

SANTIAGO CANYON COLLEGE

COLLEGE ASSISTANCE MIGRANT PROGRAM



PROGRAM REVIEW
2009-2012

I. Signature Page

SIGNATURE PAGE

**SANTIAGO CANYON COLLEGE PROGRAM REVIEW
COLLEGE ASSISTANCE MIGRANT PROGRAM**

Signature of Program Leader

Date

Printed Name/Title

Date

Signature of Vice President of Student Services

Date

Printed Name

II. Executive Summary

SCC Student Services CAMP Program Review 2009-2012

Department: College Assistance Migrant Program (CAMP)

Date: August 20, 2012

Briefly describe and explain what is working well in your department.

After being in existence for five years at SCC, the visibility of the program has dramatically improved. The campus community and the surrounding community are all more familiar with the program and the students CAMP serves. This has facilitated the program's recruiting efforts, in which students are now seeking the program out. CAMP staff continues to work hard to assure that CAMP remains visible and strive to best serve the migrant student population at SCC.

Briefly describe and explain what is not working well or needs attention in your department.

An eligibility requirement for CAMP is that students must be enrolled in 12 units. With the current budget crisis and our class schedule being cut, more students are struggling to become full time students. If a student waits until their registration date in order to register for classes, there is a high possibility that classes will be full and the student will not meet the 12 unit requirement. CAMP strives in getting students in through Early Welcome or Early Decision and other programs that offer priority registration; nevertheless, CAMP continues to face the challenge with not having all students able to enroll in 12 units, which affects the eligibility requirement and recruitment numbers.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.

Facilities: As CAMP continues to serve students at SCC, the number of students served has increased. A problem the program has encountered in the past has been space limitations. The program has out grown the space that was provided. Nevertheless, there was room for reorganization within two student services departments and a plan has been developed to meet the need for CAMP's space challenges. CAMP is scheduled to move into a larger space that will meet the programs needs in fall 2012.

Technology: CAMP has allocated money in the budget for updated computers for the student lab in Fall 2015. CAMP understands that technology is a part of students' academic development. Most, if not all, workplaces demand some knowledge of computer use therefore; CAMP assures that students become familiar with these machines. Through out the Summer Learning Academy and self development and academic workshops, staff integrates the use of technology though power point presentations, computer use, videos, etc. to ensure that technology is constantly being exposed for students. In addition, CAMP has developed a Facebook page to use as another form of communication with students through social media. CAMP plans on researching other forms of social media communication sites and developing other accounts such as a twitter account in the 2012-2013 academic year.

Personnel: Currently CAMP has an Interim Director and a substitute for the recruiter position. The goal is for both positions to be filled by permanent positions in fall 2012. This will allow for CAMP to be fully staffed.

Summarize any other findings from your program review and planning process that you would like to share with the college community.

Overall, CAMP is doing well in providing support services to students. Students see CAMP as the program that has allowed them the opportunity to continue their education and meet their educational goals. The migrant student population needs comprehensive assistance in order to ensure persistence. CAMP will continue to provide services to better students' chances of academic success and changing students' lives through education.

III. Program Description

a. Vision and Mission

SCC CAMP's mission is to transform the lives of migrant students through education and moral support in order to change their destiny.

Office of Migrant Education's mission is to serve, educate, and empower farm workers. Their vision is to improve the quality of life for farm-workers through education.

b. Overview of Services-Functions

To ensure academic success and enhance student retention, CAMP offers students an array of student support services based on academic support and financial assistance:

Orientations

CAMP provides new student and parent orientations to assist students and parents in understanding the CAMP program's requirements and the college's policies and guidelines. An overview of SCC's and CAMP's programs and services are reviewed and questions are answered.

Counseling

Academic, career and personal counseling is offered to each student. Students meet with the counselor once a month for their first year of college. The counselor develops educational plans, discusses majors, pathway requirements and transfer requirements. In addition, the counselor conducts referrals to SCC's program services and departments.

Tutoring

CAMP provides English and Math tutoring on site. Most CAMP students come in needing additional math and English assistance. CAMP tutors are readily available to assist students in successfully passing their remedial level math and English classes and successfully advancing in the math and English course sequence at SCC.

