

Evaluating the Effectiveness of the College Assistance Migrant
Program Student Handbook

By

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A Research Paper

Submitted in Partial Fulfillment of the

Requirements for the

Master of Science Degree

in

Training and Development

Approved for completion of 4 Credits
THRD-735 Field Problem in Training and Development



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May, 2005

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Abstract

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<u>Evaluating the Effectiveness of the College Assistance Migrant Program Student Handbook</u> (Title of Thesis)			
<u>Training & Development</u> (Graduate Major)	<u>Katherine E. Welch Lui</u> (Research Advisor)	<u>May, 2005</u> (Date)	<u>45</u> (No. of Pages)
<u>American Psychological Association, 5th Ed.</u> (Manual Style)			

The Milwaukee Area Technical College (MATC) – College Assistance Migrant Program (CAMP) in Milwaukee, Wisconsin, is a five-year federal grant program funded by the United States Department of Education. Program implementation began in July of 2000. The program’s goal is to increase and assist with the number of migrant and seasonal farm worker students to complete their first year of higher education and pursue a two- or four- year college degree. During the 2000 Fall Semester of the program, the staff experienced difficulty tracking and monitoring tutorial hours as required by the grant. To address this concern, a student handbook was developed and has been implemented since the 2001 Spring Semester. This improved the CAMP staff and students abilities to accurately account for and monitor the tutoring hours. It also provided students with pertinent information about MATC and CAMP program services.

This handbook has been employed for the past four consecutive years without being updated or improved.

The purpose of this study was to develop a survey instrument to evaluate the overall usefulness of the MATC-CAMP Student Handbook in order to update it. The results of the study provided guidance in areas where the student handbook can be improved.

The literature reviewed provided a brief historical background on migrants in the United States, as well as migrants in Wisconsin. It examined some of the problems and issues faced by migrants and the origin of two programs aimed at improving the education of migrants in higher education. It also provided a program description of MATC-CAMP, and reasons a student handbook is an essential tool in helping migrant students complete their first year of college.

The data analysis of the survey questionnaires in this study overwhelmingly supported the need for a Student Handbook. An enhanced student handbook will assist the staff and students achieve the CAMP mission, goals and objectives as established in the federal grant.

Through MATC and CAMP services, as well as utilization of the student handbook, students are able to participate and monitor their ongoing tutorial support services, which allow them to evaluate their educational gains. These services have proven to be strong indicators yielding to CAMP students' success during their first year of college and beyond.

Acknowledgements

First, I would like to thank my husband, Ramon Galaviz, and my two children Ricardo and Sarah, whose love, support, encouragement, patience and understanding, has given me the strength and perseverance to complete this study and for giving me the wind beneath my wings to be able to fly.

Second, I would like to thank the Milwaukee Area Technical College –College Assistance Migrant Program students for participating in this study.

Finally, I would like to thank my research advisor, Dr. Katherine Lui for her valuable time, patience, assistance and guidance in conducting this research study. In addition, I would like to thank the rest of the University of Wisconsin-Stout professors; faculty and administrative support staff for helping me complete my educational goals.

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Chapter One: Introduction

In 2003, the United States Department of Education, Office of Elementary and Secondary Education, and Office of Migrant Education funded 59 High School Equivalency Programs (HEP) and 43 College Assistance Migrant Programs (CAMP) in the United States and Puerto Rico (United States Department of Education, Office of Elementary and Secondary Education, 2003). The Milwaukee Area Technical College (MATC) - College Assistance Migrant Program (CAMP) is one of these programs. According to the Higher Education Act of 1965, as amended in Public Law 89-329, CAMP programs assist students who are migratory or seasonal farm workers or their dependent children enrolled in the first year of undergraduate studies at an institution of higher education. The funding supports completion of the first year of college.

The MATC-CAMP was funded for five years by the United States Department of Education, Office of Elementary & Secondary Education, and Office of Migrant Education, Catalog of Federal Domestic Assistance (CFD) CAMP- 84.149A. Program implementation began in July of 2000. The program's goal is to increase and assist with the number of migrant and seasonal farm worker students to successfully complete their first year of higher education in hopes that they continue to pursue a bachelor degree at a four-year college or university. The number of students from farm working backgrounds is represented in very small numbers in higher learning institutions. The MATC-CAMP is hoping to make a positive difference by assisting students' transition to college life and develop critical skills needed to succeed in college.

According to the federal grant, the MATC-CAMP program is designed to provide services to approximately 80 eligible students per year (Baez, 2000). The CAMP staff consists of a full time CAMP Coordinator, Student Service Specialist/Recruiter, an Educational

Assistant and two part-time Clerical Assistants. MATC has four campuses located throughout the Milwaukee area in which the CAMP program has active students attending. The CAMP program provides the following services to students during their freshman year:

- Assistance with completing the forms necessary for admission, financial aid and other college services;
- Assistance with class registration;
- Supplemental financial assistance for tuition, books, daily meals, supplies;
- Limited medical and dental care;
- Daily transportation;
- Assistance with housing expenses for student relocating from outside the Milwaukee County;
- Individual tutoring and assistance in obtaining tutors in specific courses;
- Aid in developing a support system to improve study and college survival skills;
- Educational and cultural field trips;
- Academic advising and personal counseling.

The CAMP staff will continue to track participants after their completion of their freshman year to ensure that CAMP students continue to pursue their educational goals.

The CAMP provides two orientations a year; one orientation is for new CAMP students and another for continuing students. All CAMP participants are required to attend which ever orientation is applicable. The purpose of the orientation is to introduce important information to students in order to assist them with the transition from high school into college. During the orientation, the students are given a book bag with school supplies and the CAMP student handbook. The CAMP Coordinator provides a PowerPoint presentation on CAMP, services

provided by the program, MATC's and CAMP's policies, tutoring requirements, support services, and academic requirements. Students are educated on their responsibilities as CAMP participants and are required to sign a contract stating that they will abide by the CAMP policies. CAMP students must maintain full-time enrollment which is 12 credits or more, a 2.2 GPA and attend tutoring sessions at least three hours per week in order to receive continuation of services from the program. Students are given monthly stipends of \$75.00 at the end of the month provided that they show proof of attendance to the required tutoring sessions and only then will stipends be released.

During the 2000 MATC Fall Semester of the first year of the CAMP program, students were given loose leaf sheets of paper for monitoring their tutoring hours so that they could show proof at the end of the month. Also, during the CAMP orientation they were given folders with loose leaf information about the requirements of the program. The CAMP staff encountered the problem of many students losing their sheets and not complying with the requirement to turn them into the MATC-CAMP office. Many students misplaced their informational folder and could not find it. As a result of these problems, the Coordinator created a CAMP student handbook for the 2001 MATC Spring Semester.

