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**Evaluation Report of the Georgetown  
University Central America  
Scholarship Program  
(CASP)  
for USAID/LAC/EST**

**Community Colleges and Training Institutions**

**Submitted by:**

**EDC**

**Education Development Center, Inc.**

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*Note: This report is a privileged communication, not to be disclosed except for evaluation purposes.*

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## **1. Introduction**

In October 1988, the Agency for International Development (AID) contracted with the Education Development Center (EDC) to evaluate the Central American Scholarship Program (CASP) administered by Georgetown University. As part of this evaluation, one consultant visited 20 community colleges and training institutions to examine the design, management, and implementation of CASP at these sites.

Section 2 describes the purposes of the evaluation activities at the training institutions, and the sources of data and methods of collecting data at the sites. Section 3 presents the major conclusions and recommendations drawn from information gathered at these sites. Section 4 presents site visit reports of the CASP programs at each of the 20 training institutions. Each report describes the implementation of CASP at each of the institutions, followed by findings and conclusions drawn from information gathered at that institution.

## **2. Purposes, Sources of Data, and Methods of the Evaluation at the Community Colleges and Training Institutions**

### **Purposes**

The purpose of visiting these sites was to examine aspects of the training program which would contribute to answering some of the questions of the evaluation, as outlined in the Scope of Work provided by AID. Guided by these evaluation questions, the evaluator looked at the following aspects of the program:

- o the selection of training institutions
- o the administration of CASP, i.e., the management of CASP at the training institutions; the relationship of Georgetown CASP to training institutions; and the adequacy of communications with the institutions and Georgetown CASP
- o the selection of students
- o the instructional program, i.e., the assignment of trainees to the institutions, relevancy of courses and curriculum to the job markets in the trainees' home countries, the effect of grouping students by skill area, and student performance
- o the monitoring of trainees while they are studying in the United States
- o the goals and implementation of the Experience America component
- o English as a Second Language instruction

The evaluator also looked at the effects of efforts to contain costs at the training institutions.

## Sources of Data and Methods of the Evaluation

The data collected for the evaluation at the training sites included structured interviews based on formal protocols, observations of classes and the physical surroundings of the school, and printed materials gathered at the colleges or at Georgetown university.

For the evaluation at the training sites, protocols were designed by developing categories of questions to be posed to students and to categories of college personnel at the training sites. These categories of questions were based on general evaluation questions in the scope of work. Minor revisions were made to the protocols after four of the site visits had been conducted. Protocols were developed for interviews with general college administrators, CASP Coordinators and their staffs, former CASP staff members, technical instructors, ESL instructors, members of CASP Advisory Committees, and host family members. The evaluator also developed protocols for interviews with individual students as well as for more informal focus group interviews. Interviews with the groups of students were relatively unstructured; students were encouraged to discuss any and all aspects of the program.

One of the 20 institutions visited by the evaluator was Regis College, a four-year college involved in a special program for students from St. Johns College in Belize. Of the remaining 19 institutions, 16 were currently in the program, and three were no longer hosting CASP students. Two of the colleges currently in the program were not hosting CASP students at the time of the site visit. All but one of the training institutions hosting programs for regular CASP students (those not hosting students from St. Johns College) were two-year institutions. One four-year institution, the College of Santa Fe, was offering two associate degree programs for regular CASP students. The evaluator spent one day at Regis College; otherwise, she spent two days at institutions at which students were on campus, and one day institutions which did not currently have students.

The evaluator requested the contact person at each school (generally the CASP Coordinator) to set up a schedule for the interviews, providing guidelines for the people to be interviewed, the length of the interviews, and whether interviews were to be conducted with individuals one-one-one or in a focus group situation. However, these variables sometimes depended on what the CASP Coordinator was able to organize during the short-time frame of the visit.

Generally, the interview with the CASP Coordinator and CASP staff lasted two hours or more, often broken up into two

sessions. The evaluator usually interviewed the Coordinator for an additional hour just prior to the evaluator's departure. General administrators (the president of the college, or other higher level administrators at the school, such as a Dean of a certain department) were interviewed for approximately one-half hour. Interviews with instructors lasted about one hour. ESL instructors were interviewed separately from technical instructors; technical instructors for different fields of study were either interviewed together, or were grouped separately by field of study. CASP Advisory Committee members were interviewed as a group. Most interviews with college personnel were conducted on campus. In about four instances, portions of interviews were conducted with CASP administrators in informal locations, such as a restaurant.

