

SCHOOL IS YOUR JOB: PROMOTING THE IMPORTANCE  
OF HIGHER EDUCATION IN THE  
HISPANIC POPULATION

by

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## DEDICATION

This thesis is dedicated to my amazing wife, Monica Uribe-Limón, who has consistently supported and urged me throughout my graduate education—without her this would not be possible; my parents, Wenceslao Limón Avila and María del Refugio Delgado de Limón who have always believed in me; and my brothers (René, Arturo and Sergio) and sister (Nohemí) who have made me what I am today.

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## **I. INTRODUCTION**

Since 1917, during World War I, Mexican temporary workers have been allowed by the United States government to help with the shortage of labor. In the same way, between 1942 to 1964, the “Bracero” program was created as a series of programs on the account of labor shortage caused by the United States entering World War II. The name “Bracero” comes from the Spanish word “brazo” (arm), which is also used to refer to manual labor (Coerver, 2004).

With the influx of the Hispanic population since the “Bracero” program in the 1940s, the Hispanic demographic has risen considerably, making it the largest minority group in Texas as well as the United States. According to the United States Census Bureau, the total national population of Hispanic students aged three years and older since October 2013 was estimated at 50,806,000 of which only 34.7 percent is enrolled in all levels of schooling.

Hispanic students have the second largest longitudinal dropout rate from high school with 8.2 percent of dropouts in Texas, behind African American students at 9.9 percent. According to the Texas Education Agency (2014), the longitudinal dropout rate refers to the percentage of students from a class, starting with ninth grade, that drop out of school before their anticipated graduation. This is associated with several factors within the nucleus of the family, which include language, economic hardship, lack of role models, lack of parental support and lack of communication. The causes can affect the Hispanic population by promoting ill-beliefs regarding higher education. The high

dropout rate in the Hispanic high school student population reflects the low Hispanic representation in higher education institutions throughout the United States.

Programs such as the Ronald McDonald's Hispanic American Commitment to Educational Resources (HACER) have been helping Hispanic students with scholarships and teaching them how to apply to college. Similar programs have been directed to Hispanic students who plan to go to a higher education institution and not to those students with the predetermined mentality that they cannot go to college.

The purpose of this thesis is to promote a positive view of education to the Hispanic population in the United States who have not considered going to college. Exposing real-life stories of actual role models overcoming all obstacles to achieve higher education, can help fade away the predetermined idea of "Hispanics don't go to college." In order to achieve a positive change to these ill-founded beliefs, all levels of education will need to be approached. This thesis will focus on improving the way the Hispanic population thinks about higher education.

## II. BACKGROUND

Many Hispanic students do not go to college due to various reasons such as language barriers, economic hardship, lack of role models, lack of parental support, and lack of communication between the students, parents, teachers, school advisors and administrators.

### *Language barriers*

In 2013, approximately 73 percent of Hispanics spoke Spanish at home; this number has decreased from 78 percent in 2000 (Krogstad, Stepler, and Lopez, 2015). Despite the percentage dropout decrease, the number of Hispanics who speak Spanish at home continues to grow, as the Hispanic population keeps rising. It is estimated that in the year 2013, approximately 35.8 million Hispanics spoke Spanish compared to 24.6 million in 2000 (Krogstad, Stepler, and Lopez, 2015). Close to half of all cultural diverse students from preK to 12 grade have limited English proficiency (Navarrete, Watson, 2013). According to Navarrete and Watson article, English Language Learners: The impact of Language and Socio-Cultural Factors on Learning, acquiring a second language is a slow process. The article describes the process as five stages an individual has to go through to learn a second language: preproduction (0-6 months), early production (6 months-1 year), speech emergent (1-3 years), intermediate fluency (3-5 years), and advanced fluency (5-7 years). Some Hispanic families are very culture-oriented, and while they do speak English, the preferred language spoken at home is Spanish. Therefore, the first language many Latino students are exposed to at an early age is

Spanish, and, consequently, it is the first language learned. According to Krogstad, Stepler, and Lopez (2015), three in four Hispanics who do not speak English lack a high school education. With a limited knowledge of the English language, many Latino students struggle with comprehension in the classroom. If the students do not understand the teacher, they will not understand the class content and thus will receive low grades. By the time their English language communication skills strengthen, it could be too late to raise their grades to college admission standards.

### *Economic hardship*

The economic situation at home can force many Latino students to consider it a priority to contribute to the household income by working after school and weekends. According to Rosales (2015), 30 percent of students who drop out of school between the ages of 16 to 18, the majority of which are first-generation Hispanic immigrants, are working a variety of jobs. Rosales (2015) also mentions that those students earn approximately \$9,500 a year, contributing almost 22 percent to the family budget. The majority of students earn income through wages and salaries, yet five percent are self-employed, and one percent work in the family business (Scott, Zhang, and Koball, 2015). Additional earnings from working students may replace public benefits such as the Supplementary Nutrition Assistance Program (Scott, Zhang, and Koball, 2015).

### *Lack of role models*

As a result of language barriers and economic hardships, there is a shortage of college graduates in the Hispanic population. Lack of role models minimize the probability for a Hispanic student to get to meet them, therefore, decreasing the influence for students to pursue a college degree (Texas Guaranteed Student Loan Corporation, 2010). One of the main alternatives that have been diverting Hispanic students from higher education after high school are technical and vocational schools. Students learn specific trades and skills in a relatively short time, allowing a faster entrance into the workforce (Clark, 2014).

While students who graduated either from a technical or vocational school can earn wages much sooner than if they attended a four-year institution, the disadvantage is that those students will have a narrow field of study that will limit them to a smaller range of knowledge and capability in the workforce as mentioned by Clark in his article “The Advantages and Disadvantages of Vocational and Technical Colleges.” Technical and vocational school graduates earn an average of \$28,000 to \$30,000 per year, compared to the \$45,000 average for graduates with a bachelor’s degree (Clark, 2014). Hispanics with a degree from a four-year institution would evidently have a greater field of study and greater ability to be a mentor.

### *Lack of parental support*

There are several reasons many Hispanic parents find it difficult to support their children's college efforts. Typically, Hispanic parents work long hours to make ends meet, making it impossible for them to attend open houses or to visit with teachers to check on their child's progress (Velez, 2008). Also, parents believe that working longer hours means a higher income for the household (Velez, 2008), hence, the beliefs of a better life by earning more money while working instead of a belief in a better life through better education. These beliefs are passed down from generation to generation (Velez, 2008), and by the time students reach their teens they already have a preconditioned mentality to fall into the same profession.

### *Lack of communication*

Lastly, there is a lack of communication between students, parents, teachers, advisors and administrators. In an interview with a local high school advisor, stated that a number of students and parents did not speak English and some school advisors do not speak Spanish, making communication between the three entities difficult. The parents, being aware of this problem ahead of time, do not want to waste their time attending any of the school functions if they are not going to understand (Larrotta and Gainer, 2010). In a similar way, students who do not speak English or have limited English vocabulary are often too intimidated to talk to their teachers or advisors. The Larrotta and Gainer 2010 article also mentioned that informational material given by the school advisors does not relate to Hispanic students or their parents. In the same article, Larrotta and Gainer

mention that the informational material given by the school advisors is designed mainly for the Anglo-American population and therefore contributes to Hispanic students and parents feeling not represented in the material.

In too many cases, schools did not have enough advisors to handle the needs of all the students. Currently, the student-to-counselor ratio in elementary and secondary schools in the United States is 457:1, while the recommended ratio is 250:1 (American Counsel Association, 2011). There is also insufficient time and resources for the school counselors to meet regularly with students to help them or to track student progress consistently (U.S. Departments of Education, Labor and Health and Human Services, 2014). Many students, including Hispanics, do not make appointments to speak to their advisors because they feel embarrassed for not knowing what questions to ask (Larrotta and Gainer, 2010). As a result, many students are not informed on the process of searching for a college, filling out paperwork, nor where to find career guidance information.