Development of the CAMP student handbook provided students a way to monitor and track their tutoring hours and to have easy access to pertinent information about the CAMP program and other services available through MATC. The student handbook has seven sections:

1. Introduction, Academic Procedures
2. Policies, Tutoring, Support Services
3. Academic Requirements
4. College Transfer Information

5. Telephone Directory
6. Tutorial Attendance Sheets and
7. Calendar/Planner with important dates for students as reminders of when to pick up their lunch tickets, bus passes, stipends, and other school related events.

The implementation of the CAMP student handbook has improved the ability of the CAMP staff to track and monitor the students tutorial hours. Likewise, the students seem more confident and organized to comply with the requirement to document tutorial hours received.

Statement of the Problem

The CAMP student handbook has been utilized for the past four consecutive years without being updated or improved. In order to improve the student handbook, the CAMP Coordinator/researcher will evaluate the handbook. Through this study, the researcher will be able to evaluate the usefulness of the student handbook through the perceptions of the current MATC-CAMP students who have been in the program for at least one semester.

Research Objectives

1. The first objective of this study is to review the need for a CAMP student handbook
2. The second objective is to create a survey to be given to current CAMP students in order to evaluate the usefulness of the student handbook.
3. The third objective is to analyze the survey's results in order to be able to update the current student handbook.

Significance of the Study

The MATC-CAMP has been using the same student handbook for four years with no evaluation by students on its usefulness. The CAMP staff is preparing to update the current student handbook, and they would benefit greatly from the results of this study to guide and

direct them in areas which may or may not need improvement. An improved student handbook will enhance the CAMP staff's and students' abilities to comply with the MATC-CAMP policies, as well as assist with achieving the CAMP mission, goals and objectives as established in the federal grant.

Limitations

The limitations of this study are:

1. The researcher using the current CAMP student handbook will create the survey.
2. The survey will be given during the CAMP orientation using the student handbook.
3. The survey will be given during the CAMP orientation to current CAMP students at Milwaukee Area Technical College who have been in the CAMP program for at least one semester

Assumptions

The assumptions of this study are that the MATC-CAMP student handbook is informative and will require minor changes to improve its usefulness. It will continue to be utilized by both the CAMP staff and students to guide them on the CAMP and MATC services and assist them with monitoring and tracking student tutorial hours.

Definitions

The following definitions used in part are defined in The Education Department General Administrative Regulations (EDGAR) 34 CFR, part 74, Ch.11 (Administration of Grants) apply specific to CAMP (United States Department of Education, n.d.).

Farmwork: Any agricultural activity, performed for either wages or personal subsistence, on a farm, ranch, or similar establishment

Migrant Farmworker: A seasonal farmworker whose employment required travel that precluded the farmworker from returning to his or her permanent place of residence with the same day.

Seasonal Farmworker: A person who, within the past 24 months, was employed for at least 75 days in farmwork, and whose primary employment was in farmwork on a temporary or seasonal basis (that is, not a constant year- round activity.)

Stipend: A regular fixed payment, such as a salary or an allowance.

Chapter Two: Literature Review

Introduction

This chapter will provide a brief historical background on migrants in the United States, as well as, migrants in Wisconsin. It will discuss the problems and issues faced by migrants and the origin of two programs aimed at improving the education of migrants through pre- and post-secondary programs offered in two- and four- year institutions of higher education. The focus of this chapter will be to provide a detailed program description of the Milwaukee Area Technical College (MATC) - College Assistant Migrant Program (CAMP) in Milwaukee, Wisconsin, and explain the reasons why a student handbook is essential in providing direction and support for migrant students to complete their first year of college.

History of Migrants in America

When we Americans go grocery shopping every week, we expect a wide variety of freshest fruits and vegetables available for us to purchase and serve to our families, but very seldom do we stop and think how these fruits and vegetables arrive to the store (“Overview of America’s,” 2003). Unfortunately, we take for granted the migrants who planted and picked these products for us to enjoy and nourish our families. Some believe much of this labor is done by machines, but they are wrong. The availability of these products still depends on the hard work of very important individuals: the migrant and seasonal farm workers.

The history of migrant labor has long been portrayed as images of undocumented Mexican men allowed to enter the United States through the Bracero Act during the labor shortages of World War II (“History of Migrants,” n.d.). It is estimated that 85% of all migrant workers are minorities, predominantly Latinos, (Mexican-Americans, as well as Mexicans, Puerto Ricans, Cubans, and Central and South American workers), although many are African-

American, Jamaicans, Haitians, Asian (Laotians, Thais) and Anglo (“Overview of America’s,” 2003). As illustrated, farm workers are generally U.S. citizens and/or permanent residents who come from diverse cultures and races.

Migrant and seasonal farm workers make significant labor contributions to the billion dollar fruit and vegetable industries in the United States (“Overview of America’s”). Most farmworkers annual wages are less than \$7,500 per year. Even though wages have increased over the last ten years, when they are calculated for inflation, farm workers’ real wages have decreased 5% during this time.

Migrants in Wisconsin

In the early 1900’s the expansion of sugar beets and vegetable production contributed to the beginning of migrant labor in Wisconsin (Slesinger, 2002). Most of the agriculture farm workers were economically disadvantaged residents of Midwestern cities, including Sheboygan, Milwaukee, Chicago, St Louis and Kansas City. The first migrants were of Belgian origin, but later Germans and Russians little by little replaced them. As time passed, these migrant workers were able to save some money and eventually purchase their own farms and settled in urban and rural areas throughout Wisconsin.

Not until the 1920’s and early 1930’s did the migration of Spanish-speaking migrant workers become more pervasive. Sugar beet companies aggressively recruited from the southwestern states of the United States. During the 1930’s, approximately 3,000 Texas-Mexicans annually traveled to Wisconsin. During World War II, the United States developed a shortage of labor and at the same time a great demand for canned goods, so the United States government adopted the Emergency Farm Labor Program (1943-1947), which permitted the contracting of foreign workers. During this time and under this program, Wisconsin growers

were able to contract workers from Jamaica, Bahamas, British Honduras, and Mexico. They also used German and Italian prisoners of war in the fields. Due to the fact that Wisconsin had a largely German population at the time, the German prisoners were effortlessly accepted as farm laborers. At the end of the war, only 1,300 farm workers were Mexicans out of the 6,700 foreign agricultural workers who were employed in Wisconsin. After World War II, Wisconsin farms lost their labor population due to the fact that many workers went on to better paying jobs in the city. However, Wisconsin agriculture still required a large seasonal labor force. By the 1950's Latinos made up the majority of out-of-state agricultural workers in Wisconsin.