Peer Mentoring

Peer mentors are on site to assist students with assimilating to college. Two second year CAMP students become peer mentors for the CAMP program every academic year. First year CAMP students can ask the peer mentors for advice, support and assistance with any questions regarding college success. The peer mentors develop rapport with students and become a support network for first year CAMP students on campus.

Summer Learning Academy

Every summer CAMP hosts a six week summer program for the entering college freshman cohort. The summer program consists of a Counseling 101 class, Math and Reading development taught through the Academic Success Center and an Employment Development Workshop Series where students develop professional portfolios. The summer program also includes cultural fieldtrips which introduces CAMP students and their parents to museums, theaters, university tours and a ropes course- team building adventure.

Educational/Self Development Workshops

CAMP provides one workshop for students to attend on a monthly basis. The workshop topics can vary and range from study skills development, to library tours, financial literacy to self defense and safety awareness on campus. The workshops serve the purpose for educational or self development of students.

Living Allowance/Stipends

For the students first academic year, a \$600 living allowance/stipend is provided to CAMP students each semester. The living allowance/stipend purpose is for students to assist themselves or their family in meeting any financial needs they may endure.

Book Voucher

Students are provided with a \$200 dollar book voucher each semester for their first academic year. The book voucher is to assist the students with the cost of books for their first year of college.

Bus Passes

Monthly bus passes are provided to students to offset the cost of transportation. The bus pass assists with helping the students get to and from college and giving the student the opportunity to attend college being that transportation is provided.

Laptop Loan Program/Graphing Calculators Loan Program/Free Printing

Students have laptop borrowing privileges, for those that need computers, and receive free printing in the CAMP office. Graphing calculators are also provided for students taking higher math/science level classes.

School Supplies

CAMP provides students with school supplies to assist students in achieving their educational goals. Supplies include back pack, binders, dividers, notebooks, pens, pencils, highlighters, ruler and a school planner.

Financial Aid Assistance

CAMP staff assists students with filling out Financial Aid Applications, Board of Governors Fee Waivers and Scholarship Applications to assist with receiving additional financial resources.

Migrant Parent Assistance Program (MaPa)

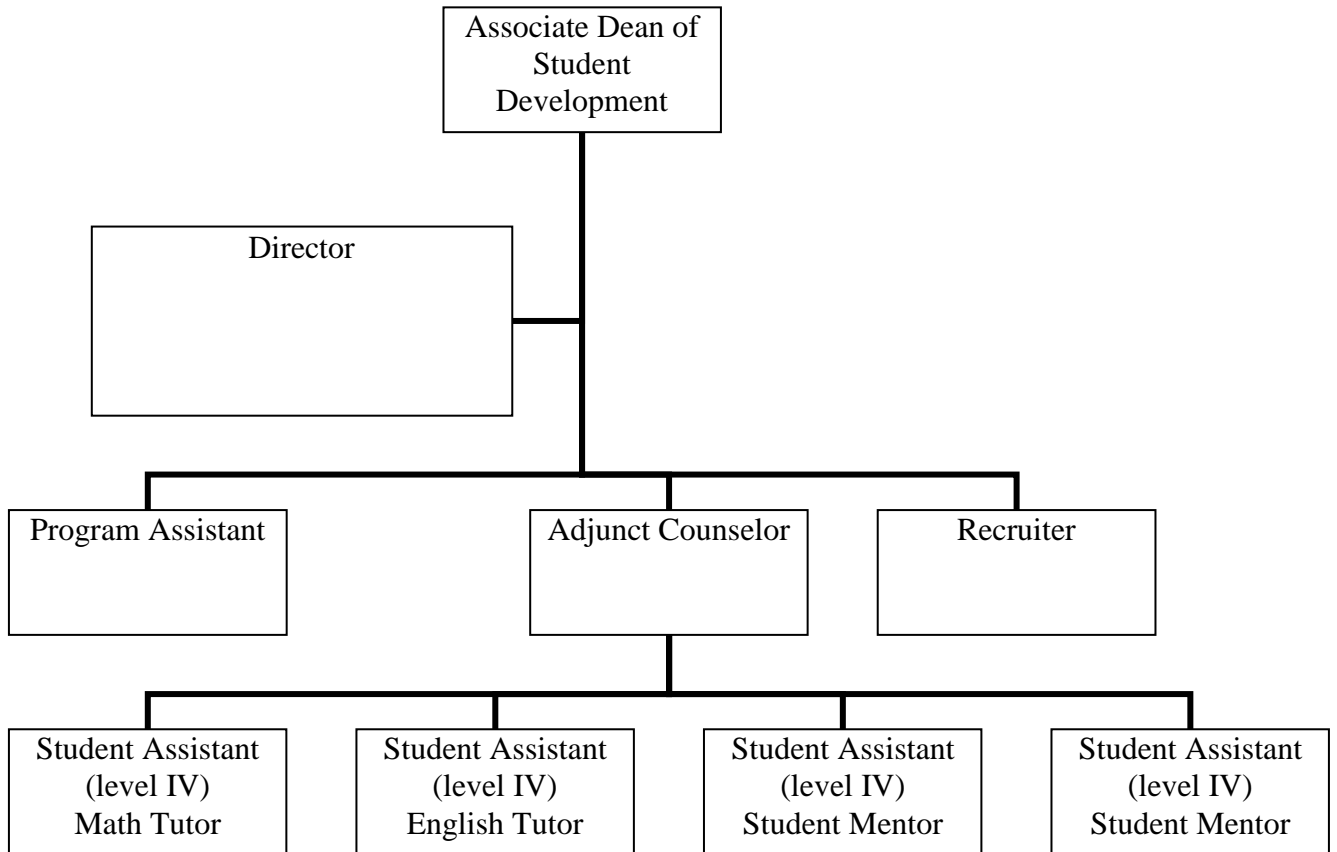
CAMP has a parent component to the grant. CAMP provides a monthly activity/workshop to parents for the academic year. The activities/workshops assist parents in personal or self development and bring educational awareness to the family as a whole. A parent from the MaPa group also sits on the CAMP Advisory Board.