#### *Current recruitment efforts at Lockhart Independent School District (LISD)*

Lockhart Independent School District, in Lockhart, Texas, was chosen as a basis for this preliminary research due to a high concentration of Hispanic students. According to School District Strategies' Lockhart ISD Demographics Update for Fall 2015, the Hispanic student population is at 71.7 percent, considerably higher than the 22.3 percent of Anglo students and the 3.8 percent of African Americans. Hispanics are the largest ethnic group in the state of Texas, constituting 51.8 percent of the total Texas public



school population from 2013 to 2014 according to the Texas Education Agency.

Currently, there are several methods the Lockhart Independent School District uses to reach out to current students to inform them about four-year educational opportunities, but each has its limitations.

Schools offer career fairs once a year. However, because they are held at school campuses during work hours, many parents often do not have luxury of attending to them. In addition, a number of students are not interested or think they are not college material do not attend.

Another informative effort is the G-Force program from Texas State University, which is a class where college mentors—generally college students—assist ninth through 12th grade high school students in a one-on-one basis to experience college life and on that account inspire the youngsters to attend college. The program is held on Wednesdays and Saturdays at the Lockhart High School campus. The limitation of G-Force is that it does not reach students who cannot attend Saturday and Wednesday classes, nor is it available to parents.

Finally, the College Awareness Walk, a semi-annual event held by the high school and the community, is designed to make the students aware of higher education. This event has been inconsistently held over the years, and according to a Lockhart high school counselor the event has been canceled numerous times in the past.

In summary, the mix of all the reasons presented creates many obstacles for the Hispanic student to overcome and be able to create a positive view of higher education.

### **III. STATEMENT OF THE PROBLEM**

From generation to generation, many factors reinforce the beliefs of the Hispanic population that Hispanics do not go to college or are not college material. In order to increase their enrollment in higher education, not only do university recruiting programs need to reach the Hispanic population who already decided on attending college but do not have the economic means, but also need to reach those who are in the mind-set that they are not college material. Hispanic students need to overcome the obstacles that prevent them from reaching their full potential.

In order to encourage more Hispanic students to attend college, a series of video clips will be developed to help the Hispanic population overcome the inaccurate beliefs inherited from generation to generation (Velez, 2008) and therefore, alluded aforementioned: (1) language barriers; (2) economic hardships; (3) lack of role models; (4) lack of parental support; and (5) lack of communication between the parents and school advisors. This thesis will focus on the creation of a social media campaign to be composed of a website housing; success stories videos, role models stories, tutor chats, important information on college application deadlines, and scholarships. These components will aid to develop the students' confidence and reveal their potential by bringing them in contact with real success stories of Hispanics that faced the same obstacles as they are facing. The goal of the campaign is to serve as a launch vehicle to relay the importance of higher education and increase communication between Hispanic students, parents, teachers and counselors.

#### **IV. LITERATURE REVIEW**

The majority of university recruiting programs focus on the students who already decided to go to college and are in the top percent in their school by providing information on where to go and how to apply for scholarships. Yet, the students who in fact need to be reached are those who are under the belief that they are not college material for one reason or another. For example, existing programs directed to Hispanics, such as Univision Educación, Ronald McDonald's HACER, Hispanic Scholarship Fund, and National Hispanic Institute, revolve around several of the barriers listed in this thesis. However, these programs tend to focus on students who already decided to attend college by providing scholarships, resources to find information and providing contact with role models, but are not reaching the students who feel they cannot attend college.

According to the Univision Educación website, Univision provides scholarships, information about academic standards, programs and good habits that will help students to be successful in school ([noticias.univision.com/educacion](http://noticias.univision.com/educacion), 2015). In spite of all services, Univision has yet to address the language barriers, role models, parental support, and the lack of communication. In addition, the Ronald McDonald's HACER program includes scholarships and educational workshops for Hispanic students to become better students. However, the HACER program only addresses the economic hardship but no other barriers ([www.meencanta.com/hacer/en/aboutUs](http://www.meencanta.com/hacer/en/aboutUs), 2015). The Hispanic Scholarship Fund also has scholarships and a mentor program, but it addresses only two of the five aforementioned barriers ([hsf.net/resources/for-students/getting-ready-for-college](http://hsf.net/resources/for-students/getting-ready-for-college), 2015).

Several institutions in Texas have implemented practices to promote retention of Hispanic students focusing on various barriers. In the 2014 Research In Higher Education Journal article, “Promoting Hispanic Student Retention in Two Texas Community Colleges,” Karris R. Samuel and Joyce A. Scott conducted research about promoting retention for Hispanic students in two community colleges. The article presents poor academic preparation for students, first-generation status, misinformation, and financial constraints as challenges for Hispanic students to stay in higher education. The article recommends that the institutions address the poor academic preparation by introducing extensive developmental education courses. For example, by adding work opportunities on campus for first-generation students, as well as flexible class schedules, and culturally sensitive support staff, and also reducing misinformation by increasing engagement between students and faculty members and financial constraints by offering more scholarships. The recommendations only address the economic hardship and lack of communication between the students and faculty, but they do not address the lack of communication between the parents and faculty, the language barriers, the lack of role models, nor the parental support.

Programs have been developed to help Hispanic students to find resources and information about higher education. However, programs lack to address all barriers to be effective on communicating to the Hispanic students in need. New programs need to be developed to address all obstacles the Hispanic student faces.

## V. METHODS

It is essential to raise awareness of the Hispanic population, especially of those that believe they are not good enough to attend college by showing the importance and accessibility of a college education. A social media campaign will be used as an approach to positive mentality toward higher education. As part of the social media campaign, a set of video clips in Spanish and English will be created to promote positive self-esteem for the Hispanic population. Video clips will be distributed through social media, (e.g., Facebook, Twitter and YouTube). According to the Creative Guerrilla Marketing website, these are in the top seven social media platforms. In order for this social media campaign to succeed, the video clips will need to go viral. Once the videos spread, more people will be exposed to a more positive view on higher education. In order for a video to outspread the viewer needs to share it first. After accumulating data from various sources that include several video clips that have gone viral, a project plan has been developed.

The video clips will target the emotional and social motivation of the audience. According to the *Harvard Business Review* article from the September 2015 issue, “Why Some Videos Go Viral,” the two main reasons why people share videos are psychological response (how the video makes you feel) and social motivation (why you want to share it). When viewers are presented with short and long videos, they tend to prefer the shorter videos (Cheng, 2013). The videos will be a minute and a half for Facebook and three minutes for the website and YouTube. To direct the viewer to the website where they can access additional information, the address and contact information will appear at the end

of the video clips. Next, the videos will be linked on the release date to people and companies who have a common interest and ask them to share the video clip (Cheng, 2013). Out of the twenty most popular social media sites in 2016 listed on the Small Business Trends website article, “20 Popular Social Media Sites Right Now,” the video clips will be released on the top three sites on the list: Facebook, Twitter and YouTube. A Wednesday release date is chosen for maximum sharing, as claimed by the *Harvard Business Review* article, from the September 2015 issue, “Why Some Videos Goes Viral,” the best sharing day is Wednesday followed by Thursday and Friday.

As a consequence of the release of videos clips and the launching of the website, more Hispanic students, parents, and counselors will be exposed to the videos clips.

The video clips will consist of testimonials of successful Hispanic role models that will narrate their story on how they managed to overcome all their obstacles to get a college degree. The campaign will tackle the fallacy many Hispanics have that “Hispanics don’t go to college,” which has been passed down from generation to generation. Some of the testimonials will be represented by Julian and Joaquin Castro from San Antonio.

The Castros’ mother went through a great deal of difficulties being a single parent and worked hard to send her two sons to college. Other testimonials will include well-known Hispanic doctors, nurses, and lawyers. The video clips will be hosted on a website along with a more in-depth article about their success stories. The website will be bilingual, and will have information about scholarships, how to apply to colleges, live chat contacts with volunteer advisors for parents, and other information to help direct Hispanics to select a higher education path.