According to Slesinger (2002):

The number of migrants employed in Wisconsin agriculture increased from an annual average of 8,000 in the late 1940s to a peak at about 15,000 around the 1955 year. After that, a slow decline in numbers continued to about 1990, when it leveled off at about 6,000 per year. Today, more than 90% of Wisconsin migrants are of Spanish-speaking origin, primarily from the Rio Grande Valley in South Texas. The mechanization of planting and harvesting is a major cause of the decline in hand labor. (p. 2)

In a 2003 research report, Slesinger and Deller state:

Currently over 5,000 migrant workers plus 1,000 dependents arrive in Wisconsin annually. Most of them are of Mexican decent with permanent residence in Texas. Two-thirds work in canning or food processing, and one-third in agriculture fields. Some travel singly, others in family groups. In 2001, average weekly pay for an individual was \$349, for families \$659...The migrant workforce continues to play a significant role in Wisconsin agriculture, its food industries, and its economy as a whole. Moreover, due to

migrants; spending in state and tax revenues that migrant makes possible, there are significant positive economic impacts of migrant workers and their families in the State of Wisconsin. (p.16)

Migrant Problems/Issues

Migrant farm workers are faced with many problems dealing with discrimination, unemployment, underemployment, under skilled, medical and health problems, uninsured, underinsured, language barriers, cultural barriers, illiteracy, and lack of education. Although there are many in depth studies devoted these problems, it is not the intent of the research to look into these issues in depth. It is the intent of the researcher to make the reader understand the correlation between the importance of having a good education and acquiring a job which will allow one to adequately make a decent wage and live a decent life, as migrant farm workers are usually required to follow crop patterns throughout the country returning to their homes and states for the winter. According to Kindler (1995) in her article Education of Migrant Children in the United States:

Children of migrant farm workers and fishers are among the most educationally disadvantaged children in the country (Salerno, 1991). The conditions associated with their migratory lifestyle impose multiple obstacles to educational achievement, such as discontinuity in education, social and cultural isolation, and strenuous work outside of school, extreme poverty, and poor health (Strang et al., 1993). Limited proficiency in English imposes an additional burden on many migrant children (Henderson et al., 1994) The federally funded Migrant Education Program (MEP) was established in 1966 to support state programs designed to meet the complex educational needs of migrant students and to facilitate interstate coordination of services. Federally supported regular

school year and summer term programs have played an important role in improving educational opportunities for migrant students; however, migrant children continue to experience high dropout rates, low achievement levels, and slow progress through school (Salerno, 1991). (p.1)

A Brief Overview of the HEP and CAMP History

The High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) have been in existence since 1967 for HEP and 1972 for CAMP (“A Brief Overview,” 2002). The HEP program helps migrant and seasonal farm worker students who have dropped out of high school to obtain their General Education Diploma (GED) or High School Equivalency Diploma (HSED). CAMP assists migrant or seasonal farm worker students in their first year of college with academic, personal, and financial support. Since their beginning, both programs have achieved dramatic success rates. “In the 1998-99 academic years, 73% of the HEP participants received their GEDs while 88% of the CAMP students successfully completed their first year of college. Overall, nearly three-quarters of all CAMP students graduate with baccalaureate degrees” (“A Brief Overview”).

Educational Systems Corporation (ESC), a subsidiary of Executive Systems Corporation, a privately owned educational research corporation, developed the original HEP and CAMP concepts for the Office of Economic Opportunities in 1967. The very first HEP projects were administered under Title III of the Economic Opportunities Act of 1964 as amended in 1967, under the Migrant Division of the United States Office of Economic Opportunity (OEO), which was created as part of the Johnson Administration’s War on Poverty. The first HEP was a pilot project at the Catholic University in Washington, D.C. (“A Brief Overview”).

In 1972, four CAMP programs were funded and initiated by Adams State College in Alamos, Colorado; California State College in San Diego, California; Pan American University in Edinburg, Texas; and Saint Edward's University in Austin, Texas. The Pan American University in Edinburg, Texas, was the first university to have both HEP and CAMP programs.

In 1979, the National Education Association (NEA) advocated for the addition of the HEP and CAMP as part of the Higher Educational Act in the newly formed Department of Education. By 1982, there were 19 HEP and 6 CAMP programs. In 1993, HEP and CAMP projects received their first five-year grant award. The number of projects remained moderately the same until 1999.

In 2001, there were a total of 81 projects operating in 21 states and Puerto Rico. In 2003, there were 59 HEP and 43 CAMP programs (United States Department of Education, Office of Elementary and Secondary Education, 2003).

CAMP in Wisconsin

As stated in Chapter One, MATC-CAMP was funded for five years, by the United States Department of Education, Office of Elementary & Secondary Education, Office of Migrant Education, Catalog of Federal Domestic Assistance (CFD) CAMP- 84.149A. It began its first year in July of 2000, making it the first and only CAMP program in Wisconsin (Baez, 2000).

The CAMP program management design provides specific duties and responsibilities of program staff in order to assure effective operational procedures. The former MATC Provost, Dr. Tony Baez, was responsible for the overall administration of the CAMP grant. The current Associate Dean of the Office of Bilingual Education, Arturo Martinez, is directly responsible for overseeing the CAMP program as the CAMP Director. Marisela Galaviz, (this author) is the CAMP coordinator and responsible for the supervision of the CAMP Specialist, Educational

Assistant and the Program Assistants. The coordinator is responsible for the day-to-day management of the program, data collection, coordination of program services, support of program activities, recruitment, training, development of materials for recruitment and program expenditures.

The CAMP program goal is to increase the number of migrant and seasonal farm worker students to successfully complete their first year of higher education and continue to pursue a two- or four- year college degree. Students from farm working backgrounds are represented in very small numbers in higher education. The MATC/ CAMP program is hoping to change that by helping students make the transition to college life and develop the confidence and skills needed to succeed in college.

According to the grant, the MATC-CAMP is designed to provide services to approximately 80 eligible students per year. MATC has four campuses located throughout the Milwaukee area that the CAMP students can attend.

The CAMP program provides services during the student's freshman year, such as assistance with completing the forms necessary for admission, financial aid, class registration and other college services. It also provides supplemental financial assistance for tuition, books, daily meals, supplies, limited medical and dental care, daily transportation, assistance with housing expenses for students relocating from outside the Milwaukee County area, individual tutoring, assistance in obtaining tutors in specific courses, and aid in developing a support system to improve study and college survival skills, provide educational and cultural field trips, and academic advising and personal counseling.

The CAMP staff continues to track participants after their completion of their freshman year to encourage CAMP students to continue to pursue their educational goals.

