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ABSTRACT

The College Assistance Migrant Program (CAMP) at Pan American University (PAU) in Edinburg, Texas, which helps students from low income migrant families attend college and has served 1,762 students since 1972, assisted 174 students during the 1982-83 academic year, giving them extensive support in tutoring, counseling, follow-up, and financial assistance. CAMP recruited over 200 applicants by visiting/contacting 25 high schools. Tutors gave sessions for 93.2% of CAMP students, 98% of whom indicated satisfaction with the service. After one year with CAMP and PAU, 90.3% of students who began the program returned to college. Staff received computer training and devised new forms, which will facilitate data collection and report writing. Objectives included improving participants' grade point average (GPA); listing ACT scores of CAMP students, so those with ACT composites of 10 or greater could take work-study or off-campus jobs; finding alternate funding sources; and initiating a Reading Development program. Projected goals for 1983-84 include increases in GPA, participation in retreats and cultural awareness activities, attendance at group/individual counseling sessions, staff development efforts, formulation of a timeline to collect data needed for report compilation, and pursuit of alternate funding sources. A 3-page table shows CAMP's goals and achievements for the year. (MH)

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Progress Report

1982-83

by

Santiago Silva

College Assistance Migrant Program

Pan American University

August 12, 1983

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College Assistance Migrant Program

Pan American University (PAU) is situated at the southernmost tip of Texas, known as the Lower Rio Grande Valley, which is directly across the border from Northern Mexico. The Valley is composed mainly of four predominantly rural, agricultural counties: Hidalgo, Cameron, Willacy, and Starr. Thus, the population of the Valley includes a heavy concentration of Hispanic migrant and/or seasonal farmworkers who consider the valley their "homebase." According to the National Farmworker Union, out of San Juan, Texas, the valley's migrant population is 152,786. Because of this fact, the University Administration recognizes that a program such as the College Assistance Migrant Program (CAMP) is the most viable alternative that Valley migrant students have in order to receive a post-secondary education.

The College Assistance Migrant Program has been in existence at PAU since 1972 and is presently being funded by the United States Department of Education. CAMP not only recruits students into higher education but also provides an extensive support program in the areas of tutoring, counseling, follow-up, and financial assistance.

The Pan American University administration has always committed itself to making higher education accessible to the Valley's population. This is obvious with the fact that 95% of its student population comes from the four counties. PAU is primarily a commuter campus and reflects the demographic characteristics of the area. It, therefore, focuses its efforts on addressing the educational needs of the communities it serves. One of the most obvious needs is that of providing an opportunity for students of low income families to attend a post-secondary institution. Almost one-half of the population is Hispanic and lives below poverty level. Another need would be to provide the support services in form of counseling, tutoring, and financial aid that students at PAU will need in order to better their chances of succeeding in a post-secondary setting. The CAMP program has been providing these services to the migrant youth of the area and has compiled some impressive statistics.

Since 1972, the CAMP program has served 1,762 migrant students. Data is currently being obtained to update a survey done in the Spring of 1982. Since the 1982 study was conducted, 368 CAMP students have graduated from Pan American University: 70 are seniors; 93 are juniors; 150 are sophomores; 267 are freshmen, and 9 have graduated from other universities. Nine of the students have graduated from a Masters program; one has completed a Medical degree; two others are about to complete medical degrees, and 33 are in various Masters programs at PAU. CAMP provides a realistic chance for the Valley's migrant population to overcome poverty, unemployment, and ignorance through education. Because of this, CAMP with the cooperation of the Learning Assistance Center at PAU will continue to provide higher education opportunities to young migrant adults.

The following reflects both the progress made during the 82-83 academic year and the future objectives proposed for the 1983-84 academic year:

1. Accomplishments, 1982-83

A. Routine

1. The CAMP program served 174 students during the 1982-83 year. This figure exceeded the expected average (145) by 29. There were 125 students that began the CAMP year in the Fall of 1982. Because of available slots due to Fall students not meeting the GPA cut-off, 39 students began their CAMP year in the Spring of 1983. The first summer session (1983) brought 10 more students to the CAMP program.
2. After one year with both PAU and CAMP, the retention rate of college returnees that began the CAMP program was 90.3%.
3. The program recruited over 200 students by visiting and/or contacting 25 high schools and the HEP program at PAU. During the program's recruitment efforts, CAMP personnel was able to disseminate information about PAU to a large number of students hoping that this would help in increasing enrollment.
4. In the area of tutoring, 93.2% of the students attended tutoring sessions with 98% of those students indicating satisfaction with this service.
5. Table I summarizes the routine goals for 1982-83.