Video clips will be used to connect to the target market. The video clips will include a success stories section with short and long video clips. The short video clips will be one-and-a-half-minute long for use on Facebook and Twitter and a long video clips, three-minute long for use on YouTube.

*Website*

***Video script samples***

*Table 1.* English video script sample

ENGLISH VIDEO SCRIPT	
VIDEO	VOICE
Wide shot on José, slowly going to a close up.	My name is José Martinez. I am an immigrant and a mechanical engineer.
Fading away to old photos of family in México.	<b>Voice over:</b> When my parents decided to emigrate from México to the United States, it was for the same reason that thousands of families from other parts of the world emigrate: to offer a better life and a better education to their families.
Middle shot on José - camera moves around to surrounding areas.  Fade out.	I was twelve years old when I arrived to the United States and one of the hardest things to overcome was communicating with other kids, especially in school. In those days it was not permitted to speak Spanish in school and as a consequence, I was getting behind in all my classes for not understanding the teacher. In the following years, while attending middle school, I managed to understand the teacher but I did not understand English completely yet.
Fade in B-roll from San Antonio's street signs, old house and streets.	I was raised in the "Westside" of San Antonio near 19th Street and Hidalgo Street. The "Barrio" was a poor neighborhood with an abundance of alcohol, gangs and drugs. It was common seeing drive by shootings, gang fights and drug dealings going on the streets.
Middle shot on José talking.	By the time I entered high school, I was able to speak and understand English and my grades started to improve. Within the four years I attended high school, no one guided me to continue my education, including the advisors. I always thought that after high school I had to work to help my parents.
Middle shot B-roll on construction workers.	My parents always worked until late at night and did not have time to go to the school meetings. As the majority of my friends, I grew up with the idea of going to work straight out of high school. Continuing to higher education was not in mi plans.



Close up on José talking.	I worked in several jobs after high school and after several years in the workforce I realized that without a better education I would never get out of the same economic situation I had been all my life.
Middle shot on three college advisors, one at a time.	I sought guidance in universities and with friends. It was not easy to find information, but, with the help of college advisors and friends that already had a degree I was able to apply to universities and financial aid.
Back to close up on José talking.	Perseverance paid off, and today I have earned a degree in mechanical engineering. I have a better job and a better economic status.
Close up on José.	¡Hispanos sí van ala universidad!
Words fades in, ¡Hispanos si van a la universidad!	
Followed by website.	

*Table 2.* Spanish video script sample

The Spanish script will have some words in English on purpose, to resemble the Spanglish way of talk of the Hispanic students in the United States.

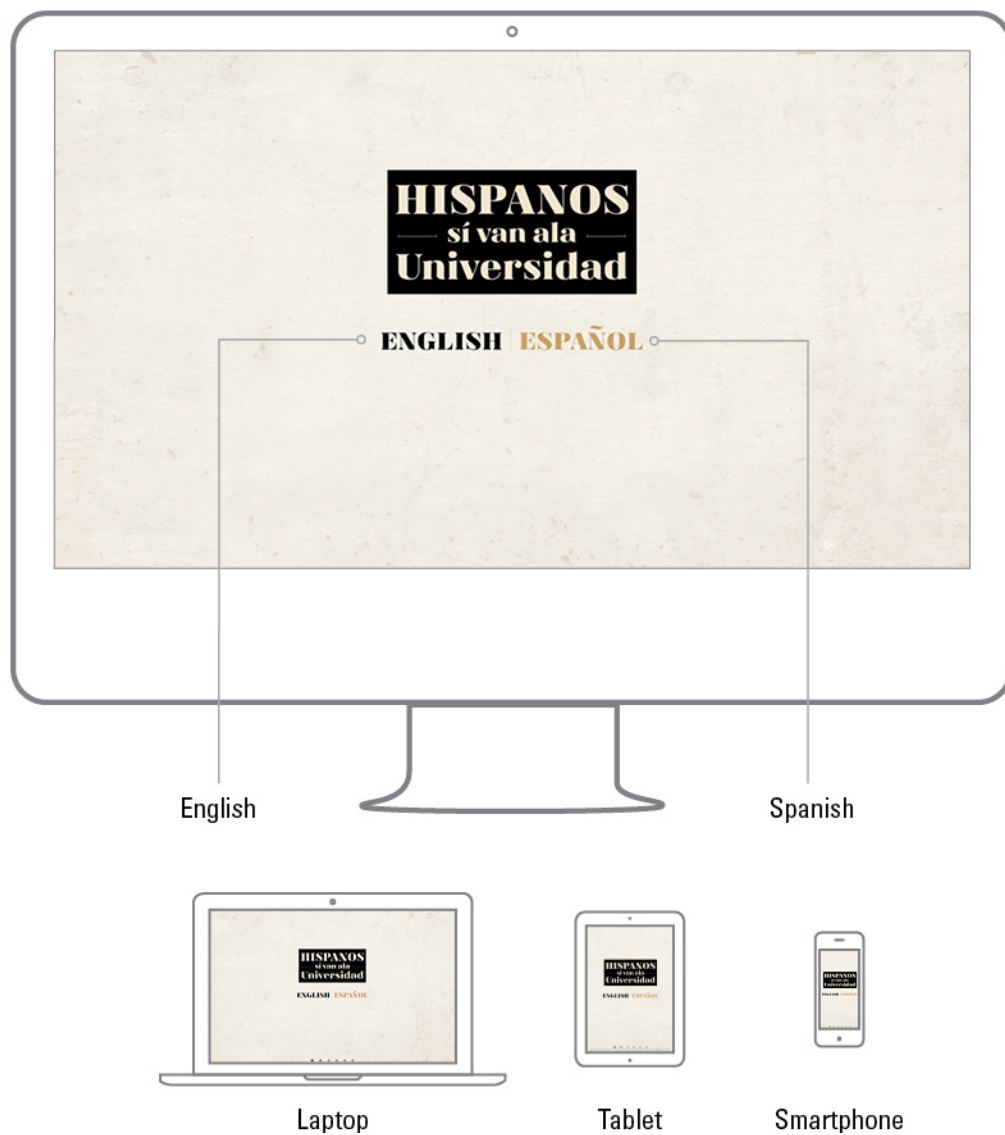
SPANISH VIDEO SCRIPT	
VIDEO	VOICE
Wide shot on José, slowly going to a close up.	Soy José Martinez. Soy un inmigrante y también ingeniero mecánico.
Fading away to old photos of family in México.	<b>Voice over:</b> Cuando mis padres decidieron emigrar de México a los Estados Unidos, fue por la misma que miles de familias de todo el mundo emigra: para ofrecer a su familia una mejor vida y una mejor educación.

Middle shot on José - camera moves around to surrounding areas. Fade out.	Tenía doce años cuando llegamos a los Estados Unidos y lo más difícil para mí fue comunicarme con otros niños, especialmente en la escuela. En ese entonces en las escuelas no se permitía hablar español y me atrasaba mucho en las clases por no entenderle a los maestros. En los siguientes años, cuando estaba en middle school, podía entender a los maestros, pero no hablaba ni entendía el inglés por completo.
Fade in B-roll from San Antonio's street signs, old house and streets.	Crecí en el "Westside" de San Antonio, cerca de la 19th Street y la Hidalgo. Un barrio pobre donde abundaba el alcohol, las pandillas y la droga. Era común ver "drive by shootings", pleitos entre pandillas rivales y venta de droga por las calles.
Middle shot on José talking.	Cuando llegué a la high school ya hablaba y entendía el inglés y mis calificaciones comenzaron a mejorar. Durante los cuatro años que estuve en la high school no hubo nadie que nos guiara acerca de continuar mi educación, ni siquiera los consejeros. Siempre pensé que después de la high school tendría que trabajar para ayudar a mis papás.
Middle shot B-roll on construction workers.	Mis padres siempre trabajaron hasta tarde y no les daba tiempo para ir a las juntas de la escuela. Como la mayoría de mis amigos, yo crecí con la idea de trabajar al terminar la high school. Seguir con los estudios no estaba en mis planes.
Close up on José talking.	Tube varios trabajos cuando terminé la high school pero después de varios años descubrí que sin mejor educación no saldría del nivel económico en el cual estaba.
Middle shot on three college advisors, one at a time.	Busqué ayuda en universidades y con amistades. No fue fácil encontrar información pero la conseguí con la ayuda de consejeros universitarios y amigos que tenían títulos. Ellos me ayudaron para solicitar a las universidades y pedir ayuda financiera.
Back to close up on José talking.	Mi perseverancia me ayudó y hoy en día tengo mi grado en Ingeniería Mecánica. Tengo un mejor trabajo y por consecuencia mejor estatus económico.
Close up on José.	¡Hispanos sí van a la universidad!
Words fades in, ¡Hispanos si van a la universidad!	
Followed by website.	