The CAMP program provides two orientations a year; one orientation is for new CAMP students and another for continuing students. All CAMP participants are required to attend, and the purpose of the orientation is to introduce important information to students in order to assist them with the transition from high school into college. During the orientation, students are given a book bag with school supplies and the CAMP student handbook.

CAMP Student Handbook

In a publication by Career School Solutions, the July/August 2000 issue, in an article entitled *The Retention Value of Student Handbooks* states the value of providing student handbooks:

Most schools have Student Handbooks because they are required to by licensing or accreditation boards. Many are put together to comply with board requirements. If used effectively, these handbooks can help the student in school and reach graduation day. Student handbooks are a great source of information and can be used as a start for orientation.Information in the Student Handbook can be used during the orientation prior to the first day of school. It can also be used for orientation sessions during the first week of school. The Student Handbook can always be referred to when discussing rules and regulation or when reinforcement of these rules needs to be made. You can ask students to evaluate your handbook. ...Use your Student Handbook to head off no-shows and keep students successfully completing your programs. (Schulz, 2000, p. 6)

In the 2001 MATC Spring Semester of the first year of the CAMP program, a student handbook was created and distributed during the CAMP orientations at the beginning of each school year. It contains information about MATC and CAMP policies, student requirements and

responsibilities, as well as, CAMP's services. CAMP students are required to attend at least three hours of tutoring per week, maintain a 2.2 GPA and participate in all CAMP scheduled activities in order to continue to participate in the program.

The tutoring component is one of the educational strategies used by the CAMP program to facilitate the success of the CAMP students in their first year of college. The students receiving tutoring benefit by increasing their understanding of the subject matter, as well as improving their self-esteem and self-confidence ("Tutoring: Strategies," 2001). It reduces the fear of failure as students correct academic deficiencies. It also improves students' attitudes toward school, eliminates the dropout rates, and increases a positive attitude toward the learning process. The students receive individual and group tutoring which breaks down social barriers and creates new friendships.

Students are required to provide proof of attendance to the tutoring sessions and only students who comply with their tutorial hours are given a monthly stipend of \$75.00. The CAMP student handbook is organized to include a section where the students can record and track their tutoring hours, as well as a section with a calendar so they can write down any class assignments or personal notes.

In summary, CAMP students have many barriers as they try to advance through college to finally graduate. Being a migrant student complicates the basic steps because of their numerous moves, poverty, gaps in previous schooling, language barriers, lack of self-esteem and self-confidence. Migrant students also encounter social and institutional stumbling blocks, due to ethnic differences and community separation (Morse & Hammer, 2000). The MATC-CAMP program is designed to support students by creating a nurturing learning environment in coordination and cooperation with the students, faculty, and support staff, as well as providing

them with the necessary tools and guidance to achieve their educational goals. Providing the CAMP student handbook has provided the students with easy access to pertinent information about the program. In addition, it has facilitated the CAMP staff's ability to monitor and track the students' attendance to the tutoring sessions making it easier to ensure every student receives the necessary help needed to successfully complete their first year of college. As articulated by Vincent Tinto (n.d.) in an article titled *Taking Student Success Seriously: Rethinking First Year of College*:

Students are more likely to succeed when they find themselves in settings that are committed to their success, hold high expectations for their success, provide needed academic, social and financial support, frequent feedback, and actively involve them, especially with other students and faculty in learning. The key concept is that of learning and educational community and the capacity of institutions to establish educational communities that actively involve all students in learning. And at no time is the need for educational community more pressing than in the critical first-year of college. (p. 5)

In line with the review of the literature, the MATC-CAMP provides students with a program model that challenges students to succeed in completing their first year of college. Through the CAMP services, as well as utilization of the CAMP student handbook, students are able to provide feedback through focus group sessions, and participate in ongoing tutorial support services, which allow them the opportunity to evaluate their educational gains. These services as addressed in the review of the literature are strong indicators yielding to student success during their first year of college and beyond.

Chapter Three: Methodology

Introduction

The College Assistance Migrant Program (CAMP) at the Milwaukee Area Technical College (MATC) needs to monitor the students tutoring hours as a means to ensure that students receive the necessary information to better succeed in their first year of college. The CAMP coordinator, the researcher, created a student handbook which has been used since the second semester of the first year of the program at MATC. This student handbook has been used for four consecutive years but has never been evaluated. In order to improve the student handbook, the researcher would like to evaluate its usefulness in terms of format, organization and overall quality of the information provided. To accomplish this, the researcher has developed a survey instrument to collect data about the opinions of the 2004 MATC Fall Semester CAMP students who have been in the program for at least one semester. A review of the survey results will assist the researcher to determine the student handbook's effectiveness and assist with providing suggestions to improve the current CAMP student handbook.

This chapter will provide an overview of the research design, target population, survey instrumentation, procedures, data collection, and data analysis.

Research Design

The research design used was a descriptive quantitative study. The data used in this study was obtained by using a survey instrument. The researcher used the current CAMP student handbook to create the survey questionnaire.

Target Population

The survey was given to the 2004 MATC Fall Semester CAMP students who have been in the program for at least one semester and have used the student handbook. The survey was

administered to all CAMP students who attended the scheduled CAMP orientation held at the MATC downtown campus using the current CAMP student handbook. The population consisted of men and women ages 18-40 predominately of Hispanic and Asian decent.

Survey Instrumentation

The survey questionnaire was developed and divided into two sections. Section I consisted of five questions requesting demographic information from the respondents: (1) Gender; (2) Ethnic Background; (3) Age; (4) MATC campus attending, and (5) educational program enrolled. The purpose of these questions was to obtain objective and non-controversial background information about the demographics of the targeted respondents. Section II was divided into the following three sections: (A) Evaluation of the CAMP Student Handbook; (B) Information students believed was needed in the student handbook; and (C) Evaluate the effectiveness of the student handbook. In each section the respondents had the opportunity to comment by adding any additional suggestions after various questions.

Procedures

To develop the survey instrument, the researcher requested the CAMP staff consisting of the Student Service Specialist, Educational Assistant and the program Clerical Assistants to review it for feedback. After revising the survey, the researcher emailed it to Chris Ness, a Statistical and Research Consultant, for the University of Wisconsin-Stout. Final changes to the survey were made as suggested, and it was emailed to the researcher's advisor, Dr. Kat Lui at UW-Stout for final approval. In addition, the researcher had to request permission and approval of the MATC's Institutional Review Board before implementing the survey. Once the final survey instrument was developed (Appendix) and all approvals needed were obtained, the survey was prepared for implementation.