In all but one case, the selection of host parents to be interviewed was at the discretion of the contact person who set up the evaluator's schedule. At one college, the evaluator randomly selected the host parents to be interviewed after interviewing the CASP students. In almost all cases, host parents were interviewed as a group on campus in the evenings. At one school, the interview of host parents was scheduled to take place in a restaurant. Visits were also made to three homes; two of these were informal, unscheduled visits. In another instance, a host parent requested a telephone interview with the evaluator. At more than half the sites, no college personnel were present during the interviews with host parents. At seven schools, however, CASP staff attended the meetings with host families. At one of these schools, the meeting followed the college's monthly host family potluck dinner.

The groups of CASP students were interviewed in a classroom or meeting room on campus. At one school, the focus group interview was held in a meeting room in the dormitories. In all but one case in which the evaluator met these two groups separately, Belizeans and Spanish-speaking students were interviewed together. In one instance, the meeting was also attended by two CASP administrators.

The evaluator also conducted observations of at least one technical course; and at least one English or ESL course. These generally lasted one hour, but in some cases the evaluator was only able to sit in a portion of a class.

The evaluator also reviewed academic records of students, the colleges' budget for CASP, sub-contract agreements, statements about curricula, and other documents made available by the contact person at the college. These documents were not made available at all sites. Site visit reports and other printed materials provided by Georgetown University were also reviewed.

In addition to scheduling appointments and activities requested by the evaluator, the training institutions occasionally provided tours of their campus and facilities or showed the evaluator portions of videos featuring CASP students. One Coordinator organized an informal "party" for the evaluator's visit, in which students, host parents, and instructors had been invited.

While the protocols were used to guide the structured interviews with college personnel and trainees, not all topics were covered, nor at the same level of detail, at all sites. Thus, not every topic is addressed in each of the separate reports of the schools, nor do the each of the reports contain conclusions and recommendations for every topic.

There were other limitations to the data collection effort as well: college personnel were not always available to be interviewed; for example, the president of the institution was not available at a few of the schools. The fact that the colleges selected the host parents to be interviewed in most cases, or that CASP administrators sat in the meetings at some schools, may bias the data gathered at these meetings.

As described above, the data were gathered in many different contexts and under a variety of circumstances. In considering the data reported here, these contexts and circumstances should be kept in mind.

The data were analyzed by examining comments which were made about the program, the frequency of these comments, and by determining patterns which emerged. Other sources of information (documents, observations), were reviewed to supplement the interview data.

### 3. General Findings and Recommendations

This section provides conclusions and recommendations based on an analysis of information gathered by the evaluator at the 20 institutions that have hosted CASP students. The analysis of individual one-on-one interviews with current participants appears in the final report.

A number of criteria were used to judge the degree to which the goals of the program have been met, and to judge other aspects of the program. These criteria include CLASP policy guidelines, such as those for Experience America, Georgetown's own policy guidelines, judgments about the program made by college personnel and the students themselves; and records of students' performance. Judgments about English language instruction were based, in part, on knowledge of professional standards and methods used for English as a Second Language instruction.

The findings below are presented in sections based on the general categories of information addressed in the interview protocols.

#### Local Administration of CASP/ Relationship between College and Georgetown

Findings. Almost all of the institutions currently in the program were in the process of developing an infrastructure that could meet the demands of delivering a CASP program. Only four of the schools appear to have had ESL capabilities prior to CASP, or foreign student services, or experience in conducting international programs. The others were still developing ESL capabilities or an administrative staff large enough to operate the program.

Those managing CASP at the training institutions seem to be extremely committed and devoted to ensuring the success of the program. But it is a task that requires, in addition to a high level of commitment, a great deal of staff time and energy. Much of the time devoted to running the program has been unpaid volunteer time. Some schools did not seem to have adequate staff to operate all of the components of the program, as evidenced in the number of overtime hours people said they devoted to the program, or that they did not have enough time to accomplish all of the tasks required of the program. Staff members appeared to be better able to accomplish these tasks when responsibilities were distributed between three to five people.

All but one of the higher level administrators interviewed said that they strongly supported the program. However, at at least two schools, CASP administrators had difficulty in

establishing lines of communication and authority within the school's administration. In these instances, the CASP staff did not have frequent access to the administration, and the general administration did not have much contact with the CASP staff or students. These were situations where CASP administrators seemed to lack the support they needed to effectively run the program.

At one college, administrators reported that students tended to bring their grievances directly to Georgetown CASP rather than to representatives at the college, which tended to put CASP administrators in an awkward position.

Recommendations. Colleges need to allocate adequate support, resources to staff the CASP administrative "team." The staff should be large enough to handle the demands of the program. Georgetown needs to provide colleges sufficient resources to do so.