## *Website sample*

### *Landing page*

The landing page will give the user a choice to access the website in English or Spanish. The website will be designed for desktop and mobile devices such as laptops, tablets and smartphones.



*Figure 1.* Hispanos sí van ala Universidad, Website Landing page.

## Main subpage

On this page, the user will find the navigation and sections that make up this site. The success stories section houses videos of how Hispanics have overcome the adversities of life and become successful in their field. The videos will have two versions, one in English and one in Spanish. The role model section presents biographies of successful Hispanics from different parts of the United States. Their stories can attest that successful Hispanics can be from all walks of life, including the “barrio.” The tutor chat section gives the user the opportunity to ask questions via chat concerning university applications, scholarships and important dates. The important dates section will have a list of important dates to help students and parents to stick to the schedule during the application process. The scholarship section will have lists of available scholarships across the United States.

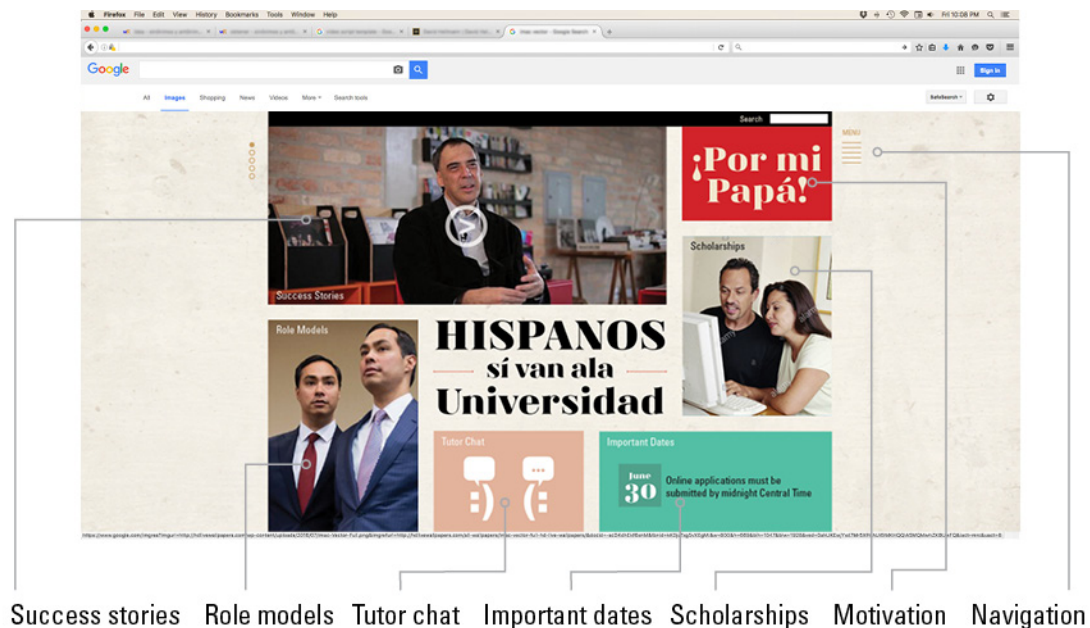


Figure 2. Hispanos sí van a la Universidad, Website Main subpage.

## Success Stories subpage

On this page, the user will find inspiring videos of successful Hispanic professionals who benefited from their college degrees. The page includes a more detailed version of the interview located under the video. The viewer will also find additional videos that they can select to view other success stories from across the United States.

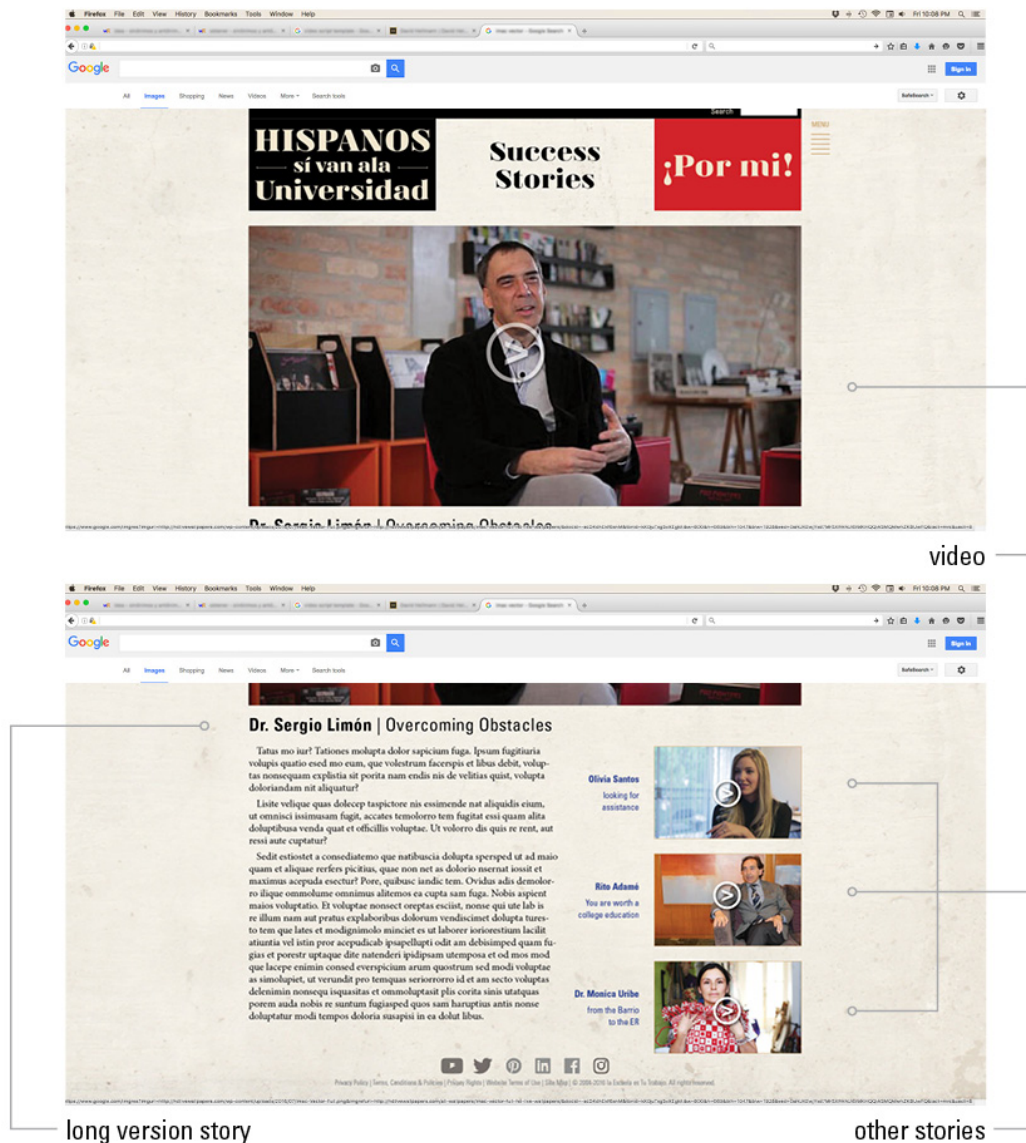


Figure 3. Hispanos sí van a la Universidad, Website Success Stories subpage.

