail (2000, 99) explains that postsecondary educational programs must improve the delivery and instructional quality of outreach programs. "Providing a service is not necessarily good enough. We must strive to provide quality services to all students in a public school environment, regardless of their school or community. Outreach programs must consider issues of standards of practice to ensure that proven strategies to help students are the norm rather than the exception."

It is necessary that programs reach out to all potential participants (Swail 2000, 99). In order to reach more youth, programs need to work together to develop a strong networking community. TRIO programs, which have been designed to work together, are effective in selecting and targeting participants (Cahalan et al. 2004, 4). While these programs have expanded and collectively reached a budget of more than $600 million,

programs such as GEAR UP will allow a wider array of resources to assist a larger number of participants (Cahalan et al. 2004, 4).

Many programs also terminate after a few years due to lack of involvement by administration and university officials (Tinto 2006, 8).   Programs begin strong and gradually weaken as time progresses. Originators of the program depart, and supportive faculty leaves. In order for programs to be effective, they must be well organized and structured to ensure longevity.

Key Categories of an Ideal Model Postsecondary Education Program

The literature indicates that programs aimed at recruiting minorities in higher learning institutions are important. That literature has not addressed key components for an ideal model of minority recruitment for universities.

Recruiting minorities is a prevalent issue to everyone involved in postsecondary education and is becoming more of a concern each year (Tinto 2006, 8). Similarly, recruitment is one of the most common ways in which students, parents and stakeholders are able to evaluate the effectiveness and diversity of the university (Hagedorn 2006, 20). Designing an effective postsecondary recruitment program will help to ensure that universities can actively and effectively recruit minorities.

It is necessary to examine the barriers that prevent disenfranchised youth from entering postsecondary education. Assessing these obstacles will identify necessary components for a more effective model of postsecondary recruitment as well as shortcomings of programs currently in place.

Integration

Integration is one of the most important categories in our model because it makes

minority students comfortable with the culture they will face in college. It also provides information about financing their education, familiarizes them with college campuses through visits, and uses positive reinforcement to encourage postsecondary education through mentors. These components instill confidence in disadvantaged minority students who may be interested in attending a university but do not feel as though they will be able to fit in, pay for their education, or succeed if they do enroll.

Social Experience

Postsecondary recruitment programs must be able to provide a diverse learning environment that caters to many cultures and socioeconomic backgrounds. Tinto (2006 2) observed that forty years ago, interest in college was attributed to an individual's skills, talents and motivation. Today, Effective recruitment involves issues of commitment, perseverance, belonging and need (Dale 1995, 6). Scott (2006, 186) explains the need for students to feel socially accepted. Postsecondary programs must be willing to provide a commitment to work toward overcoming the social challenges that confront disadvantaged youth (Howard 2001, 11).

Social integration can be achieved by promoting interaction amongst high school students, centralizing themes in academic curriculums, and encouraging students to share knowledge with one another (Harrison et al. 2006 ,624).

The primary barrier to entering postsecondary education for minorities is a lack of integration. This occurs when disenfranchised youth feel that they are unable to connect socially and academically to the students, faculty and staff. Developing a strong affiliation with the social environment of a high school outside the classroom has become just as critical for minority high school students as good study habits or tutoring. This

affiliation encompasses the social interaction that students have with faculty, academic staff and their fellow students (Kraemer 1997, 163). The literature suggests that postsecondary education programs help students overcome these issues in high school, which in turn allows them to feel comfortable enough to apply to a university.

Swail (2000, 96) notes that many programs attempt to address the issue of social skills development of students. Student populations are more diverse now than ever, making the need for a multicultural social structure on campus even greater. Most economically disadvantaged youth who enter college do so because their social system encouraged continued education.

College Experience

It is also necessary for students to receive a firsthand experience of what to expect in college. Students in postsecondary programs are allowed to visit two college campuses a year. Participants have the chance to sit in on classes, eat lunch in a residential dining hall, and attend workshops on the transition to college. Campus visits are useful because they are particularly memorable to the students, motivating them to pursue their academic careers. In addition, the visits not only gave them an idea of what college was like, it also helped them narrow their choices of potential universities (Cahalan et al. 2004, 116-117).

Financial Planning

Minority students typically come from low-income backgrounds, and paying for a college education may seem overwhelming. It is important to include this subcomponent in the ideal model because it provides minority students with information about financing education past high school. Programs need to be able to provide funding for students, but

they must also be able to advise them on making sound financial decisions that will allow

students to finance their education if they choose to apply to college. Howard (2001, 9)

defined an ideal model of financial assistance:

> The scope of financial support in higher education should not be limited to
> providing poor students the financial aid they need to make college attendance
> possible. Financial support should be more comprehensive and provide students
> counseling and advising, helping them with the myriad challenges they face on
> trying to pay for tuition and the other expenses of attending college.

Programs must also be willing to advise students on financial matters including,

but not limited to: (1) financial responsibility, and (2) applying for grants and

scholarships.

Mentoring

In a study exploring factors that affect academic success of economically

disadvantaged students, Howard found mentoring to be very important (Howard 2001,

11). Recent trends show that disenfranchised students rarely find a role model or person

they can emulate (Martinez 2003, 19). Tierney (1999, 86) explains how one program, the

Neighborhood Academic Initiative (NAI), allowed students to find mentors in their

families and communities:

> The Neighborhood Academic Initiative works from the opposite perspective. A
> central component of the program is that a family member or guardian must be
> involved with each participating child's learning. Saturday classes for family
> members begin when the child enters the seventh grade and continues through his
> or her high school graduation. These classes deal with a broad range of topics
> such as how to create a favorable study environment for the student, how to talk
> about sex with teenagers, and how to complete the paperwork associated with
> college applications. The assumption behind this extra involvement is that the
> family and neighborhood are essential elements of learning.

Role models have the ability to motivate students, encourage postsecondary

education, and inspire achievement in ways that traditional programs are unable to do.

For all the positive effects that role models have, few programs utilize mentoring as a resource for their students (Swail 2000, 96).

Much like the Neighborhood Academic Initiative, postsecondary recruitment programs must encourage family and local communities to become involved in their children's academic careers. Programs should reach out to teachers and counselors by showing them how to get to know and support their students' families, and how the families can support them (Tierney 1999, 86). Creating a sense of community amongst staff and family helps to create a support system for program participants, thus allowing for greater positive reinforcement and motivation.

In higher learning institutions, postsecondary recruitment program staff can work closely with students. Dale (1995, 8) noted that even though the staff was not working directly for the university they operated in, their involvement in student academics legitimized them as staff of the university. Utilizing association of this type will further legitimize the program, and it will allow the student to feel that university staff is focused on his or her specific needs. This support serves as positive reinforcement that makes students feel they can fit in at a university; that confidence generates a greater likelihood of applying. Howard (2001, 12) notes that mentoring provides a channel for students to develop closer relationships with teachers who can provide them with support they need to be successful.

College Preparation

An ideal program needs to be able to prepare students to take the SAT and ACT, fill out college applications, and research universities. In addition, it is important that an ideal model includes a category that familiarizes students with the responsibilities,

workloads and stress they will experience as a college student.

Student Skills

Students — minorities in particular — are often unprepared for college life. Those fortunate enough to enter higher learning institutions often have difficulty adjusting to the workload as freshmen. Many students indicate that they come to college lacking the necessary study habits, such as learning how to study in a group for class assignments (Vernez and Mizell 2001, 38). College preparation also focuses on teaching students effective study habits needed to be successful in college (Martinez 2003, 18). Postsecondary recruitment programs host workshops that focus on standardized test training, utilizing study time, and critical thinking (Cahalan et al. 2004, 114).

Disadvantaged youth must be armed with the necessary tools to transition to college with as little difficulty as possible (Martinez 2003, 17). A model postsecondary educational program must prepare students to take the SAT and ACT exams, handle the heavy homework loads they will experience in college, and learn effective time management skills. Fry (2004, 4) notes that current models do not adequately prepare students for college, resulting in many denied applications and early withdraws.

 Programs must also be able to effectively equip disadvantaged minority students with the skills needed to compete in a university setting. Postsecondary educational programs should incorporate academic support services that focus on test-taking, tutoring, and study skills (Cahalan et al. 2004, 114-115).

Programs should address the needs of the individual students and supply assistance where they may be weak. Swail (2000, 88) suggests programs that provide students with supplementary support services can help fill voids where the educational

system fails. He deems these programs as "finger in the dyke" components of our educational system (Swail 2000, 88).

Tutoring must be readily available at both the high school and college level. High schools and postsecondary programs must cooperate to ensure that students are prepared for the academic challenges they face should they choose to go to college.

Academics

Academic assistance is a main component of college preparation because it is one of the biggest obstacles underprivileged youth must overcome to enroll in institutions of higher education. It has been noted that in the field of education, a dominant problem is the failure of minorities to acquire the literacy skills needed for academic advancement (Duncan et al. 2005, 285). Universities recognize that academic integration correlates directly with performance and student satisfaction. Harrison, Moore and Evans explain the significance of establishing what they call "learning communities:"

> The enhancement of student learning is a goal that permeates the mission of all educational institutions. Although there are many factors that lead to the attainment of this goal, the development of learning communities are viewed as a potent tool to enhance student engagement, involvement, learning, and satisfaction.

Postsecondary programs do nurture students' academic needs, but research suggests these programs need to be focused on individual needs rather than a cookie cutter approach to assistance. Howard (2001, 7) notes that academic support services need to be intentionally designed to meet the academic needs of disadvantaged youth. Cahalan et al. (2004, 112) have also noted that while many postsecondary educational programs offer academic support services, those programs can vary in effectiveness.

In addition, it is important to note that too often, high school educators do not

encourage minorities to attend universities due to their socioeconomic and cultural backgrounds. Many minority students who have the ability to excel in college are not recognized in high school because their teachers, administrators or guidance counselors automatically assume they will fail. Martinez (2003, 17) notes that teachers often hold negative views of disadvantaged minorities.