It is essential that CASP be supported from the top down, and that the lines of communication be clear at all levels. A lack of communication between the general administration and the CASP administrators seemed to contribute problems experienced by at least two schools.

Communication between students and the administration can also be improved. Georgetown CASP and the colleges should establish grievances procedures for the students that take place within the institution. This would minimize the occurrence of grievances being brought to Georgetown before the colleges have had an opportunity to address them.

### Relationship between College and Georgetown

Findings. CASP institutions were generally satisfied with the level of communication and relationship they had with Georgetown CASP. Georgetown serves as a resource for the schools, and has established a good rapport with them through its program officers. College staff also reported that meetings organized by Georgetown for CASP administrators were good opportunities to exchange information about the program.

The colleges had, for the most part, established good working relationships with their program officers. Staff members at several schools, however, said that the program officers used to be "student advocates." Representatives at two schools indicated that this was still the case.

One weakness which emerged in the management of CASP was the lack of time colleges were given to prepare for events. Staff at four schools said that Georgetown did not always provide enough lead time for fulfilling requests or for taking other actions.

For example, staff at two schools said that they learned somewhat late in the planning stage that Georgetown wanted them to change the emphasis of their programs. Some colleges did not always receive enough time to prepare for their programs, or guidance from Georgetown in how to set one up. The programs at at least four schools suffered from a lack of planning and preparation before receiving a group of CASP students, which later contributed to other problems experienced at the colleges. CASP administrators at two schools said that they would have benefitted from a special orientation for CASP Coordinators.

Also, staff at a few schools felt they did not always have clear direction from Georgetown as to how to deal with serious physical health problems.

Representatives at a few schools said that Georgetown had supported their decisions when the schools were faced with difficult issues regarding student behavior. But staff at about one-fourth of the schools reported events which indicate that Georgetown has not always implemented its policies fairly or consistently. For example, CASP students are not permitted to drive; yet four community college personnel indicated that a few students had been allowed to do so. At least one school was allowed to forego the six-month home stay requirement. At least three cases were cited in which Georgetown did not back up its own policies by reversing its agreements with or directives to schools to send students home. In one instance, Georgetown had instructed a college to send a student home, only to reverse the decision a few days later. This behavior, said a few administrators, lead students to believe that there would be no consequences for "breaking the rules." Such inconsistencies in making and implementing policy decisions had the effect of undermining the authority of college and CASP administrators, as well as damaging the credibility of the policies themselves.

Recommendations. Georgetown needs to allow colleges adequate time to plan and prepare for a CASP program. It currently offers orientation programs for new schools, but it should also assist in orienting new staff persons who come on board after the program is in place. College CASP personnel need guidance, given by Georgetown in a timely manner, to assist them in setting up the program.

CASP should implement its policy guidelines consistently, and it should identify what the consequences are for those who do not comply with these guidelines. When policy guidelines are not consistently implemented, the credibility and authority of the college, Georgetown CASP, and the policies themselves can be undermined. It should also clarify the roles of college administrators in making, implementing, and enforcing policy decisions.

## Selection and Admission of Students/ Student Performance

Findings. According to community college personnel, students met most of the colleges' general admissions requirements. A few requirements had been waived, however, such as TOEFL scores required of foreign students at about seven of the institutions, and official transcripts.

While findings from the community colleges are not conclusive, comments from community college personnel suggest that the selection process is reaching a majority of students from rural and disadvantaged backgrounds.

Staff at at least two of the schools questioned the criteria that were used to select students with "leadership potential." Some of their students lacked confidence and did not fit staff members' ideas of a "leader."

The major issue surrounding the selection of students, however, was the heterogeneity of the groups of students. Administrators at over half of the colleges expressed concern over the lack of homogeneity of the students in terms of academic backgrounds, work experience, English proficiency, and students' needs. For example, a student in an agricultural program had three years of post-secondary experience prior to attending the institution. One instructor estimated that about half the students were over-prepared for an electronics program. At three of the institutions, it had been necessary to offer remedial instruction to students who lacked sufficient skills in math or in other disciplines required for their technical courses.

The diversity of the students' backgrounds has created a challenge for instructors to develop a curriculum and teach courses that are appropriate for the students. At one college which offered a short-term community health program, the diversity of the students' backgrounds and differences in health practices in each of the Central American countries required instructors to design a curriculum based on broad goals, rather than on one targeted to any specific needs of the students. A staff member involved with a food technology program indicated that given the differences in agricultural practices in Central American countries, the program could, at best, "hit the middle of the road."