c. Funding Source Statement

CAMP is a federally funded program through the Office of Migrant Education under the Department of Elementary and Secondary Education in Washington D.C.

IV. Organizational Chart

Santiago Canyon College
College Assistance Migrant Program
Organizational Chart



V. Summary of Progress

a. *Key accomplishments*

In the five years that SCC CAMP has been established there have been several key accomplishments.

- The first has been bringing diversity to SCC's campus community. The CAMP program has assisted in increasing the Latino population on campus. In recent years SCC has become recognized as a Hispanic Serving Institute.
- Assisted over 162 migrant students to enroll in college and pursue their educational goals.
- Provided support to over 10 CAMP students to complete an Associate of Arts/Science degree and/or transfer to a University.
- Brought awareness to SCC about the migrant population the populations needs and challenges.

b. Challenges

- Recruitment- Legal residency is a requirement to be eligible for the CAMP program. Many migrant students are not legal residents. Priority Registration- Due to Educational code, CAMP is not eligible to receive priority registration. Some CAMP students are unable to receive full time student statues due to classes being full at their turn for registration.
- Due to economic hardships and home obligations, CAMP students often face the decision of dropping out of college to help sustain the household.

VI. SLO Data

a. **Data Set #1 (Year 2009)**

- As a result of the CAMP orientation, CAMP Counseling 101 course and individualized counseling sessions, students will be able to lean how to navigate the community college system and understand what SCC has to offer in terms of educational opportunities.
- As a result of participating in the cultural field trips and CAMP Counseling 101 course, students will be able to develop a support network of students and staff with similar backgrounds and experiences that will help with validation of being a college student and belong at the institution.

a. Data:

Methods for data collection were survey and focus group.

- The survey showed that 92% of students understand the community college system and what majors and services are offered at SCC through the counseling summer class.
- The survey results indicate that 87% of students have a strong understanding of what SCC has to offer in terms of educational

opportunities, which was learned through the Counseling 101 class and CAMP Orientation.

- Students have developed friendships past their first year in the program, the students continue to help one another and take similar courses. The bond students have developed is evident through observation.
- The focus group results indicate that there is a strong relationship and support network built between the students. In addition, there is a strong support network built with CAMP staff. Students feel empowered and know they can be successful in college.

b. Description of Data:

- Students are able to register for courses, search for classes, know how to navigate through web advisor, print their schedules; students have declared majors and declared an educational goal: certificate, A.A. degree or transfer.
- Students are aware of what departments and services exist on campus and where these offices are located. Students go to the financial aid office, admissions and records, library, math study hall, tutoring center, academic success center, career center, transfer center, student life and other entities on campus to get their needs met.
- CAMP students from previous cohorts come back to volunteer for CAMP events such as CAMP Day the Blood Drive and the Cesar Chavez Celebration. CAMP students volunteer to develop flyers and informational brochures for the event. Students volunteer to be at the booth at the Cesar Chavez celebration to inform the campus community about the history and reality of the migrant population. In addition, CAMP students take the lead on organizing and carrying out the CAMP Blood Drive.
- CAMP students continue to take courses together after their first year. Students tutor and help one another in subject matters at the CAMP office and outside of the classroom. In addition, students invite each other to personal celebrations and outings such as birthdays, weddings, and trips.

c. Data Analysis Summary

- Having students learn how to navigate the community college system and bringing awareness to students about educational opportunities is crucial in retention, therefore, CAMP will continue to evaluate outcome number 1.
- The validation of a student at an institution plays a key role in student retention, especially during the student's first year in college; therefore, outcome number 2 will continue to be evaluated.

d. Conclusions/ Recommendations

- Two outcomes are reasonable to assess and measure. CAMP evaluated four the first year and it was overwhelming. In

addition, having the administrative assistant help in contacting the students for the focus groups and having constant reminders about the focus group was very successful.

- CAMP will continue evaluate outcome number 1) As a result of the CAMP Orientation, CAMP Counseling 101 course, and individualized counseling sessions, students will be able to learn how to navigate the community college system and understand what SCC has to offer in terms of educational opportunities.
- CAMP will continue to evaluate outcome number 4) As a result of participating in the cultural field trips and CAMP Counseling 101 course; students will be able to develop a support network of students and staff with similar backgrounds and experiences that will help with validation of being a college student and belong at the institution.

b. **Data Set #2 (Year 2010)**

- As a result of the CAMP orientation, CAMP Counseling 101 course and individualized counseling sessions, students will be able to learn how to navigate the community college system and understand what SCC has to offer in terms of educational opportunities.
- As a result of participating in the CAMP Program students will be able to develop a support network of students and staff members with similar backgrounds and experiences that will augment students feeling of belonging in higher education and at Santiago Canyon College.

a. Data

Method of Data Collection is a Pre and Post test and focus group.

- The pre and post test taken at the beginning and the end of the Counseling 101 class showed an increase on students understanding of the community college system the services that are offered at SCC, the location of the student services departments, and the academic majors offered.
- The results of the pre and post test and the focus group indicated that students have a strong understanding of what SCC has to offer in terms of educational opportunities such as certificate programs, associate degrees and transfer options, which were learned through the Counseling 101 class and CAMP Orientation.
- The results of the pre and post test, the focus group and through observation of students demonstrated an increase in knowledge of college policies and procedures essential in progressing through the community college system.
- CAMP students have developed friendships past the students first year in the program. The students continue to help one

another and take similar courses. The bond students have developed is evident through observation.

- The focus group results indicate that there is a strong relationship and support network built between students. In addition, there is also a strong support network built between students and CAMP staff. The students feel comfortable coming to CAMP staff with any questions or concerns regarding their educational experience. Students feel that CAMP staff will have the answers to their questions or will assist them in finding the correct answer, if they don't know it.

b. Description of Data

- Students can identify important deadlines such as the priority filing deadline for financial aid, the drop deadline for classes, furthermore, students know where to find these important deadlines in the schedule of classes.
- Students are able to register for courses, search for classes, know how to navigate through web advisor and print their schedules. In addition, students have declared majors and declared an educational goal: certificate, A.A. degree or transfer.
- Students are aware of what departments and services exist on campus and where these offices are located. Students go to the financial aid office, admissions and records, library, math study hall, tutoring center, academic success center, career center, transfer center, student life and other entities on campus to get their needs met.
- Students participate in giving campus tours to high school students during CAMP recruitment events.
- CAMP students from previous cohorts come back to volunteer for CAMP events such as CAMP Day the Blood Drive and the Cesar Chavez Celebration.
- Students tutor and assist one another in subject matters at the CAMP office and outside of the classroom.
- Students come to staff members for advice as mentors and for guidance on their educational decisions.

c. Data Analysis Summary

- Student learning outcome number 1 has been evaluated for two years. CAMP will introduce a new outcome and replace the first outcome. The program will continue to help students navigate through the community college system and assist students in learning about what SCC has to offer.
- The data for student learning outcome number 2 has been reviewed. The findings indicate that validation of a student at an institution plays a key role in student retention, especially during the student's first year in college. Therefore, this outcome will continue to be evaluated by the program.