## Role Model subpage

On this page, the user will find a list of role models displayed by regions, and each region is divided by states. All role models from each state will be listed on a single page, and in order to see them all, the user needs to scroll down.

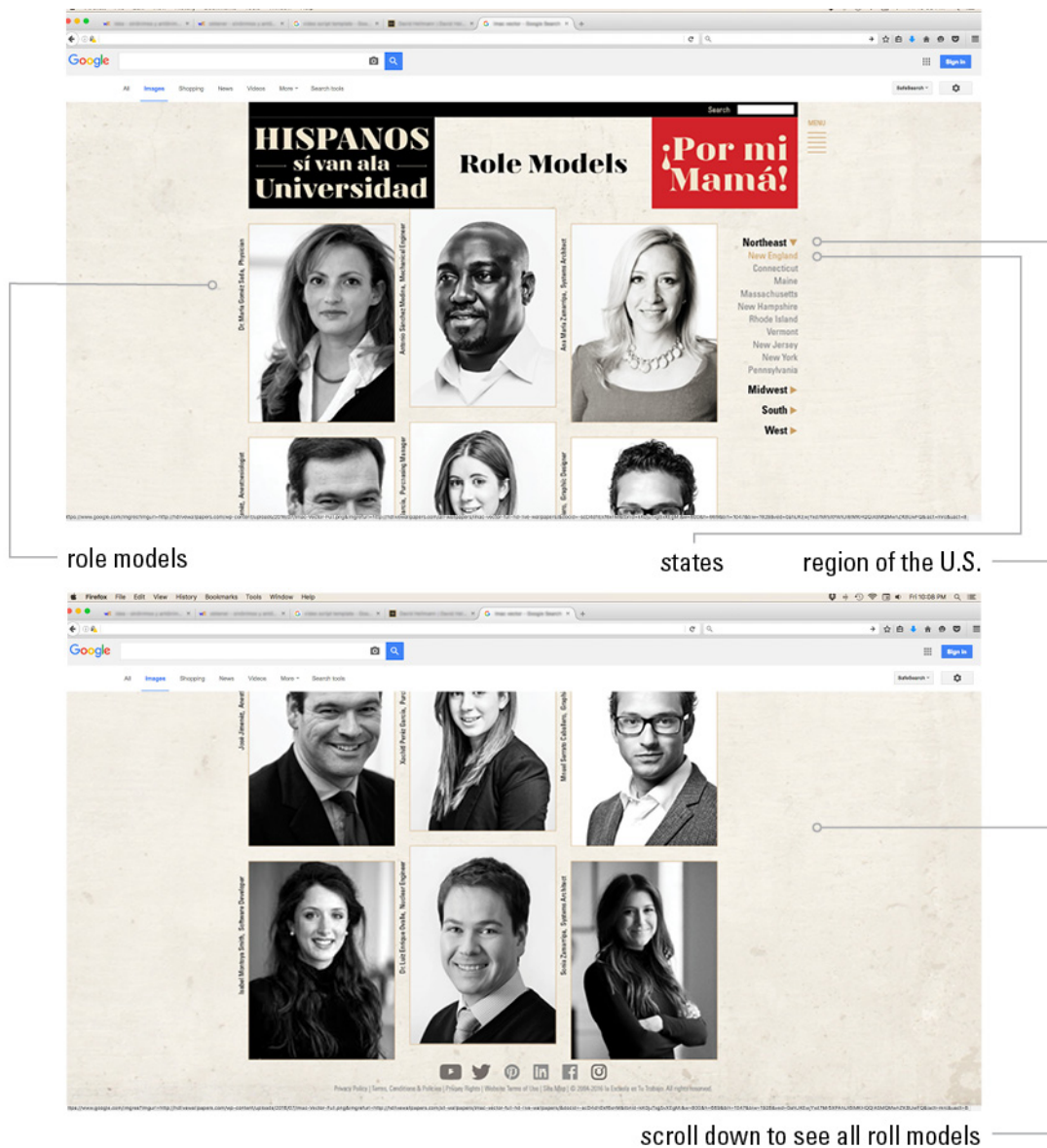


Figure 4. Hispanos sí van ala Universidad, Website Role Models subpage.



When one of the role models is selected, the user will be directed to a new page where the role model's biography will be presented. To go back, the user needs to use the back button or click the navigation link on the upper right-hand side of the page.



Figure 5. Hispanos sí van ala Universidad, Website Role Models individual page.

## Scholarship subpage

This page houses scholarship information from across the United States, arranged by category of scholarship.

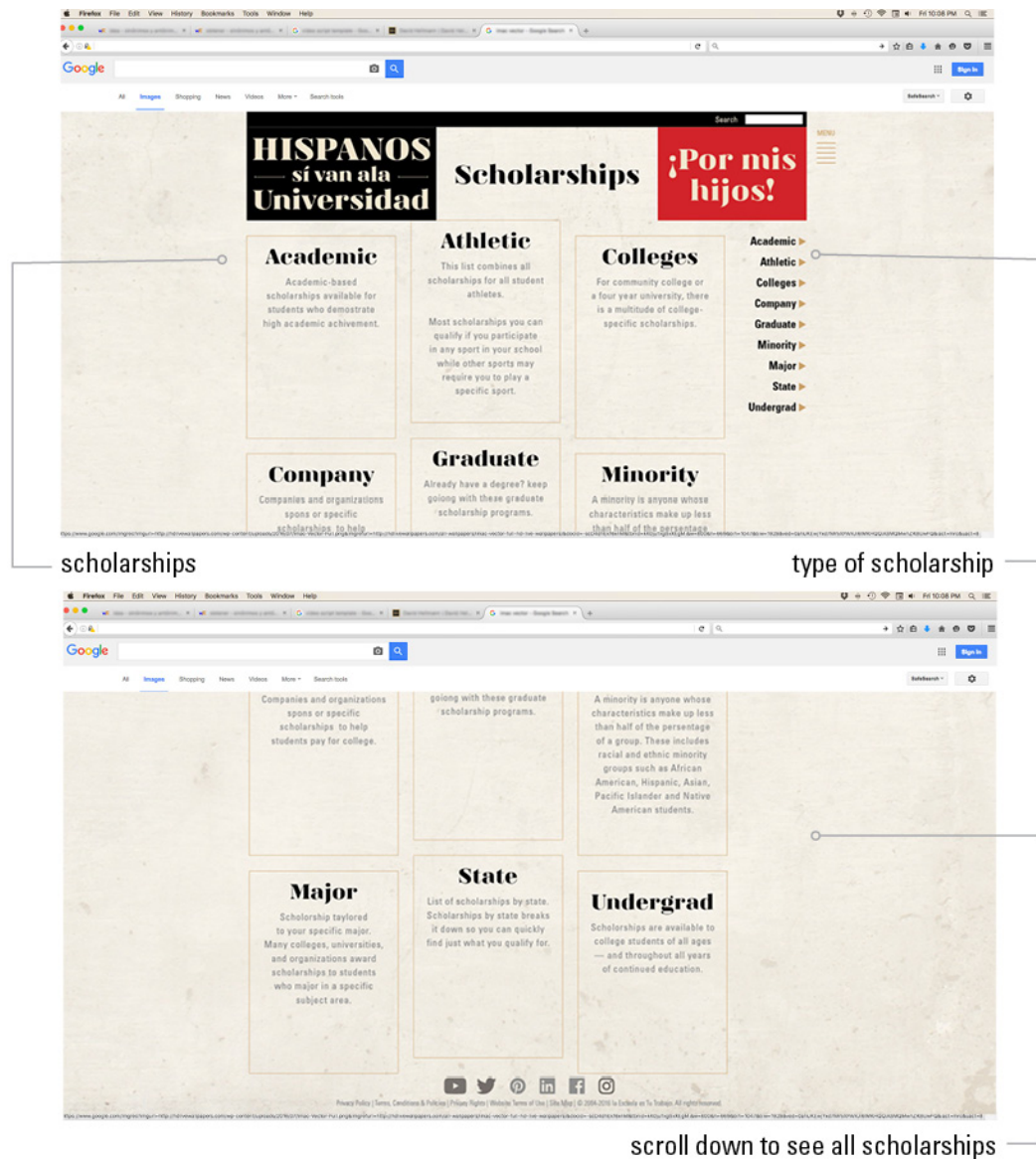


Figure 6. Hispanos si van ala Universidad, Website Scholarship page.