Data Collection

The survey was given to all the students who attended the CAMP orientation during the 2004 MATC Fall Semester. The CAMP orientation took place on Wednesday, August 18, 2004 at 9:00 a.m. at MATC, the Downtown Campus located at 700 West State Street, Milwaukee, Wisconsin in Room M418. Prior to issuance of the survey, the CAMP Coordinator, the researcher, provided an explanation of the purpose of the study and an explanation of the survey. In addition, all students were advised their participation was not mandatory; but voluntary. After completing the survey, students were instructed to place them in a box designated for completed surveys located at the front of the room.

Data Analysis

There were a total of 16 surveys issued to 16 students. Of the 16 students who participated in the survey, 7 were males and 9 were females. This amounted to 100% of the surveys that were returned from the respondents. These completed surveys were mailed to Chris Ness, a Statistical and Research Consultant for the University of Wisconsin-Stout for data input and analysis. The data was analyzed at the University of Wisconsin-Stout Computer Center using the Statistical Package for the Social Science (SPSS) software. The data was examined using descriptive statistic to classify the summarized results. Tables were developed, based on frequencies and percentages to graphically explain the results of the survey.

Chapter Four: Results

Introduction

The purpose of this study was to evaluate the effectiveness, usefulness and review suggestions for improvement of the Milwaukee Area Technical College (MATC) - College Assistance Migrant Program (CAMP) student handbook. To accomplish this, a survey instrument was used to collect the perceptions of a designated target population of CAMP students. Upon administering and collecting the survey of all 16 respondents present at the CAMP orientation, they researcher mailed them to the University of Wisconsin-Stout. This chapter will present the results of the data analysis collected from the survey instruments which was statistically analyzed, summarized and tabulated by the Statistical and Research Department at the University of Wisconsin-Stout.

Survey Results

A total of 16 surveys were given and 16 completed for a 100% return rate. As previously described, the survey consisted of two parts. Section (I) requested demographic information of the respondents, and Section (II) was divided into the following three sections:

- a. Evaluation of CAMP Student Handbook
- b. Information student believe is needed in the student handbook
- c. Evaluate the effectiveness of the student handbook

Section I. General Information

Table 1

Gender of Respondents

	Frequency	Valid Percent
Male	7	43.8
Female	9	56.3
Total	16	100.0

There were a total of 16 respondents of which 7 (or 43.8%) were male and 9 or (56.3%) were female, making up slightly more than half of the total respondents surveyed.

Table 2

Ethnic Background of Respondents

	Frequency	Valid Percent
Asian	9	56.3
Black	0	0.0
Hispanic	7	43.8
Native American	0	0.0
Total	16	100.0

The ethnic backgrounds of the respondents consisted of 9 (or 56.3%) Asians and 7 (or 43.8%) Hispanic for a the total of 16 respondents. This balance of Asians and Hispanics surveyed has been generally consistent of the ethnic populations served by MATC-CAMP.

Table 3

Age Category of Respondents

	Frequency	Valid Percent
18-20 yrs old	8	50.0
21-25 yrs old	6	37.5
26-30 yrs old	1	6.3
31-40 yrs old	1	6.3
Total	16	100.0

The ages of the 16 respondents surveyed consisted of 8 (or 50%) were 18-20 years old and 6 (or 37.5%) were 21-25 years old. Two respondents were older than 26 years of age. This is consistent with the average age groups served by the MATC-CAMP Program.

Table 4

MATC Campus Where Respondents Have Most of Their Classes

	Frequency	Valid Percent
Milwaukee Campus	14	87.5
South Campus	2	12.5
North Campus	0	0.0
West Campus	0	0.0
Total	16	100.0

Fourteen of 16 respondents (or 87.5%) attended the MATC Downtown Campus which is where the CAMP office is located. This is important to know due to the focus of information

necessary to be included in the CAMP Student Handbook. However, there were two respondents (or 12.5%) who did claim to attend classes at the MATC South Campus. It should be noted that the MATC-CAMP student handbook does include information about the other campuses because CAMP students are eligible to attend any of them.

Section II. Evaluation of Camp Student Handbook

Part A. 1. Student Handbook Format

Table 5

Physical Appearance

Scale for Evaluation	Frequency	Valid Percent
Unsatisfactory	0	0.0
Satisfactory	3	18.8
Good	6	37.5
Excellent	7	43.8
Total	16	100.0

Thirteen of 16 (or 80%) respondents rated the physical appearance of the student handbook as good or excellent with 3 of 16 respondents (or 18.8%) rating it at good and none as unsatisfactory.

Table 6

Size of Handbook

Scale for Evaluation	Frequency	Valid Percent
Unsatisfactory	0	0.0
Satisfactory	0	0.0
Good	5	31.3
Excellent	11	68.8
Total	16	100.0

In regards to the size of the student handbook, all 16 respondents (or 100%) gave it a good or better rating, with 11 of 16 respondents (or 68.8%) giving it an excellent rating.

Table 7

Size of Printed Material

Scale for Evaluation	Frequency	Valid Percent
Unsatisfactory	0	0.0
Satisfactory	0	0.0
Good	7	43.8
Excellent	9	56.3
Total	16	100.0

All 16 respondents (or 100%) rated the size of the printed material as good or better, with 9 of 16 (or 56.3%) rating it as excellent.

Table 8

Organization of Information

Scale for Evaluation	Frequency	Valid Percent
Unsatisfactory	0	0.0
Satisfactory	0	0.0
Good	6	37.5
Excellent	10	62.5
Total	16	100.0

All 16 respondents (or 100%) rated the organization of the material within the student handbook at good or better. A total of 10 respondents (or 62.5%) giving it an excellent rating.

Table 9

Material Used to Bind the Handbook

Scale for Evaluation	Frequency	Valid Percent
Unsatisfactory	0	0.0
Satisfactory	2	12.5
Good	4	25.0
Excellent	10	62.5
Total	16	100.0

All 16 respondents (or 100%) rated the handbook's binding as satisfactory or better. A total of 10 (or 62.5%) rated the binding at excellent and 4 (or 25%) as good.

Table 10

Amount of Material in Handbook

Scale for Evaluation	Frequency	Valid Percent
Unsatisfactory	0	0.0
Satisfactory	0	0.0
Good	5	31.3
Excellent	11	68.8
Total	16	100.0

Out of 16 respondents (or 100%), 11 (or 68.8%) rated the amount of material in handbook as excellent and 5 (or 31.3%) rated it as good.

At the end of each section the respondents were given the opportunity to provide written comments. There were a total of two comments made by two separate respondents. The following were the two comments made: (1) "would be nice if the handbook had internal pockets"; (2) "I think that the handbook is an excellent way for me to plan my study time and to keep track of it." There were no other comments made by any of the other 14 respondents.