Swail (2000, 88) has argued that the secondary educational system will never be able to fully provide the resources required by low-income, underrepresented, high-need students. In a survey from the Pew Hispanic Center in 2004, poor high school education was cited in the top three obstacles preventing entry into higher education (Fry 2004, 12).

In order to level the academic playing field, postsecondary programs must operate in a manner that focuses on the student's individual needs and weaknesses. Cahalan et al. (2004, 114) highlighted the tutoring components of current postsecondary educational programs, but noted that participation was relatively low. The tutoring sessions, which were usually held after school, had few participants due to low priority. It is suggested that offering varied scheduling for tutorials can increase student participation.

Financial Aid

The actual cost of education is yet another hindrance for minority enrollment. Fry (2004, 12) notes that 77 percent of minority students cite the cost of tuition as a major reason why they never enter college or complete a four-year degree. While there have been many strides toward increasing funding for underprivileged youth to attend college, minorities are still well below par in completing a four-year degree (Tinto 2006, 10-11). What is of greater concern is that these students are rarely made aware of resources that can be used to pay for their education. Martinez (2003, 14) examines this issue more

carefully:

> When we focus on income, a case can be made that for many students the economic uncertainties coupled with the lack of information about educational opportunities can impact their desire or willingness to complete a college degree. Many students do not get the appropriate advising about the numerous resources available to individuals interested in pursuing a college education. Discussions about financial aid programs, scholarships, and other means of paying for college are in many cases reserved for students who demonstrate ability with traditional measures.

In order for minorities to increase their presence on college campuses, educators and guidance counselors at the high school level must be willing to inform them of their financial options to pay for college. Many disadvantaged students and their parents don't know how to fill out financial aid forms, and are often skeptical about "free money" or loans that can be used to go to college (Laden 2001, 83). Likewise, colleges and universities must be willing to offer financial advice to students enrolled in the university. Howard (2001, 9) notes that rising tuition costs have forced students to take out larger loans than in the past. As a result, many minorities drop out of college, because they are ill equipped to deal with the financial responsibility required during and after receiving a baccalaureate degree.

Tinto (2006, 10-11) notes that financial assistance for minorities needs to be re-evaluated to better serve disadvantaged youth. He notes that fewer low-income students attend college than students from higher economic backgrounds. A good postsecondary recruitment program must make students aware of the financial options available to them. In addition, a model program must provide students with a wide array of scholarship opportunities. Much like the College Assistance Migrant program outlined by Laden (2001, 83), postsecondary education programs need to seek ways of providing financial assistance and funding for students wishing to continue their education. These options

must not be limited to students who demonstrate promise with mere standardized test scores (Martinez 2003, 15). They must be inclusive of all students who express either interest or potential for postsecondary education.

College Recruitment Fairs — Knowing your Demographic

The next category of the ideal model deals with recruiting students enrolled in postsecondary recruitment programs. It is necessary to include this in the model because postsecondary recruitment programs often work closely with admissions counselors at universities to encourage students to apply. In an effort to make this more effective, postsecondary recruitment programs must consider the demographic that they are trying to recruit. Little scholarly literature was found on this subject, but it is nonetheless one of importance. From evidence seen firsthand, the conclusion can be drawn that the more a recruitment program can relate to the students in terms of age, race and similar socio-economic background, the better the chance of being able to relate to the students on a meaningful level. The more students can relate to people they interact with, the more they can appreciate the advice and assistance offered to them. No concrete scholarly literature exists that can prove knowledge of a demographic area can increase minority recruitment, but this paper hopes to empirically test this theory. Kelpe (2000, 488) notes that, "Specifically, influences that affect minority students decision-making regarding postsecondary education are not well represented." Cabrera (2000, 5) suggests that college selection evolves over a period of stages, all of which interact with each other at different times during a high school student's career. Those stages include desire, educational aspiration, and socioeconomic background.

Hip-Hop Music — Marketing to Students

One of the main issues high school and university educational programs currently face is the need to connect with students. A rising trend in recruiting and retaining minority youth has been the use of popular culture as a marketing tool. The dominant music of this culture has been hip-hop music. Hip-Hop music has developed into a $500 billion-a-year industry. Major advertising firms and marketing corporations utilize hip-hop to sell everything from computers to food products. This paper hopes to empirically test the effect that hip-hop music has on recruiting minority students to universities.

While there is not a large amount of scholarly literature on the power of hip-hop music as a recruiting tool for universities, the literature on the power of hip-hop in postsecondary education is extensive. Duncan-Andrade and Morrell (2005, 285) identify the need for educators to draw on hip-hop.

> The challenge confronting students of color attempting to acquire academic, professional, and critical literacies is exacerbated by the growing cultural disconnect between the teaching force and the student population, which is changing rapidly, particularly in central cities. Teachers are at a loss to enact engaging multicultural curricula with increasingly diverse student populations. The result is a curriculum taught under the guise of standards and rigor, that lacks immediate relevance to students' lives. The outcome is that urban students of color are generally less motivated by this culturally alienating curriculum and fail to achieve at comparable levels to their peers in more affluent areas.

In a study at the University of Alabama, students expressed that they had a genuine interest in hip-hop culture and felt it was part of their everyday lives (Scott 2006, 194). By utilizing hip-hop, educators can tap into the genuine interests of the students they are trying to reach. Through this medium, educators are able to grab students' attention and relate to students as individuals. Louisiana State University taught a course on hip-hop that received outstanding marks in focus group surveys and was considered

one of the most diverse and interactive classes the university had seen in years (Harrison et al. 2006, 631). Students felt engaged by the course, finding the material interesting yet challenging, and wanted to actively participate each class.

If postsecondary educational programs utilize hip-hop music in their recruiting strategies, they will see an immediate response from their students. Hip-Hop music has a powerful effect on those who listen to it. It also teaches listeners (primarily minority youth) many of the skills that are necessary to succeed in college: recitation, memorization, textual analysis and more (Duncan et al. 2005, 296). Introducing hip-hop and other facets of popular culture into academics can create endless possibilities for those who wish to take a fresh approach toward connecting with students.

Understanding the Interests and Concerns of Minority Students

There is not a lot of published literature that examines the needs, goals, ambitions and apprehensions minority students have about attending a university. While there have been studies that examine barriers that prevent entry for minority students, a study that explores their desires, dreams, goals and ambitions does not exist. Likewise, there has been research on college choice, including factors that affect the colleges that students choose. It has been noted by Kelpe (2000, 487) and Cabrera (2000, 5) that college choice amongst minorities encompasses a number of factors, including socio-economic status, mentoring, personal ambition, and outside social factors such as family life. Both authors have noted that the research and literature available on the topic is limited. This paper hopes to identify some of these goals and apprehensions with the hope that they may contribute to a more effective model for postsecondary recruitment.[4]

---

[4] This study will use a sample of 200 students around Central Texas. The cities of New Braunfels, San Marcos and Seguin will comprise the scope of the study.

Conceptual Framework

The purpose of this research is to identify key components for a successful ideal postsecondary recruitment program. This ideal model will be comprised of elements gathered from relevant scholarly literature but will also incorporate elements that have not been researched. Those unexplored elements will be empirically tested to determine their validity and reliability.

The elements of the conceptual framework were constructed after a review of relevant postsecondary educational program literature. Table 2.1 below summarizes the five elements, which include: (1) integration, (2) college preparation (3) recruitment diversity: knowing your demographic (4) using hip-hop music and culture as a marketing and recruitment tool, and (5) understanding the interests and concerns of minority students. These elements also serve as criteria in measuring the effectiveness of postsecondary recruitment programs operating today.

Table 2.1 Conceptual Framework Practical Ideal Categories

Ideal Categories	Literature
Integration	
a) Social Experience	Tinto 2006 Hagedorn 2006 Howard 2001 Dale 1995 ; Scott 2006 Harrison, Moore, Evans, 2006
b) College Experience	Cahalan, Silva, Humphrey, Thomas, Cunningham, 2004, 116-117)
c) Financial Planning	Martinez, 2003 Howard, 2001 Tinto, 2006 Laden, 2001
d) Mentoring	Tierney, 1999 Dale, 1995 Howard, 2001
College Preparation	
a) Student Skills	Martinez ,2003 Fry, 2004
b) Academics	Kraemer, 1997 Cahalan, Silva, Humphrey, Thomas, Cunningham, 2004 Swail, 2000 Martinez, 2003, 19
c) Financial Aide	Martinez, 2003 Howard, 2001
Recruitment Programs- Diversity	
Knowledge of minority demographic	Cabrera, 2000 Abi-Nader, 1990 Kelpe, 2000
Hip-Hop Music and Culture- An Effective Marketing Tool	
Hip-Hop Music in Education	Duncan-Andrade, Morrell, 2005 Scott, 2006 Harrison, Moore, Evans, 2006
a) **Understanding the Goals and Needs of minority Students**	
Previous research regarding college Choice	Cabrera, 2000 Abi-Nader, 1990 Kelpe, 2000 Tinto, 2006

Chapter Summary

      This chapter examined the history of postsecondary recruitment programs in the United States. Issues affecting minority recruitment at the university level were examined as well as the necessary components for an ideal model of a postsecondary recruitment program. The five key categories needed for a model program were the primary points for discussion in this review. The conceptual framework provided links the elements to relevant scholarly literature.

Chapter III
Methodology

Purpose

Current research for student recruitment in higher education indicates that

economically disadvantaged minority students have disproportionately less presence in

colleges today. Universities are actively engaged in recruiting and retaining

economically disadvantaged minority students. The result of universities efforts have

been "Postsecondary Educational Programs," which focus on disadvantaged and minority

students from the time they are seniors in high school through the first year they enroll as

college students. These programs assist disadvantaged and minority students with SAT

tutoring, the college admissions process, and academics. They also offer other services,

such as advice on how to finance a college education. The programs are excellent

resources for the students who choose to utilize them, but many students do not because

they never consider pursuing a college degree.