When selecting a category of scholarship, the user will be directed to a new page where all the available scholarships of the category will be listed. All scholarships will appear on a single page, and in order to see them all, the user needs to scroll down.

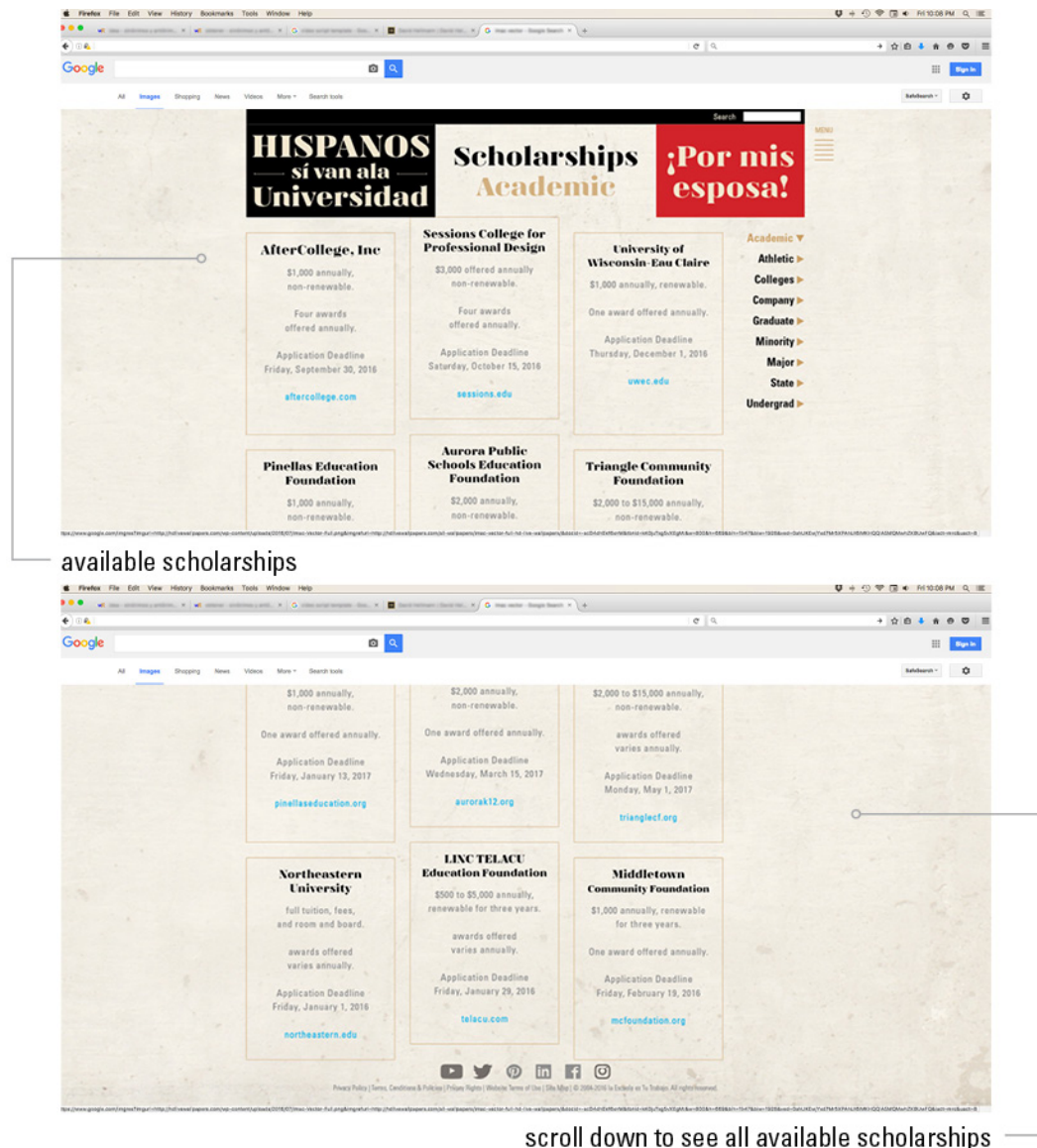


Figure 7. Hispanos sí van a la Universidad, Website Scholarship subpage 2.

### Important Dates subpage

This page houses all important dates from different universities. On this page, the user will find a list of dates displayed by regions, and each region is divided by states. All dates from each state will be listed on a single page, and in order to see them all, the user needs to scroll down.

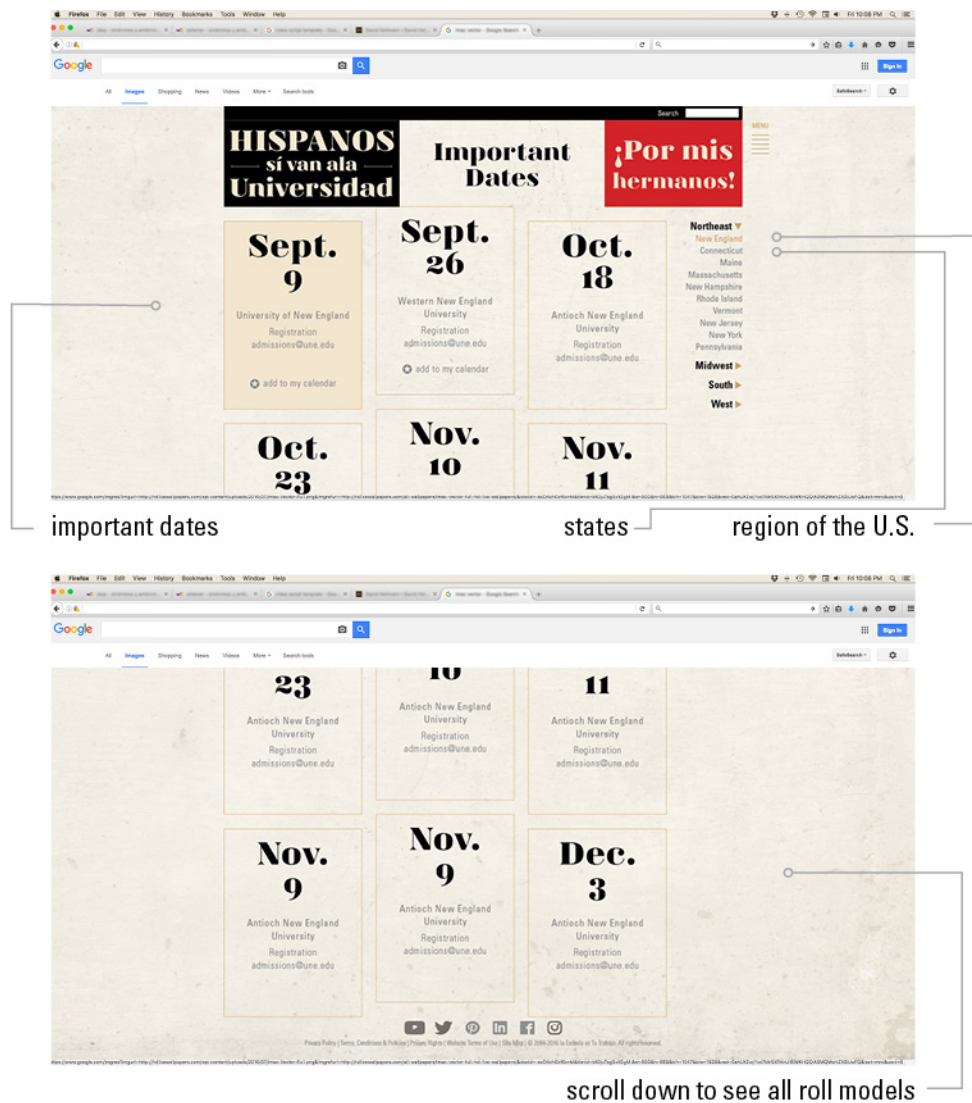


Figure 8. Hispanos sí van a la Universidad, Website Important Dates subpage.