Part B. Information Students Believe is Needed in the Student Handbook

Part B: Response Scale for Evaluation Levels

1= No Need

2= Slight Need

3= Moderate Need

4= High Need

Note: In tables 11 through 20, the researcher illustrated only the highest frequencies and pertinent percentages to demonstrate the need or usefulness of specific content information contained within the CAMP Student Handbook.

Table 11

Introduction Section

	Frequency of Evaluation Levels	Valid Percent
MATC Vision	high need 8	50.0%
Overview of CAMP	high need 8	50.0%
Program Services	high need 9	56.3%
CAMP Staff	high need 10	71.4%

According to table 11, Introduction Section, 8 of 16 respondents (or 50.0%) rated the MATC Vision and the Overview of CAMP as a high need. Nine of 16 respondents (or 56.3%) rated the CAMP Program Services as a high need, and 10 of 14 (or 71.4%) rated information about the CAMP Staff as a high need.

Table 12

Academic Procedures Section

	Frequency of Evaluation Levels	Valid Percent
CAMP Orientation	moderated need 7	43.0
	high need 6	37.5
Academic Advisement	high need 9	56.3
Schedule Changes	moderate need 7	43.8
	high need 7	43.8

In table 12, Academic Procedures Section, 7 of 16 respondents (or 43%) rated the CAMP Orientation as a moderate need, with 6 (or 37.5%) rating it as a high need. The Academic Advisement was rated by 9 of 16 respondents (or 56.3%) as a high need, while the Schedule Changes area had 7 of 16 respondents (or 43.8%) who rated it equally in the moderate and high need.

Table 13

CAMP Policies Section

	Frequency of Evaluation Levels	Valid Percent
MATC Code of Conduct	high need 9	56.3
Student Responsibilities	high need 10	62.5
Student Expectations	high need 9	56.3
Student Stipend Policy	high need 9	56.3

According to Table 13, CAMP Policies Section, 9 of 16 respondents (or 56.3%) rated the MATC Code of Conduct as a high need. Ten of 16 respondents (or 62.5%) rated Student Responsibilities as a high need, and 9 of 16 (or 56.3%) rated Student Expectations as well as, the Student Stipend Policy as a high need. Overall, an average of 9 of 16 respondents rated all four listed CAMP policies as a high need, for an overall average of 57.85% for all four policies.

Table 14

CAMP Tutoring Section

	Frequency of Evaluation Levels	Valid Percent
Tutorial Requirements	high need 8	50.0
Attendance Policy/ Disciplinary Action Plan	high need 9	56.3

According to Table 14, CAMP Tutoring Section, 8 of 16 respondents (or 50%) rated Tutorial Requirements as a high need and 9 (or 56.3%) rated Attendance Policy/Disciplinary Action Plan as a high need.

Table 15

Support Services Section

	Frequency of Evaluation Levels	Valid Percent
INFOnline	high need 8	53.3
Enrollment Information Center	high need 9	60.0
Student Financial Aid	high need 9	60.0
Center for Special Needs	high need 9	60.0
Multicultural Affairs	high need 10	66.7
Learning Resources	high need 9	60.0

According to Table 15, Support Services Section, 8 of 16 respondents (or 53.3%) rated INFOnline as a high need. The remainders of the listed support services were rated as a high need or at 60% or above by the respondents.

Table 16

Academic Requirements Section

	Frequency of Evaluation Levels	Valid Percent
Academic Evaluation	high need 7	43.8
Privacy of Records	high need 8	50.0
Attendance	high need 8	50.0
Dropping or Changing Classes	high need 8	50.0

According to Table 16, Academic Requirements Section, 7 of 16 respondents (or 43.8%) rated Academic Evaluations as a high need. The remainders of the academic requirements listed were equally rated at 8 of 16 (or 50%) as a high need.

Table 17

College Transfer Section

	Frequency of Evaluation Levels	Valid Percent
CUTEP	moderate need 6	37.5
	high need 6	37.5
Science or Engineering	high need 7	43.8
UW/WTCS Uniform Policy Statement on Credit Transfer	high need 7	43.8
Transfer Information System (TIS)	high need 8	50.0
Articulation Agreements	high need 8	50.0

According to Table 17, College Transfer Section, 6 of 16 respondents (or 37.5%) rated CUTEP as a moderate need, and another 6 of 16 respondents (or 37.5%) rated it as a high need. 7 of 16 respondents (or 43.8%) rated Science Engineering and UW/WTCS Uniform Policy

Statement on Credit Transfer as a high need, and 8 out of 16 respondents (or 50%) rated Transfer Information System (TIS) and Articulation Agreements as a high need.

Table 18

Other Information Section

	Frequency of Evaluation Levels	Valid Percent
Directory	high need 10	62.5
Maps	high need 10	62.5
Tutorial Attendance Sheets	high need 10	62.5
Calendar Planner	high need 10	62.5

According to Table 18, Other Information Section, 10 of 16 respondents (or 62.5%) rated Directory, Maps of the MATC Campuses, Tutorial Attendance Sheets and the Calendar Planner as a high need.

Part C: Evaluating the Effectiveness of the Student Handbook

Response Scale for Evaluation Levels for part B

- 1= Ineffective
- 2= Slightly Effective
- 3= Moderately Effective
- 4= Highly Effective

Table 19

Tutorial Attendance Sheets Section

	Frequency of Evaluation Levels	Valid Percent
Helps maintain accurate attendance records	highly effective 9	56.3
Instructions are clear	highly effective 9	56.3

According to Table 19, Tutorial Attendance Sheets Section, 9 of 16 respondents (or 56.3%) rated the tutorial attendance sheets as highly effective in helping them maintain accurate attendance records, and 9 of 16 respondents (or 56.3%) rated the instructions as being clear.

Table 20

Calendar/Planner Section

	Frequency of Evaluation Levels	Valid Percent
Helps you schedule and plan	highly effective 12	75.0
Reminders dates to pick up lunch tickets/stipends	highly effective 11	68.8
Reminders of holidays	highly effective 11	68.8

According to Table 20, Calendar/Planner Section, 12 of 16 respondents (or 75%) rated it as highly effective in helping them schedule and plan. Also, 11 of 16 respondents (or 68.8%) rated it as highly effective in reminding them of the dates to pick up lunch tickets and stipends, as well as remind them of holidays.