Overall, despite the diversity of students' backgrounds and the teaching challenges this creates, comments from instructors and academic records indicate that the performance of the majority of CASP students has been adequate or better.

Recommendations. To assist the colleges in designing an appropriate curriculum within a specific field, and to better serve the students' needs, CASP should select groups of students with similar backgrounds, skills, academic preparation, and levels of English for which specific programs can be targeted. CASP should consider the diversity of the development needs of Central American countries when selecting students for specific programs.

CASP should provide the colleges with more information about the students' academic backgrounds before students arrive at the colleges.

### Instructional Program

Findings. Most of the students are enrolled in associate degree programs at the CASP institutions. At all schools offering CASP training programs, the curriculum for CASP students is different than that of regular students because of the attempt to offer technical courses specific to students' needs, courses taught with an interpreter, ESL classes, and, occasionally, remedial courses. Several community college staff members said that it was difficult to provide CASP students an associate degree program in 21 months. At least one administrator noted that their local students often took longer to earn the associate degree. The special nature of the curriculum for CASP students and the short time they have to earn the degree raises the question of whether this degree is equivalent to that granted to local students.

For the training component, some schools have had to hire special instructors to offer courses that they do not normally provide. Staff at three schools said they did not have adequate equipment for their students: one instructor said she did not have proper equipment for a clothing construction course; another staff member indicated that the college was short one computer. Staff at one college was looking for funds to purchase special equipment needed for a program featuring courses in computer repair. One school needed to develop two associate degree programs designed especially for CASP students, and had made some modifications in their degree requirements; another had not offered its computer science program until CASP students were enrolled in the school.

At several of the colleges (at least five), students are segregated from the local students in most of their classes for at least the first year. At one school, one staff member reported that it was likely that CASP students would be segregated in most classes for the entire two years, partly due to scheduling. At this school, even the Belizeans were taking most of their courses together, or with the Spanish-speakers.

Segregating students in this manner does not take into account students' individual differences, nor does it allow CASP students the opportunity to compete with local students.

Interpreters are frequently used early in the program, particularly during the first semester. Bilingual instructors are rarely used, at least not in any of the current programs. The evaluator noted only two cases where bilingual instructors had been used for Cycle E students. Staff at at least four colleges felt that using interpreters was not satisfactory. They complained that their use slowed down the class, or that they could not be sure that their material was being translated correctly. Even two of the interpreters themselves felt that it might be more practical to hire a bilingual instructor.

Staff at over half of the colleges currently in the program expressed a desire to learn more about the development needs and job market in Central America, so that they could develop a curriculum which was more appropriate for the students. Some representatives had attempted to find out about their returned students through visits to Central American countries, conversations with students, or through correspondence. Technical instructors expressed the strongest desire to know about the job market there, but they had fewer opportunities than the CASP administrators to find out this information. At one school, instructors suggested that they should be sent to Central America to assist in participant selection, rather than the CASP administrators.

Students and instructors also commented that students did not always have a clear idea of what they were coming to study, and that some programs had not met their expectations. Some students in a Clothing Merchandizing course wanted more clothing construction courses, while others wanted to learn more about buying and selling clothing. Some students were disappointed that requirements to take general education courses prevented them to take a fuller load of technical courses. At one school, the students were given the option of taking more computer science courses and getting the certificate - almost all of the students chose this option. At another school, at least two students who demonstrated little motivation or aptitude for their technical program were allowed to switch majors.

Recommendations. Georgetown CASP should select colleges that demonstrate the capability and willingness to offer specific fields of study that are appropriate for Central American development and job market needs. These should be the primary criteria used when selecting schools.

Georgetown CASP should establish mechanisms to ensure that colleges receive information and feedback about the job market and development needs in Central America.

CASP should deemphasize the importance of the associate degree and allow for some flexibility in the students' course of study. As was done at one college, students should be allowed the option of working toward the degree or of taking more courses relevant to their field of study. Students should also be allowed to change majors if it is determined that they do not have the motivation or aptitude to pursue a specific field of study.

For those who may be overqualified for some coursework, CASP should establish the capability to evaluate students' academic records to determine whether they are eligible for transfer credit for courses taken in Central America.

To help reduce the need for interpreters, whose effectiveness has been limited, and the need to segregate students, CASP should improve the English language training program (see below).

### English as a Second Language Instruction

Findings. English language training is an extremely important part of CASP, since students need to acquire adequate English skills to participate in all aspects of their training experience.