## Facebook uploads sample page

The Facebook success stories videos will be released with a link to the website.

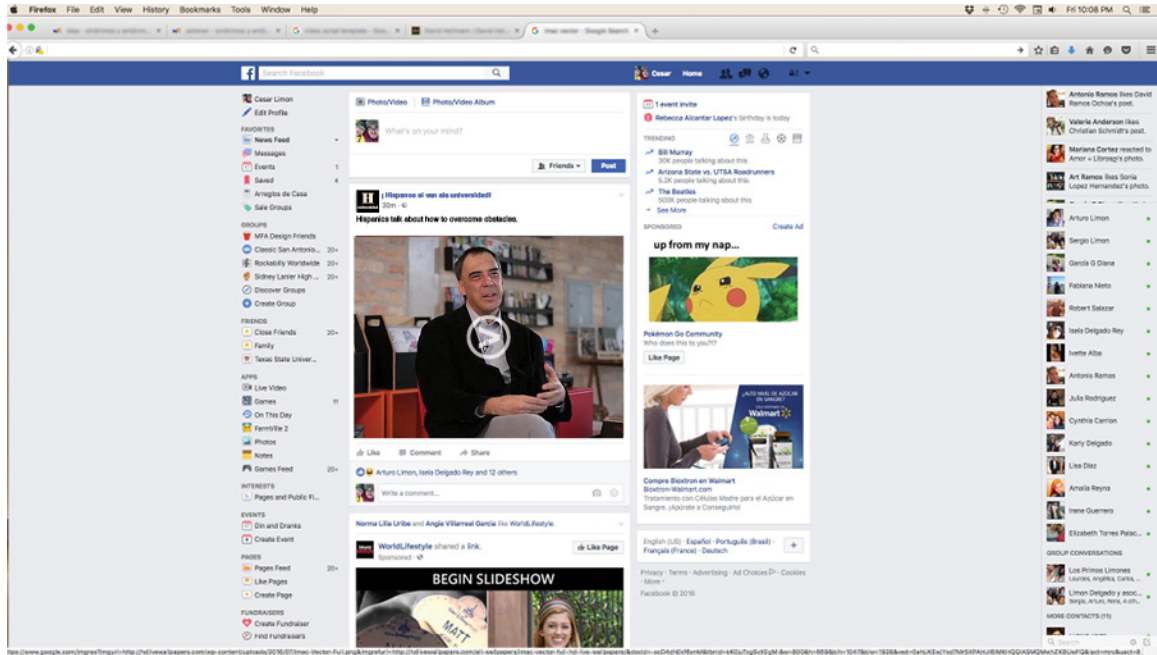


Figure 9. Facebook uploads sample page

## Twitter uploads sample page

The Twitter success stories videos and motivation sentences will be released with a link to the website.

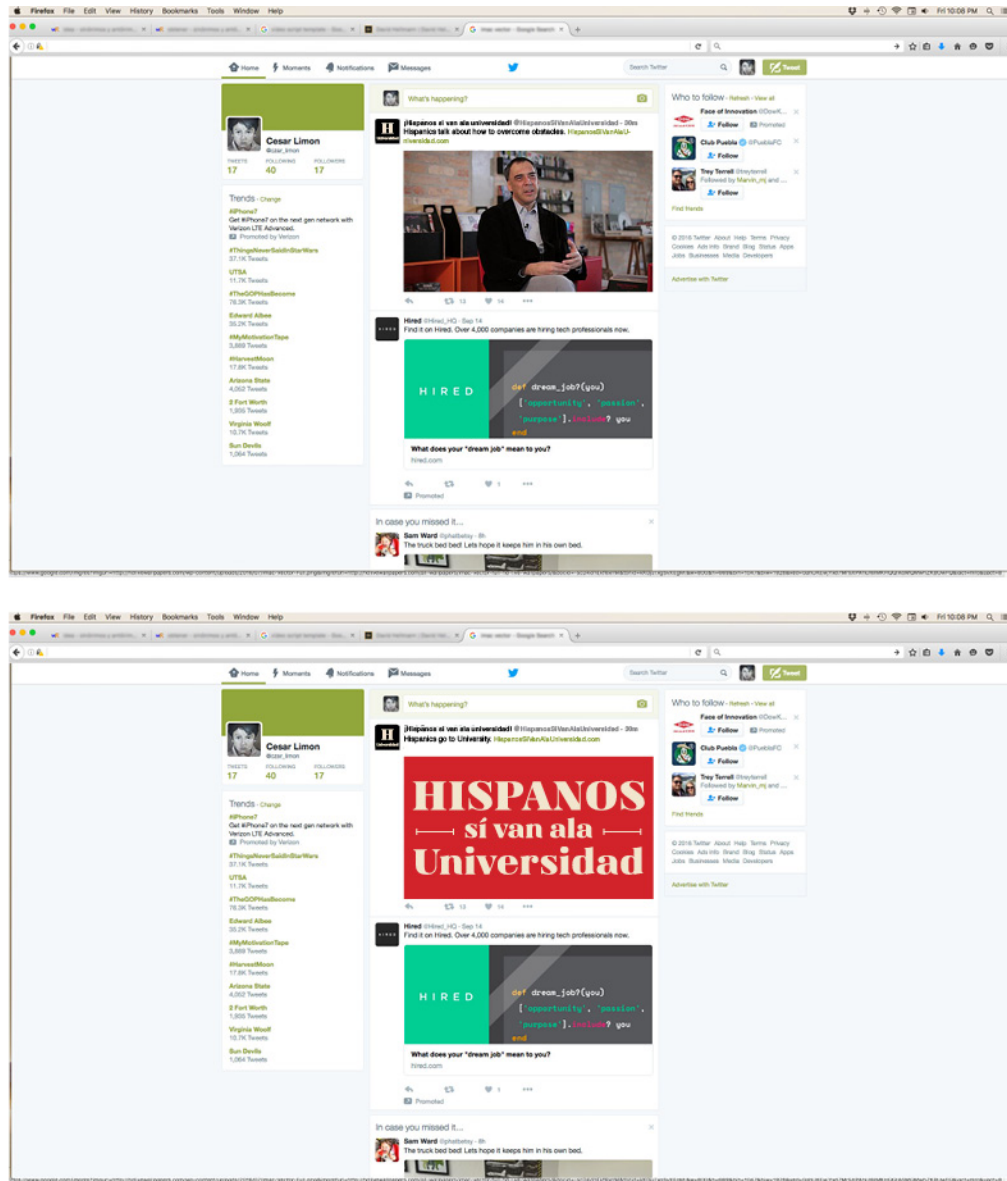
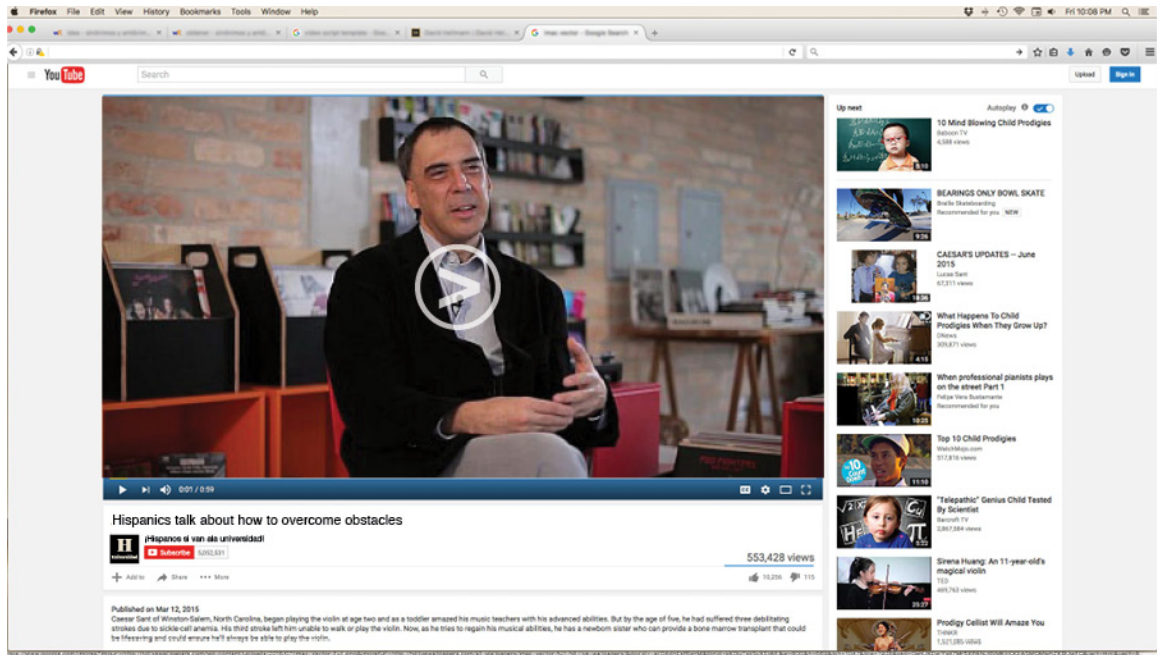