Chapter Five: Summary, Conclusions and Recommendations

Summary

The MATC-CAMP was funded for five years by the United States Department of Education, Office of Elementary & Secondary Education, and Office of Migrant Education, Catalog of Federal Domestic Assistance (CFD) CAMP- 84.149A. It began its first year in July of 2000. The program's goal is to increase and assist with the number of migrant and seasonal farm worker students to successfully complete their first year of higher education in hopes that they continue to pursue a two- year or four-year college degree. During the 2000 MATC Fall Semester of the first year of the CAMP program, the staff and students had difficulty tracking and monitoring required tutorial hours, planning and scheduling classes and assignments. As a result of these problems, the CAMP Coordinator, the researcher, created a CAMP student handbook for the 2001 MATC Spring Semester. Through the development of the CAMP student handbook, it provided the students a way to monitor and track their tutoring hours and to have easy access to pertinent information about the CAMP program and other services available through MATC and CAMP. It has been in use for the past four consecutive years without being updated or improved.

The purpose of this study was to develop a survey instrument to evaluate the content provided within the CAMP Student Handbook. Through this study, the researcher sought to evaluate the usefulness of the student handbook through the perceptions of the current MATC-CAMP students who have been in the program for at least one semester.

The research objectives of this study were to:

1. Determine the need for a CAMP student handbook.

2. To create a survey to be given to current CAMP students in order to evaluate the usefulness of the student handbook.
3. To analyze the survey's results in order to be able to update the current student handbook.

This study was significant because:

The MATC-CAMP has been using the same student handbook for the past four consecutive years with no evaluation by students on its usefulness. The CAMP staff is preparing to update the current student handbook, and they would benefit greatly from the results of this study to guide and direct them in areas which may or may not need improvement. An improved student handbook will facilitate with the CAMP staff and students abilities to comply with the MATC-CAMP policies, as well as assist with achieving the CAMP mission, goals and objectives as established in the federal grant.

The limitations of this study were:

1. The researcher using the current CAMP student handbook created the survey.
2. The survey was only given during the 2004 MATC Fall Semester CAMP orientation session and only to students who have been using the student handbook.
3. The survey was only given during the CAMP orientation to current CAMP students at Milwaukee Area Technical College who have been in the CAMP program for at least one semester.

Relevant literature was reviewed to provide a brief historical background on migrants in the United States, as well as migrants in Wisconsin. Also reviewed were some of the problems and issues faced by migrants and the origin of two programs aimed at improving the education

of migrants through pre-and post-secondary programs offered in two- and four- year institutions of higher education. Lastly, the literature review provided a detailed description of the Milwaukee Area Technical College (MATC) - College Assistant Migrant Program (CAMP) in Milwaukee, Wisconsin, and explained the reasons why a student handbook is essential in providing direction and support for migrant students to complete their first year of college.

Findings related to this study established through the data collected by the developed survey instrument of the CAMP student perceptions in attendance at the student orientation overwhelmingly found the majority of the student handbook extremely useful. One of the suggestions made which will be implemented in the next edition of the CAMP Student Handbook will be the insertion of a folder with pockets for the students to place handouts, bus and meal tickets, as well as student assignments.

The research design used was a descriptive quantitative study. The data used in this study was obtained by using a survey instrument. The researcher used the current CAMP student handbook to create the survey instrument. The target population surveyed was the 2004 MATC Fall Semester CAMP students who were in the program for at least one semester and have used the student handbook. The survey was administered to all CAMP students who attended the scheduled CAMP orientation held at the MATC downtown campus using the current CAMP student handbook. The population consisted of men and women ages 18-40 predominantly of Hispanic and Asian decent.

To gather data for the study, a survey questionnaire was developed for the purpose of collecting opinions about the usefulness of the CAMP Student Handbook. The survey was divided into two sections. Section I consisted of five questions requesting demographic information from respondents: (1) Gender; (2) Ethnic Background; (3) Age; (4) MATC campus

attending, and (5) educational program enrolled. The purpose of these questions was to obtain objective and non-controversial background information about the demographics of the targeted respondents. Section II was divided into the following three sections: (A) Evaluation of the CAMP Student Handbook; (B) Information students believed was needed in the student handbook; and (C) Evaluate the effectiveness of the student handbook. In each section, the respondents had the opportunity to comment by adding any additional suggestions after various questions.

To develop the survey instrument, the researcher requested the CAMP staff consisting of the Student Service Specialist, Educational Assistant and the program Clerical Assistants to review it for feedback. The researcher emailed a draft survey to Chris Ness, a Statistical and Research Consultant, for the University of Wisconsin-Stout, for her review. Final changes were made to the survey, and it was emailed to the researcher's advisor, Dr. Kat Lui at UW-Stout for final approval. In addition, the researcher had to request permission and approval of the MATC's Institutional Review Board before implementing the survey. Once the final survey instrument was developed and all approvals needed were obtained, the survey was prepared and implemented.

The survey was given to all the students who attended the CAMP orientation during the 2004 MATC Fall Semester. The CAMP orientation took place on Wednesday, August 18, 2004, at 9:00 a.m. at MATC, the Downtown Campus located at 700 West State Street, Milwaukee, Wisconsin in Room M418. Prior to issuance of the survey, the CAMP Coordinator, the researcher, provided an explanation of the purpose of the study and an explanation of the survey. In addition, all students were advised their participation was not mandatory; but voluntary. After

completing the survey, students were instructed to place them in a box designated for completed surveys located at the front of the room.

There were a total of 16 surveys issued to 16 students. Of the 16 students who participated in the survey, 7 were males and 9 were females. This amounted to 100% of the surveys that were returned from the respondents. These completed surveys were mailed to Chris Ness, a Statistical and Research Consultant for the University of Wisconsin-Stout for data input and analysis. The data was analyzed at the University of Wisconsin-Stout computer center using the Statistical Package for the Social Science (SPSS) software. The data was examined using descriptive statistic to classify the summarized results. Tables were developed, based on frequencies and percentages to graphically explain the results of the survey.

Conclusions

Each research objective will now be stated along with a short discussion and conclusion offered.

Research Objective 1. Determine the need for a CAMP Student Handbook. The data analysis of the questionnaires completed by the 16 respondents (or 100%) revealed the construction, information, format and content of the CAMP Student Handbook to be useful. All parts I & II of the survey questionnaire were rated from 50% to 80% or satisfactory/good or at a high need with minimal comments for improvement. The CAMP student handbook allows the staff and students to participate and monitor tutorial services, which allows them the opportunity to evaluate their progress.

Research Objective 2. To create a survey to be given to current CAMP students in order to evaluate the usefulness of the student handbook.

The survey instrument was developed in cooperation and collaboration with the existing CAMP staff, Dr. Kat Lui, Adviser and Chris Ness, Statistical and Analysis Consultant, of UW-Stout. The survey had two parts, with Section I asking for demographic information about the respondents and Section II asking specific questions of the respondents about the usefulness of the Camp Student Handbook. Based on the survey, the researcher is able to conclude that the perceptions of the 16 respondents found the student handbook as useful and effective, as stated above.

Research Objective 3. To analyze the survey's results for the purpose of updating the current student handbook.