d. Conclusion/Recommendations

- Outcome number 1 will not longer be evaluated: *As a result of the CAMP orientation, CAMP Counseling 101 course and individualized Counseling sessions, students will be able to learn how to navigate the community college system and understand what SCC has to offer in terms of educational opportunities.* The program will continue to fulfill this outcome through daily activities and program objectives. CAMP will introduce a new outcome to evaluate in the 2011-2012 academic year.
- Outcome number 2 is reasonable to continue to assess and measure: *As a result of participating in the CAMP Program students will be able to develop a support network of students and staff members with similar backgrounds and experiences that will augment students feeling of belonging in higher education and at Santiago Canyon College.*

c. **Data Set #3 (Year 2011)**

a. Data:

- As a result of participating in the CAMP Program students will be able to develop a support network of students and staff members with similar backgrounds and experiences that will augment students feeling of belonging in higher education and at Santiago Canyon College.

b. Description of Data:

Method of data collection is Survey and Focus Group.

- The focus group results indicate that there is a strong relationship and support network built between the students and CAMP staff. Students feel comfortable coming to CAMP staff with questions or concerns and feel like their needs are always met.
- There is a strong support network built between students. The students form a bond throughout the summer program and begin to develop friendship. Students attempt taking classes together and turn to each other for support and advice.
- In the focus groups several students discuss how CAMP has become their academic family. Students feel supported and feel that CAMP staff is always looking out for the student's best interest.
- In the focus groups students mentioned that CAMP provided the support to assist students in succeeding in school. In addition CAMP provided educational opportunities.
- In the focus group students discussed how CAMP staff has become role models. Students feel empowered by CAMP staff because staff comes from similar backgrounds.
- Through the survey administered 100 % of the students indicated that the Cultural Fieldtrips allowed students to get to

know each other better and strengthened student and staff relationships.

c. Data Analysis Summary

- In reviewing the data between the focus groups and the survey that was administered, it is apparent that CAMP students are developing support networks with students and staff members. CAMP has made students feel a part of the larger campus community and feel supported by the program. CAMP has become student's safety net and the office is a place on campus students feel they can always return to. Due to the relationship CAMP students have developed with CAMP staff, students feel empowered and motivated to do well in college and attain their educational goals. Having CAMP staff that comes from similar backgrounds as the student has motivated students to believe in themselves and push themselves to the best of their abilities. Lastly, CAMP staff has served as role models to students.

d. Conclusion/Recommendations

- This Student Learning Outcome has been assessed for three years consecutively. For the future, a new Student Learning Outcome should be developed. CAMP has several programs and services that would be good options for assessment: The CAMP Student Internship Program, the Summer Learning Academy, the Parent Advisory Group or the Counseling component.

VII. Data Analysis Section

a. Data Set #1

Number of First Year Completers

2009	2010	2011
41 students	17 students	19 students
100%	89%	90%

b. Description of Data

Definition of First Year Completer: A first year completer is a student that has completed 24 units at the institution of higher education in good academic standing

Formula for First Year Completer Rate

For grantees who actually serve **LESS** than the number funded to be served or serve **EXACTLY** the total number funded to be served:

Formula for First Year Completer=

$$\frac{\text{No. of CAMP 1}^{\text{st}} \text{ yr. completers}}{\text{No. funded minus total no. of persisters}}$$

For grantees who actually serve **MORE** than the number funded to be served:

Formula for First Year Completer=

$$\frac{\text{No. of CAMP 1}^{\text{st}} \text{ yr. completers}}{\text{No. served minus total no. of persisters}}$$

c. Data Analysis Summary

- In 2009, 41 students were served, 41 students completed 24 units at Santiago Canyon College, there were 0 persisters which gives CAMP a 100% first year completer rate

$$41/41 = 100\%$$

- In 2010, 40 students were served, 17 students completed 24 units at Santiago Canyon College, there were 21 persisters which gives CAMP a 89% first year completer rate

$$17/19 = 89\%$$

- In 2011, 40 students were served, 19 students completed 24 units at Santiago Canyon College, there were 21 persisters which gives CAMP a 90% first year completer rate

$$19/21 = 90\%$$

d. Findings/Conclusions/Recommendations

From 2009 to 2010 there was clarification on how the Office of Migrant Education wanted colleges to report first year completers. A first year completer definition was developed and colleges were obliged to use this uniform definition. The goal for this definition was to eliminate discrepancies in reporting. As a result of the implementation of the new definition, a drop occurred in the number of first year completers from 2009 to 2010 for the CAMP program at SCC.