Figure 10. Twitter sample page

## *YouTube sample page*

The YouTube success stories videos will be released with a link to the website.



*Figure 11.* YouTube sample page

## VI. CONCLUSION

The purpose of this thesis is to promote a positive view of education to the Hispanic population in the United States who have not considered going to college. The proposed social media campaign addresses the positive impact of higher education by exposing the user, especially Hispanics, to videos that showcase success stories of other Hispanics that did attend college. In addition to these videos the social media campaign also provides the audience with important information to help guide through the process of selecting and applying to a university.

### *Preliminary design*

Higher education awareness in the Hispanic population could well be increased by implementing a brand identity and a web presence to present a unified organization to the public. “A brand is a kind of Platonic ideal—a concept shared by society to identify a specific class of things” (Neumeier, 2006). In other words, a brand is the natural value set on a product, service, or organization by the public.

One video clip script has been produced for the purpose of this thesis. Additional scripts per each state of the United States are expected to be produced at later dates. In addition, all regions of the United States will be presented on the website as well.

The social media campaign will address all five of the aforementioned barriers in the website postings. The language barrier is addressed by designing two versions of the website, one in English and the other in Spanish. The economic hardship barrier is approached by designing a scholarship section where students can search for scholarships

and grants from all over the United States. The lack of role models barrier is targeted by adding a section on the website where students can search for role models anywhere in the nation. The website serves as a tool that can be used any time of the day, making parent involvement more accessible. Finally, the lack of communication between family and advisors is addressed by having all five sections: success stories, role models, tutor chat, important dates and scholarships, in two languages so parents and advisors can refer to it when parents and advisors do not speak the same language. Once these obstacles are overcome, many more Hispanics should be more accepting of the idea that they can go to college. This first step is necessary to open the possibilities for Hispanic youth to embrace the idea of pursuing higher education.

#### *Future research*

The future research consists of three components: housing and administration the website, website prototype testing and video clips focus groups. The housing and maintaining of the website component provides recommendations on the ideal hosts for website. The website prototype testing component provides information from student's gather data. Finally, video clip testing provides important information on attention span of the viewer, viewer expectations, and gathers feedback on the user experience.

Texas State University is the ideal institution to host and administrate the *Hispanos sí van ala Universidad* website. As a Hispanic serving institution, Texas State University has all the resources to build a team to fully manage and maintain the *Hispanos sí van ala Universidad* website. The website will be of great value to Texas



State University on recruiting Hispanic students and support the fourth goal of the university goals, initiatives and key performance indicators. Texas State University's fourth goal is to enrich the learning and working environment by attracting and supporting a more diverse faculty, staff and student body (Texas State, 2014). Various sections of goal four of the university goals, initiatives, and key performance indicators, will benefit from housing the *Hispanos sí van a la Universidad* website within the Texas State University's website. It will also support section 4.2, as well as 4.3 and 4.4. Section 4.2 focuses on remaining a Hispanic serving institution and the *Hispanos sí van a la Universidad* website will definitely support this goal, but likely even increase the number of Hispanic students attending. Section 4.3 focuses on enhancing student recruitment, retention and support, and the *Hispanos sí van a la Universidad* website will offer the opportunity to produce a new list of recruitment activities. Section 4.4 refers to the expansion of efforts to promote diversity and inclusion, and the *Hispanos sí van a la Universidad* website will also provide more academic programs that added multicultural content. Efforts to be made to recruit professors to collaborate and teach design and communication on the creation of *Hispanos sí van a la Universidad* website.

Resources needed for *Hispanos sí van a la Universidad* website includes: web-designers, computer programmers, videographers, video editors, photographers, writers, content editors, actors and sound recording. Texas State University being a higher education institution can provide the resources from different departments within the university creating a multi-departmental project. For example, the Office of University Marketing, from the Division of Enrollment Management and Marketing, can contribute



with web-designers, videographers, video editors, photographers, writers and content editors. While Informational Technology, from the Division of Informational Technology, can contribute with the computer programmers. Lastly the Theater and Dance and School of Music, from the College of Fine Arts and Communication, can contribute with the actors and sound recording studio. Provided that Texas State University hosts and administrates the *Hispanos sí van ala Universidad* website, it is proposed that Texas State University fund the project with additional aid from external funding from foundations, corporations and government to aid on the cost to run the *Hispanos sí van ala Universidad* website.

#### *Website prototype testing*

Before releasing the website, a prototype testing will be conducted to improve user interface and user experience. The test will be given at high schools in a fifty-mile radius of Texas State University. Three tiers of testing will be conducted to include high schools with different Hispanic representation. Tear one will be presented to high schools with Hispanic representation of seventy percent or greater. Tear two will be presented to high schools with twenty to forty percent of Hispanic representation. Finally, tear three will be presented to high schools with twenty percent and less Hispanic representations.

The test will consist of a paper prototype given to students, parents and school administrators. Outcomes and feedback will be studied from each of the test tears, in order to make further improvements to the *Hispanos sí van ala Universidad* website before a more widespread release.

### *Video clips focus groups*

Focus groups will be used to test the video clips and obtain feedback to provide an improved video to the viewer. The focus group will be divided the same way as the website testing groups. The focus group will be given at high schools in a fifty-mile radius of Texas State. Three tiers of focus groups will be conducted to include high schools with different Hispanic representation. Tear one will be presented to high schools with Hispanic representation of seventy percent or greater. Tear two will be presented to high schools with twenty to forty percent of Hispanic representation. Finally, tear three will be presented to high schools with twenty percent and less Hispanic representations. Feedback will determine the length, the mood and the content of the video clip.

### *Further campaigns*

More campaigns will be necessary to target middle and elementary schools. In order for Hispanics to accept more readily the idea of higher education, all levels of education need to be targeted. Since the website will be available to everyone, middle and elementary school parents and advisors will be able and encouraged to view video clips and access all information included on the site.

The overall idea of the campaign is expected to work in other cultural demographics, and can be applied once the campaign has been successfully implemented for the Hispanic population.

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