Lack of social acceptance, academic preparation, and motivation prevent

economically disadvantaged minority students from pursuing education beyond a high

school diploma (Martinez 2003, 17).[5] While there is a vast amount of literature about

postsecondary recruitment programs,[6] the literature fails to explain how to effectively

connect with economically disadvantaged minority students. The lack of connection and

inability to relate to these students on both a social and academic level is one of the main

reasons why recruitment and retention rates of disadvantaged and minority students are

---

[5] These were among some of the main problems listed in the most of literature researched. Others will be discussed in the conceptual framework section of this prospectus.

[6] This is a reference to Postsecondary Educational Programs such as TRIO, Rural Talent Search, and Upward Bound (Cahalan et al. 2004, 1). These are the only prevalent "Postsecondary Educational Programs" in existence today; they were carefully examined to provide a foundation for the ideal model discussed in the next section of the Prospectus.   Should this go with the footnote on the above page?

so low today.

The purpose of this research is four-fold. First, it seeks to develop an ideal program for postsecondary recruitment of economically disadvantaged minority students. Second, it seeks to empirically test elements of the model that have no scholarly literature or research to prove their effectiveness.[7] In addition the ideal model is used to assess the effectiveness of the current Texas State program in recruiting disadvantaged minority students. Lastly, it seeks to make recommendations on how Texas State can improve on recruiting economically disadvantaged minority students to Texas State University.

Programs and initiatives designed to recruit economically disadvantaged minority students do exist, but no formal model has been designed to test their effectiveness. Developing a well-designed model for recruiting disadvantaged and minority students will equip a considerable percentage of the population with the professional skills needed to function in our technologically-advanced society.[8] Recruitment of economically disadvantaged minority students ensures that public and private organizations have a diverse, well-educated workforce able to meet the needs of the society they serve. The conceptual framework is operationalized in table 3.1 below.

---

[7] These categories include Using Hip-Hop Culture to effectively recruit economically disadvantaged minorities, Diverse recruiting practices and Understanding the needs of students.

[8] Census Bureau numbers gathered from 2005 indicates Hispanics and African Americans account for 40 percent of the entire U.S. population. Hispanics and African Americans are typically the most disadvantaged demographic pursuing a college degree.

Table 3.1 Operationalization of the Conceptual Framework

Ideal Categories	Method	Question
Integration		
a) Social Experience	**Document Analysis** — Texas State University Database, Educational Talent Search Departmental Documents, Rural Talent Search Departmental Documents, Upward Bound Departmental Documents, Statistical Data, and Reports from Staff to University **Interviews** — Texas State Staff-Educational Talent Search, TRIO, Rural Talent Search, Upward Bound	Interviews with Rural Talent Search, Educational Talent Search & Upward Bound (Question # 1, 2, 3)
b) College Experience	**Document Analysis** — Texas State University Database, Departmental Documents Statistical Data, Formal Reports from Staff to University **Interviews** — Texas State Staff-Educational Talent Search, TRIO, Rural Talent Search, Upward Bound	Interviews with Rural Talent Search, Educational Talent Search & Upward Bound (Question # 4, 5 ,6)
c) Financial Planning	**Document Analysis** — Texas State University Database, Departmental Documents Statistical Data, Formal Reports from Staff to University **Interviews** — Texas State Staff-Office of Financial Aid, TRIO, Rural Talent Search, Upward Bound, Educational Talent Search	Interviews with Rural Talent Search, Educational Talent Search & Upward Bound (Question # 7,8, 9, 10, 11)
Ideal Categories	**Method**	**Question**
d) Mentoring	**Document Analysis** — Texas State University Database, Departmental Documents Statistical Data, Formal Reports from Staff to University **Interviews** — Texas State Staff, Office of Multicultural Student Affairs, Student Support Services, Rural Talent Search, Upward Bound, Educational Talent Search	Interviews with Rural Talent Search, Educational Talent Search & Upward Bound (Question # 12, 13)

Table 3.1 Operationalization of the Conceptual Framework

Ideal Categories	Method	Question
College Preparation		
a) Student Skills	**Document Analysis** — Texas State University Database, Departmental Documents Statistical Data, Formal Reports from Staff to University **Interviews** — Educational Talent Search, Upward Bound, TRIO, Rural Talent Search	Interviews with Rural Talent Search, Educational Talent Search & Upward Bound (Question # 14, 15)
b) Academics	**Document Analysis** — Texas State University Database, Departmental Documents Statistical Data, Formal Reports from Staff to University **Interviews** — Rural Talent Search, Educational Talent Search, Upward Bound, TRIO	Interviews with Rural Talent Search, Educational Talent Search & Upward Bound (Question # 16, 17, 18)
c) Financial Aid	**Document Analysis** — Texas State University Database, Departmental Documents Statistical Data, Formal Reports from Staff to University **Interviews** — Rural Talent Search, Educational Talent Search, Upward Bound	Interviews with Rural Talent Search, Educational Talent Search & Upward Bound (Question # 19,20, 21, 22)
Recruitment Programs- Diversity	**Method**	**Question**
a) College Recruitment Fairs knowing your demographic	**Document Analysis:** Annual Reports — Admissions **Interviews** — Admissions Counselors, Office of Undergraduate Admissions Staff	Interviews with Undergraduate Admissions (Question # 1,2)
b) Recruitment Practices geared toward minorities	**Document Analysis:** Annual Reports — Admissions **Interviews** — Admissions Counselors, Office of Undergraduate Admissions Staff	Interviews with Undergraduate Admissions (Question # 3,4)
Hip-Hop Music and Culture- An Effective Marketing Tool		
I. Hip-Hop themed presentation to high school students	**Method**	**Questions**

a) Appeal of the content in the PowerPoint presentation.	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 1)

Table 3.1 Operationalization of the Conceptual Framework (continued)

Hip-Hop Music and Culture- An Effective Marketing Tool		
b) **II. Hip-Hop themed presentation to high school students**	**Method**	**Questions**
Appeal of the design, font, and layout of the PowerPoint presentation.	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 2, 3)
Information about university effectively transmitted to students through the PowerPoint presentation.	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 4, 5)
a) **b)Mixtape**	**Method**	**Questions**
b) Appeal of music in the mixtape	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 6, 7, 8)
c) Appeal of the packaging/design for the mixtape	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 9)
d) Information about university life and culture effectively transmitted to students through the mixtape	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 10, 11)
e) Demographic most impacted by the mixtape.	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 12,13, 14, 15, 16, 17)

	Method	Questions
f) Potential for songs to reach radio, television, newspaper	**Survey Research** — Students at Designated High Schools **Survey Research** — Administrators, Faculty and Staff at Designated High Schools	Student Survey (Question # 18, 19)

Table 3.1 Operationalization of the Conceptual Framework (continued)

Understanding the interests and concerns of students	Method	Questions
a) Understanding how students perceive their future	**Survey Research** — Students at Designated High Schools **Interviews** — Admissions Counselors, Office of Undergraduate Admissions Staff, Rural Talent Search, Educational Talent Search, Upward Bound	Student Survey (Question # 20)
b) Understanding students fears, concerns and apprehensions about attending a university	**Survey Research** — Students at Designated High Schools **Interviews** — Admissions Counselors, Office of Undergraduate Admissions Staff, Rural Talent Search, Educational Talent Search, Upward Bound	Student Survey (Question # 21, 22)
c) Understanding the goals and ambitions students seek	**Survey Research** — Students at Designated High Schools **Interviews** — Admissions Counselors, Office of Undergraduate Admissions Staff, Rural Talent Search, Educational Talent Search, Upward Bound	Student Survey (Question # 23, 24)

Samples

This research utilized three separate sample populations. The first consisted of

six full-time staff members who currently work for Rural Talent Search, Educational

Talent Search, and Upward Bound. These subjects were selected based on their current

job title in Rural Talent Search, Educational Talent Search and Upward Bound. E-mails were sent prior to official selection. The second sample consisted of three admission recruiting officers for the office of Undergraduate Admissions at Texas State University. These subjects were selected based on their current job title in Undergraduate Admissions at Texas State University and by recommendation from relevant staff. E-mail correspondence was sent prior to official selection. The third and final sample consisted of 170 economically disadvantaged minority high school students currently enrolled in postsecondary recruitment programs across Central Texas. These subjects were selected based on referral by staff at Rural Talent Search, Educational Talent Search and Upward Bound.

Discussion of Methods Used

This study aimed to test the ideal model discussed in chapter two, which appears in table 2. The study compared the ideal model with the practices currently in place at Texas State University. This study also empirically tested utilizing hip-hop culture, diversity in recruiting practices, and understanding the needs of high school students — three ideal categories that have had no previous research or study.

For the categories that are supported by scholarly literature — Integration, College Preparation, and Recruitment — interview surveys were utilized. The interview surveys allow administrators to provide feedback and opinions on the programs they facilitate. Staff from Rural Talent Search, Upward Bound and Undergraduate Admissions were given a short answer questionnaire to complete.

Survey research was used to test the effects of the mixtape, hip-hop culture, and understanding students' needs. This research was aimed at a sample group of high school

students from various high schools in the Central Texas region. These students are currently members of postsecondary recruitment programs designed to assist economically disadvantaged minority students through high school and eventually help them apply to college. The survey questions were designed to test how effective the university mixtape[9] was in creating interest in attending the university.[10] The survey also tested the effectiveness of the PowerPoint presentation[11] that accompanied the mixtape. The PowerPoint presentation is designed to provide visual support and create interest in attending Texas State University. The mixtape and PowerPoint are both being empirically tested to see how effective they are in creating interest in the university. The survey results will indicate how effective the PowerPoint and university mixtape were in marketing Texas State University and creating an interest in enrollment.

Babbie (2004, 243) notes that survey research is probably the best method available to the social researcher interested in collecting original data for describing a population too large to observe directly. By surveying a well-represented sample,[12] researchers can presume results will be indicative of the greater population. Babbie (2004, 243) also notes that survey research is excellent for measuring attitudes and opinions. This is relevant to test high school students' attitudes and opinions about both the PowerPoint presentation and songs from the university mixtape. Testing those

---

[9] Includes the booklet and CD cover.