Innovative

1. Due to several meetings with personnel from the University's Computer Center, the program's Curriculum Coordinator/Documentation Specialist received training concerning CAMP's computer program that will enable the program to gather accurate statistics. This will help in the writing of reports presented to the Department of Education as well as PAU.
2. The Curriculum Coordinator devised new forms that will make documentation of data easier to maintain.

Problem - Solving

1. Goal: By June 30, 1983, the end of the year report will reveal an increase of G.P.A. to 2.30 from the present of 2.17.

Results: The end of the year report shows that the G.P.A. continues to be a problem area for the CAMP program. The report shows, at the end of the fall semester a G.P.A. of 2.08 and a spring semester G.P.A. of 2.05. This gives the program an overall G.P.A. for 1982-83 of 2.06.

2. By September 6, 1982, finalize a list of students and their ACT scores. Allow students to work, be it in the work-study program or off-campus jobs, if their composite ACT score is greater than 10.0.

Results: A list of all CAMP students and their ACT scores was completed by September 30, 1982. Arrangements were made with the Financial Aid Office so as to not award work-study to those students with ACT composite of 10 or less.

3. Goal: By October 1, 1982, initiate a program to pursue alternate sources of funding for the 1983-84 CAMP freshmen year.

Result: TEA was contacted to find out the possibility of funding for post-secondary education. Although TEA was supportive of the types of services offered by CAMP, it indicated that there were no migrant funds through the state allocated to post-secondary education. CAMP personnel also contacted the office of the Vice-President for Institutional Advancement at PAU in order to tap into the private sector for contributions for the program. Nothing substantial ever really materialized from the contacts. This can still be considered a problem area for CAMP. CAMP Director submitted a proposal for funding to the Department of Education that resulted in being awarded necessary funding to operate during the 1983-84 year.

Goal: By September 30, 1982, initiate a Reading Development program for CAMP students in cooperation with the LAC Reading specialist and her staff that will improve their reading skills and comprehension levels.

Results: The Reading Specialist designed a program for the CAMP students. There were twelve (12) CAMP students participating in this reading development program. These students were given the Nelson-Denny Reading Test as a pre-test and then were prescribed an individual plan to overcome their deficiency. Data will be collected during the 83-84 academic

year to determine the success rate of the program. Conclusive data analyzing the 82-83 year is not available because not all the participants were administered a post-test.

II. Future Plans

A. Problem Solving Goals

1. Problem: The G.P.A. level of the CAMP student declined from 2.18 to 2.06 for the 1982-83 program year.

Goal: By June 30, 1984, the end of the year report will reveal an increase of G.P.A. to 2.20 from the present level of 2.06.

Method: Encourage students to attend tutoring and advisement sessions. Evaluate the effectiveness of the tutor in each subject area through observation of tutoring sessions. Continue providing the study skills sessions. Some of the CAMP students will be grouped into the Freshmen Studies Program.

2. Problem: The expected percentage of CAMP students participating in retreats and cultural awareness activities was not met. The goal was 32%; 12% of the CAMP students attended the retreat.

Goal: By June 30, 1984, the end of the year report will reveal an increase of attendance in retreats and cultural awareness activities to 25% from the present level of 12%.

Method: Encourage student to attend the CAMP meetings, group counseling sessions, and in individual counseling and advisement sessions. Provide a variety of cultural awareness activities such as retreats, plays, and concerts. Advertise upcoming retreats and activities with plenty of time.

3. Problem: The number of hours of attendance in group counseling sessions declined from 10 to 7.5 hours for the 1982-83 program year.

Goal: By June 30, 1984, the end of the year report will reveal an increase of attendance in group counseling to 9 hours from the present level of 7.5 hours.

Method: Encourage students to attend group sessions offered by CAMP and the LAC Counseling/Advisement Center. Compile statistics on a semester basis to

evaluate the situation. Keep a record of all students attending group either with CAMP or LAC and the number of sessions each student attended, i.e., improve documentation procedures.

4. Problem: The number of hours of attendance in individual counseling declined from 6 to 3 hours.

Goal: By June 30, 1984, the end of the year report will reveal an increase of attendance in individual counseling to 7 hours from the present level of 3 hours.