Despite the change in definition and the drop in number of first year completers CAMP at SCC has surpassed National Target for First year completers which is 86% in 2009, 2010, and 2011.

b. Data Set #2

- a. The percentage of CAMP participants who, after completing the first academic year of college, continue their postsecondary education

First Year Completers Continuing Postsecondary Education

2009	2010	2011
41 students	17 students	19 students
100%	100%	100%

b. Description of Data

Formula used for First Year Completers Continuing Postsecondary Education:

$$\frac{\text{No. 1}^{\text{st}} \text{ yr. Completers who'd Cont'd.}}{\text{No. of 1}^{\text{st}} \text{ yr. Completers}}$$

c. Data Analysis Summary

- In 2009, CAMP had 41 first year completers, out of the 41 first year completers all 41 continued onto their second year of college which gives CAMP a 100% continuing rate

$$41/41 = 100\%$$

- In 2010, CAMP had 17 first year completers, out of the 17 first year completers all 17 continued onto their second year of college which gives CAMP a 100% continuing rate

$$17/17 = 100\%$$

- In 2011, CAMP had 19 first year completers, out of the 19 first year completers all 19 continued onto their second year of college which gives CAMP a 100% continuing rate

$$19/19 = 100\%$$

d. Findings/Conclusion/Recommendation

The data shows that most students who complete their first year of college will continue and enroll for the following semester and continue postsecondary education. Once a CAMP student completes their first year of college CAMP continues to provide follow up services to ensure academic success.

VIII. Future Direction & Anticipated Challenges

CAMP recently received notice that the program will be granted another five years of funding. This allows for the program to continue serving migrant students at SCC. With a five year budget in tact, CAMP will rehire all CAMP personnel back for the next five year cycle. Personnel will

include a Program Director, Administrative Assistant, Adjunct Counselor, and Recruiter. The program will have a Math Tutor, English Tutor and two Student Mentors on a volunteer basis.

As the CAMP Program continues at SCC, new student cohorts will be developed on an annual basis. CAMP has come to outgrow the facility the program is currently located in. The program has students from previous cohorts dating three to four years back coming in to use computer labs and study area. The limited space has become an issue. A larger space where more study tables and stations are set up for students would be ideal for the program. Nevertheless, with the space limitations on campus, this is an anticipated challenge.

* As a federally funded program CAMP has annual goals defined through the Government Performance & Result Act (GPRA) measures that are annually assessed and reported to the Office of Migrant Education under the Department of Elementary and Secondary Education. These have served as the department's annual goals however separate goals under the college's Departmental Planning Portfolios have not been completed and as such are not included in this Program Review cycle. Now that CAMP was refunded for another five-year funding cycle annual goals will be developed and created using the college's Departmental Planning Portfolio template beginning with the 2012-2013 academic year.

Appendix A: *RSCCD Board Goals*

Appendix B: *Departmental Planning Portfolio for 2009-2012*

Attachment A: *2009-2010 Survey Instrument*

Attachment B: *2009-2010 Focus Group Questionnaire Instrument*

Attachment C: *2010-2011 Pre-Post Test Instrument*

Attachment D: *2010-2011 Focus Group Questionnaire Instrument*

Attachment E: *2011-2012 Survey Instrument*

Attachment F: *2011-2012 Focus Group Questionnaire Instrument*

Attachment A

***College Assistance Migrant Program (CAMP)
Summer Learning Academy Evaluation Form
Summer 2009***

Please rate your experience in the Summer Learning Academy using number 5 for Excellent and number 1 for Very poor

5 - Excellent

4 - Good

3 - Fair

2 - Poor

1 - Very poor

The information from the Counseling 101 Class was helpful

1 2 3 4 5

The information from the Counseling 101 Class was clear

1 2 3 4 5

I know where to find student services departments on campus at Santiago Canyon College

1 2 3 4 5

As a result of the Counseling 101 Class, I know the 4 different types of higher education institutions

1 2 3 4 5

As a result of the Counseling 101 Class, I know my educational options through Plan A, Plan B and IGETC (Plan C)

1 2 3 4 5

I found the workshops presented through out the Summer Learning Academy helpful

1 2 3 4 5

The Cultural Field Trips helped me meet and bond with other CAMP Students

1 2 3 4 5

The Field Trips introduced me to places I had never been before

1 2 3 4 5

Please list 2-3 things that you learned and will use from the Summer Learning Academy.