[10] Because the need for students to connect and relate on a social, academic and cultural scale has been emphasized in this paper, the Texas State compact disk is mentioned as a focus for the survey research. Focusing on the effects of the compact disk will provide insight on both its effects for recruitment by Texas State and how well it makes students relate to the university via popular culture or social identification. If it can be proven that the compact disk makes students relate more to the university, this can be an indication of possible increases in retention at Texas State as mentioned earlier.

[11] This PowerPoint presentation will include a breakdown of basic information about Texas State University, the process for filling out a FAFSA, important application deadlines, and current student population demographics. The intent is to provide a broad overview about Texas State coupled with the mixtape to determine effectiveness in transmitting interest to students about Texas State.

[12] The characteristics of the sample pool will be discussed in the next section of this chapter.

opinions directly indicated how effective the PowerPoint and the mixtape were in creating interest in attending the university.

Babbie (2004, 263) notes that the use of interview surveys can allow for less confusion from respondents struggling to understand questions. In addition, there is also room for follow-up questions and opportunities for more in-depth responses regarding postsecondary educational programs.

In addition, document analysis was used for the integration, college preparation, and admissions[13] components of the ideal model. Documents came from annual reports published by Educational Talent Search, Rural Talent Search, Upward Bound, the Equity and Access Office at Texas State University, and the Uniform Recruitment and Retention Strategy Report.

While these three methods are proven to provide high levels of reliability, there are a few noted weaknesses that must be addressed. For one, Babbie (2004, 259) has noted that survey research often results in many surveys that are either incomplete, turned in late, or never turned in at all. Further, questions must be formulated carefully in order to fully address the issue being researched.

Additionally, Babbie (2004, 268) points out that interview surveys can be misleading or inaccurate if the interviewer has not prepared the questions properly. This type of confusion can result in confused responses, or inaccurate follow-up questions that are a result of a confused respondent asking for clarification on a question.

To ensure that these weaknesses are minimized, three safeguards will be used. In order to ensure that survey participation was at the highest possible level, the surveys

---

[13] Only two components of the admissions category will utilize document analysis — (1) Knowing your Demographic, and (2) Recruitment practices geared toward recruiting minorities.

were given directly to the students and picked up immediately after completion. This was possible as a result of two high school visits arranged by an administrator from the San Marcos High School, New Braunfels High School, and Rural Talent Search within the Office of Multicultural Student Affairs at Texas State University.[14] These visits allowed the survey to be distributed to the target sample population of high school disadvantaged minority students. Communication with administrators from both school districts guaranteed time was allotted for the surveys to be distributed and collected immediately after completion. This eliminated the chance for incomplete surveys, as well as the chance of surveys being returned late or not at all.

To ensure the questions were appropriately worded and constructed in a non-biased language, they were first reviewed by Dr, Hassan Tajalli[15] and by Dr. Sherri Benn.[16] They reviewed the questionnaire on the basis of their knowledge, made any corrections, and offered suggestions for improved accuracy. To ensure the interview surveys were conducted with minimal chance for error, both Dr. Hassan Tajalli and Dr. Sherri Benn reviewed the questions that were asked. They checked for biased language or confusing wording, offered suggestions for improvement, and provided feedback on the strengths and weaknesses of the interview questions.

Procedures

A schedule was developed between Rural Talent Search, Educational Talent

---

[14] San Marcos High School has a postsecondary education program that works directly with Texas State University via Rural Talent Search under the office of Multicultural Student Affairs.

[15] Dr. Tajalli is currently an associate professor in the MPA program at Texas State University. He has had extensive experience constructing and reviewing numerous survey instruments. His opinion is regarded as one of the best and has been published in numerous journals. For a complete reference of his work, please visit the Texas State University Web site www.txstate.edu.

[16] Dr. Benn is currently the assistant vice president of Student Affairs and the director of Multicultural Student Affairs. She carries fifteen years experience in designing and distributing survey research questionnaires. Her expertise will be a valuable addition.

Search, and Upward Bound to determine the best times to visit each high school and gather survey research. For the Office of Undergraduate Admission and the staff from Rural Talent, Educational Talent Search and Upward Bound, the questionnaires were sent via e-mail and asked to be completed within three weeks. The response rate for the admissions office was 50 percent. The response rate from Rural Talent Search, Upward Bound and Educational Talent Search was also 50 percent. Response rates could have been higher, but response time was limited to around two weeks, which created conflicts in completing the interview surveys on time.

The survey instrument distributed to the high school students was measured on a five-point Likert Scale. Choices for response ranged from strongly disagree to strongly agree. Descriptive statistics were used to analyze the data gathered. Mean, median, and mode were calculated to present the most common answers and present responses based on percentages. Those responses were analyzed to determine the effectiveness of the mixtape, the PowerPoint presentation, and the information about Texas State University contained therein.

Human Subjects Protection

Protection was given to all interviewees and survey respondents for this research. There was no foreseeable discomfort or danger to any of the respondents for this survey research. All information obtained will be kept confidential and anonymous.   Subjects were informed of all their rights as participants, and were given contact information about the research performed. Subjects were also informed that their participation was entirely voluntary and they could stop participating at any time. In addition, the topic was examined and approved according to Texas State Institutional Review Board (IRB)

standards. Based on the guidelines provided on the Texas State IRB Web site, the study

was granted exemption — exemption request 14-13377.

Chapter Summary

       This chapter has presented the methodology used for the practical ideal model

developed. Interview surveys, document analysis, and survey research are used to collect

data. The next chapter will present the results of the research gathered.

Chapter IV
Results

Purpose

The purpose of this research is three-fold. First, it seeks to develop an ideal program for postsecondary recruitment of economically disadvantaged minority students. Second, it seeks to empirically test elements of the model that have no scholarly literature or research to prove their effectiveness.[17] In addition, it uses the ideal model to assess the effectiveness of the current Texas State program in recruiting disadvantaged minority students. Lastly, it seeks to make recommendations on how Texas State can improve on recruiting minority students to Texas State University. This chapter will offer a summary of all data used to assess the postsecondary education program at Texas State University.

Integration

The first component for an ideal postsecondary education program is integration. Chapman (1981, 493) has noted that integration is consistent of family income, social setting, and student background, which all affect the likelihood of applying to a university. Postsecondary education programs need to help students assimilate to a college-going culture. Doing so increases the likelihood they will apply to a university. Within the social component of this model lie the elements that comprise it. These elements include the social aspect of integration, familiarizing high school students with the college experience, assisting them with planning how to finance their college education, and acting as a mentor to students within the program. Table 4.1 summarizes the results for the first component.

---

[17] These categories: Using Hip-Hop Culture to effectively recruit minorities, Diverse recruiting practices and Understanding the needs of students.

Document Analysis — Social Aspect of Integration

Documents including the 2007 Rural Talent Search, Upward Bound and Educational Talent Search annual reports from Texas State University were analyzed to determine if Texas State included the social aspect of integration in their postsecondary educational programs. One of the key pillars for Rural Talent Search is to promote cultural awareness activities:

> Participants will have an opportunity to take part in a wide range of cultural events designed to broaden their outlook and experience. Such events are scheduled to allow the participants to view different areas of interest and experience that will help them make a more informed decision when deciding on where their future interests lie.

The documents supported the presence of a social support system designed to help integrate students into the college-going culture. One of the main goals of these programs is to, "Sponsor diversity programs for the university and surrounding communities."(Texas State University Rural Talent Search Annual Report 2006, 1) These programs allowed minority high schools students several opportunities to exert leadership and social responsibility amongst a group of their peers and within a university setting.

Another objective of these programs is to, "promote opportunities for student leadership." (Texas State University Upward Bound Annual Report 2006, 2) Students are allowed to attend a number of programs that motivate them and allow them to prove their leadership ability. This includes the Annual Summer Leadership and Critical Thinking Program.

Interview Surveys — Social Aspect of Integration

Interview surveys also provided further insight into the social element of the integration component. A total of six staff from Rural Talent Search, Educational Talent Search and Upward Bound were solicited for interview surveys. Time and schedule

conflicts allowed for three staff to complete the surveys. They all indicated that creating

a college-going culture amongst the high school students was important. A majority of

the staff interviewed identified the use of a diverse group of staff to work with minority

high school students as a means of offering them a socially diverse learning environment.

In addition, they all had frequent discussion with each of the high school students about

attending college, setting goals for their future, and achieving those goals. A respondent

noted, "The goal of this program is to increase student awareness and interest in the

college-going culture. This begins for students as early as freshman year. We host a

number of different events to encourage student involvement and achievement, including

workshops and panel discussions."

Document Analysis — College Experience

The next element of the integration component aims to familiarize high school

students with the college experience. In all three of the programs examined, document

analysis supported frequent visits to college campuses, including fostering and promoting

a number of college fair days; field trips to various campuses; and activities that involved

students and mentors from the Texas State University campus. In every case, the

programs noted that interaction and visits to the college campuses were an invaluable

asset that not only increased college awareness but kept students interested in the

postsecondary education program, which led to a high rate of retention amongst

participants. As noted on the Texas State Rural Talent Search website , "The program

arranges and offers visits to a variety of postsecondary options. The participants are

given a tour and also meet with the representatives of the college."

Interview Surveys — College Experience

Interview surveys supported the findings of the document analysis. Respondents highlighted the fact that they offered trips to the campus, each of which was carefully planned to provide a comprehensive tour of the university and a high level of interaction with college administration. On average, each program offered two visits a year, but often special events or programs provided for more visits. These visits are not limited to Texas State University; other campuses that were visited included the University of Texas San Antonio and A&M Corpus Christi. One of the programs, Upward Bound, also allows for a six-week stay on the Texas State campus through the BRIDGE component of the curriculum. This opportunity is provided to seniors in the program who have been accepted to Texas State University. The six-week period gives the students a chance to experience all aspects of college culture, including taking two courses on campus and attending a number of workshops. The classes are provided free of charge and help the students transition to college life comfortably. The opportunity to participate in this program often serves as an incentive to high school students enrolled in the program who are interested in attending a university. The partnership with Texas State also serves as a recruitment tool; students consider the university many times because of the transitional program offered by the program and the university.