The survey instrument was designed to allow for comments or suggestions to be given by the respondents for each section. Even though there were only two comments made, one respondent requested the next edition of the student handbook to include a pocket folder in the student handbook. The majority of the 16 respondents rated the evaluation of the student handbook as satisfactory to excellent for the physical appearance, size of handbook, size of printing in printed materials, organization of information, material used to bind the handbook, and amount of material in the handbook.

Recommendations

The following recommendations are made based on the analysis of the data:

1. To continue to employ the MATC-CAMP Student Handbook for all current and future students.
2. To implement the suggestion of including a pocket folder into the design of the next edition of the CAMP Student Handbook.

3. To continue to periodically evaluate the effectiveness of the student handbook. This can be accomplished on an on-going basis by the development a simple evaluation form placed in the back of the student handbook asking for suggestions for improvement. These feedback forms can be turned in to the CAMP staff for consideration in revising the student handbook at production printing intervals normally done in the summertime.

In closing, through the MATC and CAMP services and the utilization of an effective student handbook, the staff is able to establish a conducive learning environment with social, academic and financial support, as well as maintain high expectations for students' success that guides them toward graduation day.

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Appendix A: 2004 CAMP Student Handbook Evaluation Survey

2004 CAMP Student Handbook Evaluation Survey

The purpose of this study is to evaluate the effectiveness of the College Assistance Migrant Program (CAMP) Student Handbook at Milwaukee Area Technical College, and use the results to improve and update the CAMP Student Handbook

Instructions: Please answer the following questions as they apply to you by circling only one answer in pen or pencil. If possible do not leave any of the questions in either section unanswered.

Section I: General Information

- | | | | |
|-----------|----------------------|-----------------|---|
| 1. Gender | 2. Ethnic Background | 3. Age | 4. At which MATC Campus are most of your classes located? |
| A. Male | A. Asian | A. 18-20 | A. Milwaukee |
| B. Female | B. Black | B. 21-25 | B. South |
| | C. Hispanic | C. 26-30 | C. North |
| | D. Native American | D. 31-40 | D. West |
| | E. White | E. 41-50 | F. Other: _____ |
| | | F. 51 and older | |
5. What type of educational program are you in? Please list the program.
- A. Diploma _____
- B. Associate _____

Section II: Evaluation of CAMP Student Handbook

Part A: Instructions: Please circle the appropriate response you believe the best answer to the following questions.

Response Scale for Evaluation Levels Part A

1 = Unsatisfactory

2 = Satisfactory

3 = Good

4 = Excellent

1. Student handbook Format

- | | | | | |
|-----------------------------------|---|---|---|---|
| A. Physical appearance | 1 | 2 | 3 | 4 |
| B. Size of handbook | 1 | 2 | 3 | 4 |
| C. Size of printed material | 1 | 2 | 3 | 4 |
| D. Organization of information | 1 | 2 | 3 | 4 |
| E. Material used to bind handbook | 1 | 2 | 3 | 4 |
| F. Amount of material in handbook | 1 | 2 | 3 | 4 |
- G. Other suggestions _____
-

Part B: Instructions: Please circle the appropriate response you believe to be the best answer to the following questions.

Response Scale for Evaluation Levels Part B

- 1 = No Need
 2 = Slight Need
 3 = Moderate Need
 4 = High Need

Information you believe is needed in the student handbook

1. Introduction section in handbook	2. Academic Procedures
A. MATC Vision 1 2 3 4	A. CAMP Orientation 1 2 3 4
B. Overview of CAMP 1 2 3 4	B. Academic Advisement 1 2 3 4
C. Program Services 1 2 3 4	C. Schedule Changes 1 2 3 4
D. CAMP Staff 1 2 3 4	D. Other needed information _____
E. Other needed information _____	
3. CAMP Policies	4. CAMP Tutoring
A. MATC Code of conduct 1 2 3 4	A. Tutorial Requirements 1 2 3 4
B. CAMP Code of conduct 1 2 3 4	B. Attendance Policy and Disciplinary Action Plan 1 2 3 4
C. Student Responsibilities 1 2 3 4	C. Other needed information _____
D. Student Expectations 1 2 3 4	
E. Student Stipend Policy 1 2 3 4	
F. Other needed information _____	
5. Support Services for Students	6. Academic Requirements
A. INFOline 1 2 3 4	A. Privacy of Records 1 2 3 4
B. Enrollment Info Center 1 2 3 4	B. Academic Evaluation 1 2 3 4
C. Student Financial Aid 1 2 3 4	C. Attendance 1 2 3 4
D. Center for Special Needs 1 2 3 4	E. Dropping or Changing classes 1 2 3 4
E. Multicultural Affairs 1 2 3 4	F. Other needed information _____
F. Learning Resources 1 2 3 4	
G. Other needed information _____	
7. College Transfer	8. Directory 1 2 3 4
A. CUTEP 1 2 3 4	9. Maps 1 2 3 4
B. Science or Engineering 1 2 3 4	10. Tutorial Attendance Sheets 1 2 3 4
C. Transfer Information System TIS 1 2 3 4	11. Calendar/Planner 1 2 3 4
D. UW/WTCS Uniform Policy Statement 1 2 3 4	
E. Articulation Agreements 1 2 3 4	
F. Other needed information _____	
12. Other information needed to be added to student handbook _____	

Part C: Instructions: Please circle the appropriate response you believe to be the best answer to the following areas.

Response Scale for Evaluation Levels Part C

- 1 = Ineffective
 2 = Slightly Effective
 3 = Moderately Effective
 4 = Highly Effective

Please evaluate the effectiveness of the student handbook sections listed below.

1. Tutorial Attendance Sheets					
A. Helps you maintain accurate attendance records	1	2	3	4	
B. Instructions are clear	1	2	3	4	
C. Other suggestions _____					
2. Calendar/Planner					
A. Helps you schedule and plan	1	2	3	4	
B. Reminders dates to pick up lunch tickets/stipends	1	2	3	4	
C. Reminders of holidays	1	2	3	4	
D. Other needed information _____					

Human Research Subjects Statement of Consent

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the data collected in this survey will be used to evaluate and improve the College Assistance Migrant Program (CAMP) Student Handbook at the Milwaukee Area Technical College and agree that any potential risk is exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Note: Questions or concerns about the research study should be addressed to Marisela Galaviz (414) 297-8415, the researcher, or Kat Lui (715) 232-5634, the research advisor. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, and UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 152 Voc Rehab Building, Menomonie, WI 54751, (715) 232-1126 or the Institutional Review Board, Milwaukee Area Technical College, 700 W. State St., Milwaukee, WI 53233, (414) 297-7513.

Thank you for your help.