Method: The number of students that begin the CAMP year will be divided evenly among the three professional staff members. Each staff member will be expected to meet with the student individually at least twice the first month of each semester and at least once a month thereafter.

5. Problem: The number of hours of staff development declined from 25 hours to 18 hours.

Goal: By June 30, 1984, the end of the year report will show an increase of its present level of 18 hours to 25 hours of staff development.

Method: Require that all of the program's staff (Professional and tutorial) attend the training workshops put on by the LAC at the beginning of the Fall Semester and a Study Skills Workshop put on by CAMP's Curriculum Coordinator. Have weekly meetings with tutors. Have periodical follow-up workshops with tutors in such areas as motivation, recognizing students with personal problems, referral procedures, etc.

6. Problem: There was some degree of difficulty in obtaining data that would provide the necessary statistics needed to compile analytical reports.

Goal: By August 31, 1983, the CAMP Director will formulate a timeline with dates indicating when certain information needs to be turned into him/her.

Method: Formulate timeline with specific dates and information needed on those dates. Distribute timeline to each staff member. Have individual sessions with each staff to clarify responsibilities of each in meeting the dates on timeline.

7. Problem: To pursue alternate sources of funding for the 1984-85 CAMP year.

Goal: By October 1, 1983, initiate a program to pursue alternate sources of funding.

Method: Contact and work closely with the office of the Vice-President for Institutional Advancement at PAU. Be active in the HEP/CAMP Association so as to keep up with all the latest in budgetary matters. Write a proposal for funding to be submitted to the Department of Education for consideration.

B. Innovative Goals:

1. By August 31, 1983 conduct a "Survival Day" Workshop for all 1983-84 CAMP students and their parents.
2. By September 19, 1983 set up the advisement program to be carried out by the CAMP professional staff.
3. By December 20, 1983 a revision of the present Group Counseling Curriculum and Career Awareness Curriculum will be completed.

COLLEGE ASSISTANCE MIGRANT PROGRAM

Table I

KEY RESULT AREA	INDICATOR	1982-83 GOAL	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Recruitment	Number of applicants	200	200	300	310	320
	Number selected	135	174	135	145	150
	Number of schools selected/contacted	25	25	26	29	33
Advisement	Percentage reporting for LAC advisement	96%	86%	96%	97%	98%
Counseling	Hours of group sessions for group counseling per semester.	10	8 hrs. 5 min (Fall)	8	9	10
			6 hrs. 15 min (Spring)	8	9	10
	Hours of individual sessions for individual counseling per semester	6	3 hrs. 11 min (Fall)	5	6	7
			2 hrs. 20 min (Spring)	4	5	6
Number of students attending personal growth marathon per year	37	15	30	35	40	
Tutoring	Number of hours of staff development	25	18	25	25	25
	Number of study skills sessions per semester per student.	10	10	10	10	10

COLLEGE ASSISTANCE MIGRANT PROGRAM

Table 1 (con't)

KEY RESULT AREA	INDICATOR	1982-83 GOAL	PRESENT LEVEL	D.E.S.I.R.E.D. LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Evaluation	Percentage of attendance in tutoring.	90%	93.2%	91%	94%	95%
	Percent retention during academic year for those returning to college	80%	90.3%	85%	90%	92%
	Percent retention during academic year in CAMP	66%	77.6%	70%	75%	80%
	G.P.A. of CAMP group for academic year	2.21	2.21 (mean)	2.21	2.25	2.30
	Average income of CAMP graduated	14,000	14,500	14,000	14,300	14,600
Student files	Percent of students indicating satisfaction with academic advisement	95%	Data not available	85%	90%	95%
	Percent of students indicating satisfaction with group counseling	90%	Data not available	85%	90%	95%
	Percent of students indicating satisfaction with individual counseling	90%	Data not available	85%	90%	95%

COLLEGE ASSISTANCE MIGRANT PROGRAM

Table 1 (con't)

KEY RESULT AREA	INDICATOR	1982-83 GOAL	PRESENT LEVEL	DESIRED LEVEL		
				Minimum Acceptable	Expected Average	Maximum Probable
Student files	Percent of students indicating satisfaction with tutoring	98%	98%	96%	98%	99%
Student activities	Percent of students participation in intramurals	28%	24%	25%	28%	32%
	Percent of student participation in retreats	32%	12%	20%	25%	30%
	Percent of student participation in cultural awareness activities	32%	12%	20%	25%	30%