Document Analysis — Financial Planning

A goal of the Rural Talent Search programs notes, "Program staff assist participants in locating sufficient financial assistance to attend the postsecondary institution of their choice. This includes locating scholarships the participant may qualify for as well as filing for Federal Financial Assistance." In the same respect, the Upward Bound program

stresses the need to enhance financial resources for students. This includes access to

computers and filling out financial aid paperwork on the Web. Educational Talent Search

has noted that 90 percent of their participants deemed "college ready" apply for financial

aid. The document analysis indicates that all three programs utilize financial planning in

their curriculum and consider it to be of the highest priority for students.

Interview Surveys — Financial Planning

In the case of financial planning, evidence shows that Upward Bound has a strong

plan to encourage students to spend money wisely, create a savings plan, and manage

their expenses. Upward Bound also informs students about loan repayment plans,

consolidation options, and works with students and parents to devise a sound financial

plan that allows for college enrollment. Rural Talent Search and Educational Talent

Search also offer similar services; the only difference is they are largely reserved for high

school seniors enrolled in their programs. Respondents did indicate that extending these

services to younger students would be likely in the future because early awareness is

beneficial for students interested in applying to college.

Document Analysis — Mentoring

Annual reports from both Rural Talent Search and Upward Bound indicate that a

primary objective of both programs is to "provide advising and counseling to

underrepresented students in the university community" (Texas State University Upward

Bound and Rural Talent Search Annual Report 2006, 2) This includes staff acting as

mentors to first-generation students. Staff provide support and encouragement to

students, offering advice and positive reinforcement as a means of promoting success.

Educational Talent Search offers mentoring as well, giving advice on academic studies,

college selection, tutoring, and social guidance. In analyzing the documents for this

element, it is easy to see that nearly every aspect of what these programs do incorporates

mentoring. Staff works closely with students throughout the entirety of the program;

thus, it is reasonable to suggest mentoring is a continuous process within these programs.

Interview Surveys — Mentoring

Respondents indicated that mentoring is usually easy to accomplish. In addition

to staff that act as full-time mentors to students, these programs receive a great deal of

volunteers from students at Texas State University. Many of these students are studying

education, psychology, and applied sociology. All of the programs expressed the need

for mentors. As one respondent put it, "Mentoring can change lives." Guidelines for

student mentors are relatively simple: they must be current students at the university with

a genuine interest in making an impact on the lives of the students they work with. It

should be noted that mentoring is an element that crosses into the middle school level.

Weekly mentoring sessions are held on a weekly basis at various middle schools. The

interaction proves to have an effect on students who often enroll in postsecondary

education programs at the high school level. Mentors help facilitate college workshops

and assists with students' homework on a weekly basis. Table 4.1 below represents the

findings just discussed.

Table 4.1 Integration- Results

Integration		
Component	**Method**	**Evidence**
Social Experience	Document Analysis	Strong Support
	Interview Surveys N=3	Strong Support
College Experience	Document Analysis	Strong Support
	Interview Surveys N=3	Strong Support
Financial Planning	Document Analysis	Strong Support
	Interview Surveys N=3	Strong Support
Mentoring	Document Analysis	Strong Support
	Interview Surveys N=3	Strong Support

College Preparation

The second component of the ideal model concerns college preparation. As discussed, an integral part of a postsecondary education program is to provide students with skills necessary for success at a university. Elements of this component include developing good student skills, offering academic assistance, and assisting students with filing for financial aid.

Document Analysis — Student Skills

Reports and objectives from annual reports for Educational Talent Search, Rural Talent Search and Upward Bound indicate that a significant amount of time goes into educating students on skills they will need once they enter into college. These skills include effective study habits, managing tasks, and prioritizing free time, all of which are needed to be successful in college. Most of these skills are learned through mentoring and workshops that were discussed with the first component of our model. That component focused on integration, but mentoring and college workshops — both part of the integration process — also provide student skills vital for success in college. These

workshops often cover topics like note-taking, tips for scheduling tasks, and effective

planning techniques. The Texas State University Rural Talent Search (2008, 1) also

offered college admissions assistance; their website guidelines state:

> Participants will be assisted in the selection of a postsecondary institution that is compatible with their academic preparation, career training needs and other areas of interest. Program staff will assist the participant in obtaining and completing an application for admissions and guide them in completing other requirements for admissions i.e. SAT/ACT preparation, letters of recommendation, essays, etc.

Interview Surveys — Student Skills

All of the respondents indicated that student skills were a high priority for their

program. They noted that they offer weekly tutorial sessions and workshops for students

interested in sharpening their organization skills and study habits. Some of the workshops

offered include time management, study skills, how to use a planner, and creating well-

organized to-do lists. In addition, respondents noted they offered "refresher workshops"

that kept topics students had previously learned new and effective. An obstacle for this

element was that many students had schedule conflicts that prevented them from being

able to attend all of the workshops that were offered. To combat this, a new initiative is

being put in place, allowing for more one-on-one time with students who were not able to

make all of the workshops and required more assistance in the student skill area.

Document Analysis — Academics

In the 2007 Texas State University Annual Report for Upward Bound and Rural

Talent Search, one of the components of the strategic plan outlined for high schools

students is "To develop, provide and promote academic and educational programs and

services" (Texas State University Rural Talent Search Annual Report 2006, 2). Rural

Talent Search has also noted, "Participants are advised, according to their career

directions, of appropriate programs of education to pursue" (Texas State University Rural Talent Search Annual Report 2006, 2). Educational Talent Search highlights academic assistance as a part of a college preparation program that spans from middle school until students enroll in their first year of college. This support included helping students with homework, holding group sessions on particular subjects, and preparing students to take the SAT/ACT exams. Students also work on their writing skills — a necessity for completing college applications, particularly the essay portion of the process.

Interview Surveys — Academics

Respondents indicated they assisted a great deal with academic preparation for their students. Workshops and one-on-one tutorials were common responses for Upward Bound and Educational Talent Search. In the case of Rural Talent Search, students were often referred to other programs as a means of assistance with academics. One respondent noted, "We are more of a clearinghouse that will make students aware of tutoring opportunities available to them." Whether the tutoring was hands-on from staff or provided by other opportunities the programs recommended, academic support appeared to be of high importance to all three programs. This practice seems to be effective because it gives students the individual assistance they require, and allows for focus on more generalized topics, such as test-taking and writing skills.

Document Analysis — Financial Aid

Rural Talent Search notes, "Program staff assist participants in locating sufficient financial assistance to attend the postsecondary institution of their choice, this includes locating scholarships the participant may qualify for as well as filing for Federal Financial Assistance" (Texas State University Rural Talent Search Annual Report 2006,

1). Starting in the eleventh grade, students enrolled in Educational Talent Search begin exploring options to finance their education. This includes learning how to fill out a Federal Application for Student Aid and researching possible scholarship opportunities. Both Upward Bound and Rural talent Search provided extensive assistance to students who had questions or concerns about applying for financial aid. Staff made sure to address these concerns and supply as many resources as possible.

Interview Surveys — Financial Assistance

Respondents indicated they all held workshops on financial aid for students who were interested in applying for college. These workshops included free "FAFSA nights" that allowed students and their parents an opportunity to ask questions about the application process and clarify any part of the process that seemed confusing. In addition, high school seniors received a special handbook that listed a number of scholarship and grant opportunities. Since most of the students in this program are from low-income backgrounds, it is a necessity that these programs are prepared to provide assistance and information on opportunities for students to pay for their educations. In all three programs, strong support promoting financial aid assistance and awareness was present. Table 4.2 below presents the findings just discussed.

Table 4.2 College Preparation- Results

College Preparation		
Component	**Method**	**Evidence**
Student Skills	Document Analysis	Strong Support
	Interview Surveys N=3	Adequate Support
Academics	Document Analysis	Strong Support
	Interview Surveys N=3	Adequate support
Financial Aid	Document Analysis	Strong Support
	Interview Surveys N=3	Strong Support

Recruitment Programs-Diversity

Postsecondary recruitment programs work on exposing economically disadvantaged minority high school students to universities, often working with admissions to arrange tours of universities and organize college fairs at high schools. They also invite admission counselors from universities to speak to students in their program. The three elements within this category are knowing your demographic, gearing recruitment practices toward economically disadvantaged minorities, and using admission counselors that are familiar with their recruiting region.

Document Analysis — College Recruitment Fairs

One of the main pillars of the strategic plan for enrollment management is "to enrich our learning and working environment by attracting and supporting a more diverse faculty staff and student body" (Texas State University Uniform Recruitment and Retention Plan 2007, 5) In the annual report, Texas State University announced a measure to increase the enrollment of African American and Hispanic students. In a

three-year span, Hispanic enrollment has increased 35 percent and African American enrollment has increased 30 percent (Texas State University Equity and Excess Student Measures Report 2007, 1) In 2007, Texas State experienced a 10 percent increase from 2006 in Hispanic enrollment and a 6 percent increase in African American enrollment. These numbers demonstrate that Texas State University has initiated recruitment strategies that have increased minority enrollment.

Interview Surveys — College Recruitment Fairs

Admission counselors utilize a wide array of tactics to ensure they are effective in recruiting students in postsecondary education programs. One of the strongest indicators of their commitment to have diverse recruiting strategies is the use of a Personal Recruitment Model (PRM). One respondent offered an explanation of what a PRM consists of:

> Each manager reaches out to and works with students based upon what they feel the needs are for that territory. We do target outreach to different demographics in each territory, especially when it comes to first-generation students. Additionally we have developed a few specific e-mails, letters, and publications that are received by Hispanic students, African American student and first-generation students. These pieces are designed to address some of the concerns these students and families might have. One such publication is the "Parent Guide" which is two guides in one; one half is in English and the other half is in Spanish. This brochure is sent to students who are first-generation and/or those who have self identified that Spanish is their first language.

In addition, each counselor changes the design and delivery of their presentation to minority students, highlighting different aspects of the university such as majors offered, scholarships available, or financial aid information.