What components of the Summer Learning Academy did you like most?

If anything, what would you change about the Summer Learning Academy to improve the program?

Attachment B

College Assistance Migrant Program (CAMP) ***Focus Group Questions*** ***1st Year Students***

- 1) How has CAMP helped you?
- 2) Which of the services that CAMP has provided have been the most helpful? Why?
- 3) What type of relationship do you have with CAMP students or CAMP Staff?
- 4) Do you believe CAMP helped you understand the community college system better? How so?
- 5) What did you learn from the new student Orientation and Counseling 101 Summer Class?

Attachment C

College Assistance Migrant Program
Counseling 101 Class
Pre & Post Test

Name: _____

True/False

- 1. A student should spend at least 25 minutes a day reviewing his/her notes. _____
- 2. It is impossible to learn to manage time correctly. _____
- 3. Plan A and Plan B are both used to transfer. _____
- 4. There are only three types of learning styles. _____

Fill in the Blank:

1. Name four student services offices at Santiago Canyon College.

2. What are the different systems of Higher Education?

3. Name the minimum requirements to transfer to a CSU.

4. What type of degree can you attain at the community college?

5. What office do you go to if you need help choosing a career?

Attachment D

College Assistance Migrant Program (CAMP)

Focus Group Questions

1st Year Students

- 1) How has CAMP helped you?
- 2) Which of the services that CAMP has provided have been the most helpful? Why?
- 3) What type of relationship do you have with CAMP students or CAMP Staff?
- 4) Do you believe CAMP helped you understand the community college system better? How so?
- 5) What did you learn from the New Student Orientation and Counseling 101 summer class?
- 6) Did the new student Orientation and Counseling 101 Class help you understand your educational opportunities? Please explain.

Attachment E

***College Assistance Migrant Program (CAMP)
Summer Learning Academy Evaluation Form
Summer 2011***

Please rate your experience in the Summer Learning Academy using number 5 for Excellent and number 1 for Very poor

- 5 - Excellent***
- 4 - Good***
- 3 - Fair***
- 2 - Poor***
- 1 - Very poor***

The information from the Counseling 101 Class was helpful

1 2 3 4 5

The information from the Counseling 101 Class was clear

1 2 3 4 5

I know where to find student services departments on campus at Santiago Canyon College

1 2 3 4 5

As a result of the Counseling 101 Class, I know the 4 different types of higher education institutions

1 2 3 4 5

As a result of the Counseling 101 Class, I know my educational options through Plan A, Plan B and IGETC (Plan C)

1 2 3 4 5

I found the Academic Success Center helpful

1 2 3 4 5

The Academic Success Center study sessions helped me with Reading development

1 2 3 4 5

The Academic Success Center study sessions helped me with Math development

1 2 3 4 5

The Cultural Field Trips helped me meet and bond with other CAMP Students

1 2 3 4 5

The Field Trips introduced me to places I had never been before

1 2 3 4 5

I found the Employment Series workshops helpful

1 2 3 4 5

I feel better prepared to apply for a job after participating in the Employment Series workshops

1 2 3 4 5

Please list 2-3 things that you learned and will use from the Summer Learning Academy.

What components of the Summer Learning Academy did you like most?

If anything, what would you change about the Summer Learning Academy to improve the program?

Attachment F

College Assistance Migrant Program (CAMP) *Focus Group Questions* *1st Year Students*

- 1) How has CAMP helped you?
- 2) Which of the services that CAMP has provided have been the most helpful? Why?
- 3) What type of relationship do you have with CAMP students or CAMP Staff?
- 4) Do you believe CAMP helped you understand the community college system better? How so?
- 5) What did you learn from the new student Orientation and Counseling 101 Summer Class?
- 6) Did the new student Orientation and Counseling 101 Class help you understand your educational opportunities? Please explain.
- 7) What was your experience in participating in the Summer Learning Academy?
- 8) How has CAMP affected/influenced your college experience?