Document Analysis — Recruitment Practices Geared Toward Minorities

Another key of the strategic plan for enrollment management is to actively recruit

minorities and first-generation low-income students. This is accomplished by a number

of initiatives, including the "Colleges for Texans Outreach Campaign" (Texas State

University Annual Recruitment and Retention Plan 2007, 8). This campaign focuses on

early alerts and awareness to low-income families and potential first-generation college

students. It incorporates advertising a number of programs the university offers to

incoming freshman, including extended student orientation, learner-centered teaching,

diverse curriculums, student access courses, the BRIDGE program discussed earlier,

access to a number of mentors, and academic support services. All of these advantages

are shared with students in postsecondary recruitment programs as a means of

encouraging a continued education and motivating them to enroll at Texas State.

Interview Surveys — Recruitment Practices Geared Toward Minorities

Respondents indicated they send minorities specially designed brochures and

information about the university. In addition, respondents hold programs like Bobcat

Trials or Bobcat Golden Opportunity for Leadership and Diversity (GOLD). These are

programs that are especially geared toward economically disadvantaged minority

students. They recruit a number of first-generation students for these programs and assist

in transportation via charter buses. Admissions counselors said they would like to

improve scholarship availability for first-generation students. Respondents indicated that

the availability of scholarships serves as a vital component for recruitment of at-risk

minority high school students.

Interview Surveys — Admission Counselors Suited to Fit Demographic

Respondents indicated that they require the counselors for each region of Texas to

be highly familiar with their area of recruitment. This includes — but is not limited to —

knowing the population breakdown, the socio-economic status of each region, the needs

of the students they are recruiting, and how to present ways in which Texas State can

meet those needs. Respondents mutually agreed that a recruitment counselor from the

same socio-economic or ethnic background as the students they were recruiting would be

more effective in relating to students and their families. It is important to note

respondents listed the following criteria as crucial to effective recurring minorities:

knowledge of their profession and university, a passion for their work, and a desire to

help first-generation students continue their education. Table 4.3 below presents the

findings just discussed.

Table 3.3 Diverse Recruitment Programs-Results

Diverse Recruitment Programs		
Component	**Method**	**Evidence**
College Recruiting Fairs — Knowing your Demographic	Document Analysis	Strong Support
	Interview Surveys N=2	Strong Support
Recruitment Practices Geared Toward Minorities	Document Analysis	Strong Support
	Interview Surveys N=2	Adequate Support
Admissions Counselors Suited to Fit the Demographic	Document Analysis	Strong Support
	Interview Surveys N=2	Strong Support

Hip-Hop Music and Culture — An Effective Marketing Tool

As discussed earlier, this research also seeks to empirically test the effects that hip-

hop music and culture can have on marketing a university, promoting enrollment, and

creating interest in high school students — particularly economically disadvantaged

minorities. Surveys were distributed to 168 high school students, all of whom were

enrolled in a postsecondary education program. The analysis of the data indicates a

strong reception for the mixtape. A breakdown of the findings indicates both the mixtape

and the PowerPoint presentation were highly effective in their intent.

Hip-Hop Themed Presentation about Texas State University to Students — Results

Table 4.4 shows the majority of students surveyed found the PowerPoint

presentation they were shown to be attention-grabbing, interesting, better in comparison

to other PowerPoint presentations from other universities, easy to understand and

informative. All of the intended objectives were met, with more than 70 percent of

students rating the presentation in the two highest categories.

Table 4.4 Hip-Hop Themed Presentation about Texas State University to Students- Results (N = 168)

Question	1- (Lowest)	2	3	4	5- (Highest)
Question 1- (Lowest) 2 3 4 5- (Highest)					
How attention grabbing was the content of today's PowerPoint presentation?	1% N=2	9% N=15	18.5 % N=31	34.5 % N= 58	37% N= 62

How attention grabbing was the design and layout of today's PowerPoint presentation?	1% N= 2	9% N=15	18.5 % N=31	31.5 % N=53	40 % N=67
As compared to PowerPoint Presentations of other universities was this one better, the same or not as good?	.50% N=1	11.5% N=19	20% N= 34	30 % N= 50	38% N=64
How effective was this presentation in providing you information about the university?	1% N=2	9% N=15	18.5 % N=31	34.5 % N= 58	37% N= 62

Table 4.4 Hip-Hop Themed Presentation about Texas State University to Students- Results (N = 168)

Question	1- (Lowest)	2	3	4	5- (Highest)
How easy was it to understand and follow the information about the university presented in this PowerPoint presentation?	1% N=2	9.5% N=16	16% N=27	36% N=60	37.5% N= 63

University Mixtape Appeal

The mixtape was also appealing in terms of the quality of the music, lyrics, and themes contained in the songs students were asked to listen to. Table 4.5 shows more than 70 percent of students surveyed noted they enjoyed the music and themes contained in the lyrics and felt the music was of the same caliber and quality they would normally listen to outside of school. This is indicative that the mixtape promotes university culture and has popular appeal to high school students. In that respect, it can be surmised that the mixtape accomplished its second objective, which is to appeal to a majority of disadvantaged minority students.

Table 4.5 University Mixtape Appeal — Results (N=168)

Appeal of music in the mixtape					
Question	1- (Lowest)	2	3	4	5- (Highest)
How appealing was the music you heard from the mixtape?	1% N= 2	9% N=15	18.5 % N=31	31.5 % N=53	40 % N=67
Appeal of packaging/design for the mixtape					
Appeal of packaging/design for the mixtape					

Table 4.5 University Mixtape Appeal — Results (N=168)

Question	1- (Lowest)	2	3	4	5- (Highest)
Question 1- (Lowest) 2 3 4 5- (Highest)					
How much did you enjoy the beats and lyrics you heard from the mixtape? 1% N=2 9% N=15 18.5 % N=31 34.5 % N= 58 37% N= 62					
How comparable in style and quality was the music you heard today compared to other music you would listen to?	0% N=0	4% N=7	14% N=25	39% N= 66	43% N=70
Question Age 14 Age 15 Age 16 Age 17 Age 18					
Question 1- (Lowest) 2 3 4					

5- (Highest)
Potential for songs to reach radio, television and newspaper

Mixtape Packaging and Design Appeal

The next element of the mixtape design was to test the appeal of its packaging and artwork design. The design and packaging were composed entirely around Texas State University. The photos were taken around campus, the booklet was designed like a school yearbook, the photos of the artists — all of whom are Texas State students — were taken at various locations around campus. Eighty-one percent of respondents indicated they liked the packaging rating it in the two highest categories possible. Table 4.6 shows the effectiveness of the design and packaging used in the university mixtape.

Table 4.6 Appeal of Packaging & Design of Mixtape (N=168)

Question	1- (Lowest)	2	3	4	5- (Highest)
How original and eye catching was the packaging, artwork, and design for the mixtape cover and booklet?	0% N=0	2% N=3	17% N=30	40% N=66	41% N=69

Information About University Life and Culture Effectively Transmitted to Students Through the Mixtape

One of the most important goals of the mixtape is to transmit information about the life and culture at Texas State University in an appealing yet informative way. Testing for the effectiveness of this objective was critical. Seventy percent of respondents indicated they were able to receive the information about Texas State University and indicated that music made them interested in attending. Some of the surveys handed back included additional comments written by students who said they loved the songs, noting that they creatively explained the life and culture of the

university. Student responses are listed below in table 4.7.

Table 4.7 Information About University Life and Culture Effectively Transmitted to Students Through the Mixtape — Results (N=168)

Question	1- (Lowest)	2	3	4	5- (Highest)
How effective were the songs in telling you about the life and culture at the university?	.50% N=1	11.5% N=19	20% N= 34	30 % N= 50	38% N=64
How effective was the tape in exciting you about going to a university?	1% N=2	9% N=15	18.5 % N=31	34.5 % N= 58	37% N= 62

Race, Age, Gender of Students Surveyed

It is important to provide a breakdown of respondent's race, age, and gender to show the proportionality of racial backgrounds of the programs surveyed. In both New Braunfels and San Marcos, the majority of respondents were Hispanic; the next largest group were African-American; and other[19] comprised the third percentile.

Most respondents were sixteen years of age or younger, the majority of whom were female. Males comprised 45 percent of respondents. A complete breakdown of these characteristics is seen in table 4.8.

Table 4.8 Sex, Race, and Age of Students Surveyed (N=168)

Question	Male		Female	
Are you male or female?	45% N=76		55% N=92	

Question	Hispanic	Black	White	Other
What is your race?	60%	20%	5%	15%

---

[19] Majority of the respondents were mixed race — largely African American/Hispanic, Hispanic/white, and Hispanic/other Latin origin.

	N=101	N=34	N=8	N=25	
Question	**14**	**15**	**16**	**17**	**18**
What is your age?	22% N=37	25% N=42	25% N=42	18% N=30	10% N=17

Mixtape Compared to Other Tools for University Recruitment

Another objective was to test how effective the mixtape is compared to other recruitment materials universities distribute to students. While pamphlets, brochures, information packets and handbooks are great materials to distribute to students, they lack the ability to catch the interest of the average economically disadvantaged minority high school student as effectively as hip-hop. Sixty-four percent of respondents surveyed felt the mixtape was more effective in catching their interest and applying to Texas State University. The results gathered from respondents is listed and summarized in table 4.9 below.

Table 4.9 Mixtape Compared to Other Tools for University Recruitment (N=168)

Question	1- (Lowest)	2	3	4	5- (Highest)
Compared to other methods of informing you about the life and culture at the university, (pamphlets, brochures etc) how well does the mixtape compare?	2% N=4	6% N=10	29% N=49	30% N=50	33% N=55
As compared to other methods universities use to recruit students, how well does the mixtape relate to you?	1% N=2	4% N=8	30% N=49	35% N=58	30% N=51

First-generation College Students Surveyed

One of the questions asked of students was whether they were first-generation college students. This was asked to establish how many of the students would be the first in their family to attend college, should they choose to apply. Thirty-nine percent indicated they were first-generation college students; 61 percent indicated they were not. It is important to note, however, that in the short-answer portion of the survey the majority of college students indicated that an aunt, uncle or cousin had gone to college, which technically means the respondents would be classified as first-generation students.

Table 4.10 First-generation College Students Surveyed (N=168)

Question	Yes	No
Would you be the first in your family to attend college?	39%	61%

Potential for Songs to Reach Radio, Television, and Newspaper

The last objective for this component was to test whether or not the mixtape would have the potential to reach rotation at a local radio station (by means of requests

and popularity). This was asked as a way to determine if the music on the tape could be marketed at major level such as a radio audience. The ability to get a song about a university played on the radio has enormous advertising potential and could completely change the marketing tactics of universities. In addition, reports have indicated that the biggest audience for radio is ages twelve to eighteen, both male and female. Using a song on public radio as a marketing tool would be an unparalleled accomplishment. More than 70 percent of respondents said they felt the music they heard about Texas State University had the potential for radio play, and that they would listen to similar product if they were to hear it on the radio. Their responses are listed in table 4.11 below.

Table 4.11 Potential for Songs to Reach Radio, Television, and Newspaper (N=168)

Question	1- (Lowest)	2	3	4	5- (Highest)
Do you think any of the songs you heard from the mixtape have the potential to play on the local radio stations?	0% N=0	2% N=3	17% N=30	40% N=66	41% N=69
If the songs were played on the radio, would you be interested in listening to them?	1% N=2	9% N=15	18.5 % N=31	34.5 % N= 58	37% N= 62
In your opinion, do you feel the mix-tapemixtape developed would be something worth covering in your local newspaper or on your local television network?	3% N=5	8% N=13	28% N=47	30% N=50	31% N=53

Understanding the Interests and Concerns of Students

The last component of the ideal model addresses how to understand the needs and concerns of students. As noted in the previous chapter, students were asked questions about their goals, ambitions after graduation, their plan of action for the first four years after they graduate high school, and what values and concerns are most important to them. These answers varied slightly, but the majority indicated they wanted to attend college and become successful professionals. Some responses indicated they wanted to be famous, wealthy, or successful in fields that did not require education. What is impressive is that in every instance, when asked what they envisioned they would need to achieve their goals, the response was consistently "hard work and support." It was not the intent of this research to probe into the minds of high schools students and discover the universal pattern of their thought. Rather, it was to demonstrate that students in these postsecondary education programs have a desire to be successful. With work, perseverance and support, they all have the potential to be successful in their postsecondary educations.

Chapter V
Conclusion and Recommendations

In comparing the ideal model with the current model in place at Texas State, there are few differences between the categories derived from the literature and those practices in place at the university. Both the document analysis and the interview surveys were indicative that the practices in place for the integration, college preparation, and recruitment components strongly supported the ideal categories recommend by this research. Table 5.1 summarizes the research results.

Table 5.1 Recommendations

Ideal Categories	Evidence	Recommendations
Integration		
Social Experience	Strong Support	Continue to offer multiple programs that foster a college-going culture. Keep students exposed to diverse workshops and programs.
College Experience	Strong Support	Continue visits to college campuses, continue interaction with college students, university tours and other programs that provide students with introduction to college culture
Financial Planning	Adequate Support	Continue to offer financial planning information to students. Continue to equip them with the knowledge and information need to make wise decisions about financing college should they choose to apply.
Mentoring	Strong Support	Continue offering mentoring by staff and students from the university. Ensure that all mentors are effective in motivating the students they work with and

Table 5.1 Recommendations (Continued)

Ideal Categories	Evidence	Recommendations
College Preparation		
Student Skills	Strong Support	Continue to offer support that fosters the skills students will need to be successful in college. Continue ACT/SAT preparation.
Academics	Adequate Support	Continue to offer academic assistance to those who need it. Possibly seek additional staff if funding allows to ensure that students are able to receive the tutoring they need.
Financial Aid	Adequate Support	Continue to offer financial aid workshops, parent nights, and information on financing college education.
Recruitment Programs — Diversity	**Evidence**	**Recommendations**
College Recruitment Fairs knowing your demographic	Strong Support	Continue to recruit according to the Personal Recruitment Model. Actively recruit according to location and demographic.
Recruitment Practices geared toward minorities	Strong Support	Continue minority based recruiting practices.
Admissions Counselors suited to fit the demographic	Strong Support	Continue positioning counselors at different regions based on their knowledge of their location and area.
Hip-Hop Music and Culture — An Effective Marketing Tool	**Evidence**	**Recommendations**
Hip-Hop themed presentation to high school students		
Appeal of the content in the PowerPoint presentation.	Strong Support — results indicated mass appeal	Incorporate hip-hop music and culture into curriculum. Inquire about receiving Vol. 2 of university mixtape when it is produced as a means of creating interest amongst students in postsecondary educational programs.
Appeal of the design, font, and layout of the PowerPoint presentation.	Strong Support — results indicated mass appeal	
Information about university effectively transmitted to students through the PowerPoint presentation.	Strong Support — results indicated information about university effectively transmitted.	

Table 5.1 Recommendations

Mixtape	Evidence	Recommendations
Appeal of music in the Mixtape	Strong Support — results indicated mass appeal	Incorporate hip-hop music and culture into curriculum. Inquire about receiving Vol. 2 of university mixtape when it is produced as a means of creating interest amongst students in postsecondary educational programs.
Appeal of the packaging/design for the mixtape	Strong Support — results indicated mass appeal	
Information about university life and culture effectively transmitted to students through the mixtape	Strong Support — results indicated information about university effectively transmitted.	
Demographic most impacted by the mixtape	Strong Support — African-Americans and Hispanics were significantly impacted	
Potential for songs to reach radio, television, newspaper	Strong Support — majority of respondents indicated the songs were radio quality	
Understanding the Interests and concerns of students	**Evidence**	**Recommendations**
Understanding how students perceive their future	Support indicates a desire to achieve goals. Majority of students foresee college as a real option.	Read current research, studies and statistics to gain a better understanding of what exactly student's goals and ambitions are. Mentoring and tutoring students within the postsecondary education programs can help staff gain further insight into what motivates students, what concerns they have about college, and what assistance they need to succeed.
Understanding students' fears, concerns and apprehensions about attending a university.	Concerns about courses offered and culture at campus but these were minimal. Majority of students foresee college as a real option.	
Understanding the goals and ambitions students seek	Support indicates a desire to achieve goals. Majority of students foresee college as a real option.	

Integration Recommendations

Integration is a critical component of the ideal model. Texas State postsecondary education programs are excelling with regard to this component. All staff members outlined a very descriptive and aggressive campaign to ensure students are actively engaged and surrounded by a college-going culture. It is recommend that these strategies remain in place as a means of preparing economically disadvantaged minority students for a successful college career.

College Preparation Recommendations

College Preparation was also evident in the postsecondary education programs at Texas State University. The only component that could use slight improvement is the financial planning element. Programs may want to encourage this stage of the college preparation component at an earlier level than senior year. Doing so would allow for a greater number of students to utilize the information they receive and have more time to formulate a plan to finance their education.

Recruitment Programs-Diversity

The recruitment component of the ideal model was strongly supported. Based on the documents analyzed and the responses from interviewees, the only recommendation that can be made is to continue the active recruiting strategies currently in place. The methods in place are very successful. The counselors interviewed appear highly knowledgeable about their regions and the recruitment policies at Texas State University.

Hip-Hop Music and Culture-An Effective Marketing Tool

As demonstrated by the research gathered from survey respondents, utilizing hip-hop as a means to market and promote college education is a very new, yet highly effective practice. With regard to recommendations for the postsecondary programs at Texas State University, it should be noted that Rural Talent Search, Upward Bound and Educational Talent Search have all aggressively used hip-hop in the last three years as a means of creating interest in their students and promoting a diverse college-going culture. They have utilized the Texas State Hip Hop Congress[21] at a number of their events — the response rate of which has been astounding. The postsecondary education programs at

---

[21] Texas State hip-Hop Congress is a student organization at Texas State University. The Hip Hop Congress created the Texas State Mixtape that was researched.

Texas State have already begun to incorporate the hip-hop culture in their curriculums. One staff member explains, "There are very few people who can truly reach out to our students. Your presentation and music made a genuine connection with our students thank you!" It is recommended that these programs continue to embrace the innovative practices they have begun. As this research has shown, these methods can be highly effective and bring fresh insight into attracting minority students to college.

Understanding the Needs of Students — Recommendations

It is recommended that postsecondary education programs continue to read literature, research and studies that focus on the ambitions and goals of students. Doing so will allow for a better understanding of what minority high schools students need in order to be successful. In addition, continued mentoring is another effective way to understand minority students on a more personal level.

Conclusion

Postsecondary education programs are a vital component universities should utilize in recruiting economically disadvantaged minority students. While there have been a few bumps in the road with regard to funding and meeting the needs of a growing population, these programs have been a key factor in minority enrollment at universities. The ideal model discussed in this research will hopefully serve as a guide for incorporating hip-hop music and culture into their curriculums. By following this model, administrators will effectively connect with minority students, equip them with the confidence and skills to apply for college, and take steps toward a new frontier in minority recruitment.

APPENDEX A
SURVEY INSTRUMENT

Student Faculty Survey — Please fill out this packet in its entirety. Your cooperation is greatly appreciated! (Note Faculty/Staff does not need to complete page numbers 6 and 7. That section is for students only.)

On a scale of 1 to 5 one being the lowest and five being the highest:

1) How attention-grabbing was the content of today's PowerPoint presentation?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	02	03	04	05

On a scale of 1 to 5 one being the lowest and five being the highest:

2) How attention-grabbing was the design and layout of today's PowerPoint presentation?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	02	03	04	05

3) As compared to PowerPoint presentations of other universities, was this better, the same or not as good?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	02	03	04	05

On a scale of 1 to 5 one being the lowest and five being the highest:

4) How effective was this presentation at providing you information about the university?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	02	03	04	05

5) How easy was it to understand and follow the information presented in this PowerPoint about the university?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	02	03	04	05

On a scale of 1 to 5 one being the lowest and five being the highest:

6) How attention-grabbing was the music you heard from the mixtape?

Strongly Disagree Agree	*Disagree*	*Neutral*	*Agree*	*Strongly*
01	**02**	**03**	**04**	**05**

7) How much did you enjoy the beats, and lyrics you heard from the mixtape?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

8) How comparable in style and quality was the music you heard today compared to other music you would listen to?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

On a scale of 1 to 5 one being the lowest and five being the highest:

9) How original and eye-catching was the packaging, artwork, and design for the mixtape cover, and booklet?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

On a scale of 1 to 5 one being the lowest and five being the highest:

10) How effective were the songs in telling you about life and culture at the university?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

11) How effective was the tape in exciting you about going to a university?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

Short Answer

12) What is your race?

13) What is your age?

14) Are you male or female?

On a scale of 1 to 5 one being the lowest and five being the highest:

15) Compared to other methods of informing you about the life and culture at the university (i.e. pamphlets, brochures literature), how well does the Mixtape compare?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

16. As compared to other methods universities use to recruit students, how well does the mixtape relate to you?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

*Short Answer (***STUDENTS ONLY***)*

17) Would you be the first in your family to attend college?

17(a) If not, who in your family has a college degree?

On a scale of 1 to 5 one being the lowest and five being the highest:

18) Do you think any of the songs you heard from the mixtape have the potential to play on the local radio stations?

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
01	**02**	**03**	**04**	**05**

18(a) If the songs were played on the radio how interested would you be in listening
to them?

Strongly Disagree   **Disagree**   **Neutral**   **Agree**   **Strongly Agree**

01   **02**   **03**   **04**   **05**

Short Answer

19.) In your opinion, how do you feel the mixtape would be something worth covering
in your local newspaper or on your local television network?

19(a) Please explain why or why not?

NOTE: SECTION FOR STUDENTS ONLY

Please write in the space provided. If more space is needed, please use the back of the last page. Thank you!

20) What do you see for your future once you complete high school?

21) What concerns (if any) do you have about going to a university?

22) Is there anything about university admission process that stops you from applying?

23) After you graduate from high school, where do you see yourself in four years?
    (i.e. short term goals you have set for yourself)

24) What do you think you need to reach your goals in those four years?

Comprehensive Questionnaire for Staff — Rural Talent Search

1) What does your program do at the high school level to help students transition into a college atmosphere that fosters academic development and achievement?

2) Do you encourage extracurricular activities, involvement in student organizations, and interaction amongst students and staff?

3) What other initiatives do you encourage high school students to become involved with to ensure they can successfully transition into an active and productive college career?

4) What does your program do at the high school level that prepares students to make responsible choices once they enter into a university?

5) Do you educate students on sexual diseases, pregnancy, and how they contribute to drop-out rates at the university level?

6) Do you educate students on the dangers of drug abuse, alcohol abuse, and how They contribute to drop-out rates at the university level?

7) What does your program do at the high school level that prepares students to become financially responsible during their academic careers?

8) Do you educate students on different savings plans offered by banks and financial corporations?

9) Do you assist with helping students find part-time jobs to help with college expenses and bills?

10) Do you educate them on loan repayment plans, and loan consolidation?

11) Does your program encourage mentoring high school students?

12) What does your program do to encourage prominent faculty, staff and university students to mentor high school students?

13) What characteristics do you look for in a potential mentor for high school students?

14) What responsibilities do mentors in your program have to high school students?

15) What does your program do to help students develop student skills?
     (i.e. study habits, task organization, and time management)

16) Is student skill development a high priority on the list of initiatives coordinated by your program?

17) Does your program offer tutoring services for high schools students who are having trouble in a particular subject?

18) What sorts of tutoring or academic assistance do you offer?

19) Does your program work with students on an individual level or in a group setting for each subject?

20) Does your program offer information about financial aide?

21) Does you program educate high school students about how to fill out a Federal Application for Student Aid (FAFSA)?

22) Does your program offer information about scholarships available to high schools students?

23) Does your program offer information about other ways to finance a college education (grants work study etc…)?

Comprehensive Questionnaire for Staff — Admissions

1) What does your office do to effectively recruit to different demographics across Texas?

2) Does your office change the structure of their high school recruitment presentation depending on the demographic they are presenting to?

3) Does your office utilize any special recruitment practices specifically geared toward minorities in high school?

4) What do you think your office could do more to effectively recruit minorities at the high school level?

5) Does your office assign counselors to specific regions based on age, race, or background?

6) Do you think admissions counselors would be more effective if they had characteristics similar to the demographic or region they were recruiting in (race, similar background, familiarity with the region etc…)?

Bibliography:

1. Abi-Nader, Jeannette 1990. "A House for Mother": Motivating Hispanic High School Students. *Anthropology and Education Quarterly*, Vol. 21, No. 1, pp. 41-58.

2. Aitken, Norman D. 1982. College Student Performance, Satisfaction and Retention: Specification and Estimation of a Structural Model. *The Journal of Higher Education,* Vol. 53, No. 1 pp. 32-50.

3. Babbie, E. 2004. The practice of Social Research, 10th edition. Belmont, CA: Wadsworth Publishing/ Thompson Learning, Inc.

4. Cabrera, A. 2000. Understanding the College Choice Process. *New Directions for Institutional Research*, No. 107, pp. 05-21.

5. Cahalan, Maggie, Silva, Tim, Humphrey, Justin, Thomas, Melissa, and Cunningham, Kusuma. 2004. Implementation of the Talent Search Program past and Present. *Office of the Under Secretary,* pp. 01-196. U.S. Department of Education.

6. Chapman, David 1981. A Model of Student College Choice. *Journal of Higher Education*, Vol. 52, No. 5, pp. 490-505.

7. Constantine, Jill M, Seftor, Neil S., Martin, Emily Sama, Silva, Tim, and Myers David. 2006. A Study of the Effect of the Talent Search Program on Secondary and Postsecondary Outcomes in Florida, Indiana and Texas. *Office of Planning, Evaluation and Policy Development,* pp. 01-148. U.S. Department of Education.

8. Dale, Paul M. 1995. A Successful College Retention Program. *Purdue University, IN c/o Eric Document Production Service,* pp. 01-12.

9. Duncan-Andrade, M.R. Jeffrey, and Morrel, Ernst. 2005. Turn up that Radio, Teacher: Popular Cultural Pedagogy in New Century Urban Schools. *Journal of Scholarly Leadership* vol. 15-May 2005.

10. Duncan-Andrade, M.R. Jeffrey, and Morrel, Ernst. 2002. Promoting Academic Literacy with Urban Youth through Engaging Hip-Hop Culture. *The English Journal,* Vol. 91, No. 6, pp. 88-92.

11. Forde, Dana. 2008. Advancing Diversity in Public Service. *Diverse Online*, May 13, 2007.

12. Fry, R. 2003. Latino youth finishing college: The role of selective pathways. *Pew Hispanic Center Publications.* Washington D.C.

13. Hagedorn, Linda Serra. 2006. How to Define Retention: A New Look at an Old Problem. *Transfer and Retention of Urban Community College Students (TRUCCS)*, pp. 01-26.

14. Harrison, Louis, Moore, Leonard N., and Evans Lynn. 2006. Ear to the streets: The Race, Hip-Hop, and Sports Learning Community at Louisiana State University. *Journal of Black Studies* (36), 622.

15. Howard, Adam. 2001. Students from Poverty — Helping Them Make It Through College. *About Campus,* Vol. 6, No. 5. pp. 5-12

16. Kelpe, Kern 2000. College Choice Influences: Urban High School Students Respond. *Community College Journal of Research and Practice*, Vol. 24, No. 6. pp. 487-494.

17. Kraemer, Barbara A. 1997. The Academic and Social Integration of Hispanic Students into College The Review of Higher Education (20.2) 163-179

18. Laden, Berta Vigil. 2001. Hispanic Serving Institutions: Myths and Realities. *Peabody Journal of Education*, 76 (1), 73-92.

19. Marklein, Mary. 2006. Minority Enrollment in College Still Lagging. *USA Today*, October 2006.

20. Martinez, Maria D. 2003. Missing in Action: Reconstructing Hope and Possibility Among Latino Students Placed at Risk. *Center for Academic Programs — University of Connecticut.*

21. Powell, Tracie. 2005. GEAR UP, TRIO Officials Mobilize Support. *Diverse Online*, March 2005.

22. Rimer, Sara. 2008. Urban Schools Aiming Higher Than Diploma. *New York Times,* 2008.

23. Scott, Latoya M. 2006. Hip-Hop as a Retention Factor among Black Students at a Traditionally White University. *The University of Alabama McNair Journal.* Spring V.1.

24. Sorensen, Stephen, Brewer, Dominic J., Carroll Stephen J., and Bryton, Eugene. 1995. Increasing Hispanic Participation in Higher Education: A Desirable Public Investment. *RAND Publications.*

25. Swail, Watson Scott. 2000. Preparing America's Disadvantaged for College: Programs That Increase College Opportunity. *New Directions for Institutional Research VL* (107), 85-101.

26. Tierney, William G. Models of Minority College-Going and Retention: Cultural integrity versus Cultural Suicide. *Journal Of Negro Education*, Vol. 68, No. 1.

27. Tinto, Vincent. 2006. Research and Practice of Student Retention: What Next? *Journal of College Student Retention*, Vol. 8 (1), pp.1-19.

28. Vernez, Georges, and Lee, Mizell. 2001. Goal: To Double the Rate of Hispanics Earning a B.A., *Center for Research on Immigration Policy, Santa Monica, California.*

29. A National Report on Network Radio Today — Arbitron Radio Reports. *Radar Studies* 93, Vol. 2, 2007.

30. Associated Press. 2004. SAT Results Show More Kids Want College. MSNBC, 2004.

31. Pew Hispanic Center — CNN Education Department — Copyright 2002, the Associated Press.

32. Texas State University . "2006-2007 Annual Report For Rural Talent Search, Educational Talent Search, Upward Bound." www.vpsa.txstate.edu/departments/annual-reports/contentParagraph/0114/document/RTS.doc - 2007-08-25