Few schools had an established ESL program before hosting a group of CASP students. Most have had to hire instructors on a part- or full-time basis to accommodate the students, and at least two of the schools were in search of a full-time ESL Coordinator during the evaluation period. Most of the schools had hired qualified professionals to manage and teach ESL courses (the ESL Coordinators), but several schools did not have enough staff to offer more than one level of ESL instruction in either the first or second semester. After one term of ESL instruction, students were sometimes moved into developmental English classes, which may not have been appropriate for their language-learning needs. ESL instructors, other faculty members, administrators, and the students themselves frequently commented that students did not have enough time to learn English. Instructors in academic and technical courses did not always know whether their students understood the material being taught. At at least one school, students' poor performance in their credit English classes brought nearly all of the students' grade-point averages down. The 21-month time frame imposed by CASP for Cycle E students imposed an additional burden for the students to learn English.

While several measures, both those designed for native as well as non-native speakers, were used to place students in ESL or in English composition classes, only one college had established some criteria for determining whether a student was ready to be mainstreamed into content-area courses taught solely in English. One instructor commented that it was not a matter of whether the student was ready, it was "that time of year."

ESL instructors at some of the colleges indicated that they had a difficult time preparing for the students because they did not have an idea of the students' English proficiency levels before their arrival. In a few cases, ESL and technical instructors had underestimated the students' English abilities.

Despite these difficulties and challenges, ESL instructors have adopted some innovative approaches to teaching ESL to this group. At about four of the schools, ESL instructors were attempting to collaborate with technical instructors to determine what technical material might be taught in their ESL classes. ESL instructors also advised technical instructors on how to use English at a level the students could understand. At one college, the ESL instructor had suggested that the ESL and math instructors team-teach ESL and math during the CASP students' first semester. At least four ESL instructors were incorporating Experience America or cross-cultural activities in their classes. These are all ideas and approaches which could be shared with other colleges in the network.

Recommendations. To improve ESL instruction, the colleges should hire qualified ESL instructors for all ESL instruction, and they should hire enough instructors to accommodate students at beginning, intermediate, and advanced levels. Developmental English should be made available to support ESL instruction, but not to replace it.

Colleges should encourage ESL and technical instructors to work together to ensure that the ESL and technical components are mutually supportive. The responsibility for such collaboration should lie equally with both parties. Staff at a few colleges in the CASP network are doing this - their approaches should be shared with the others.

The colleges also need to establish criteria for assessing when students are able to attend courses taught in English. These criteria may differ from course to course, since technical and academic courses require varying degrees of English proficiency. The criteria might be no more than informal assessments reached collaboratively between ESL and content-area instructors. Students should not be mainstreamed until these criteria have been met. One college in the network, Waukesha County Technical College, seems to have established some standards of this nature. Georgetown CASP should explore the

degree to which these measures have been successful, and determine whether similar criteria might be used at other training institutions.

Georgetown CASP should organize the ESL program so that more English instruction is provided. Some of this instruction could take place in Central America before students arrive at their training institutions.

Georgetown CASP should also assist colleges in designing an appropriate ESL curriculum for CASP students by providing colleges with information about students' English preparation and proficiency before their arrival in the United States.

Finally, Georgetown CASP should provide sufficient resources to help colleges develop an infrastructure capable of delivering an appropriate ESL program for CASP students. Georgetown should select new schools that demonstrate these capabilities.

### Experience America

The CLASP policy guidance states that "trainees shall be given opportunities to become involved in the daily lives of individual American families and activities of community and professional organizations." Guidelines for this component were outlined more specifically in a memo sent by AID to USAID missions in March 1988.

The guidelines emphasize that this component is experiential and participatory, and not observational, and that it should permeate the participants' daily experience while in the U.S." These experiences include students' participation in American education, and interaction with Americans in the academic and local community and in their living environments (dormitories or host families). In addition, it should introduce students to the decision-making process in the United States, and provide participants with a meaningful understanding of and appreciation of U.S. political, economic institutions. Some specific activities in which students should be encouraged to participate in are volunteer activities, activities with civic organizations, and internships.

Findings. For the most part, the CASP institutions seem to be succeeding in fulfilling their responsibility to help achieve Experience America goals. Georgetown CASP has allowed the training institutions much flexibility in implementing Experience America, and many of the training institutions have been creative in attempting to do so. At nearly all of the schools (at least 16), staff reported that students visited educational and government institutions, and made excursions to places of social, cultural, and historic interest. Students at several schools had

spoken at civic club meetings and in school classrooms, and staff at six schools noted that their students had taken part in volunteer activities. At some schools, students imparted aspects of their own culture to Americans through cultural festivals. Administrators at about half of the institutions said that students participated in regular student activities, such as student body government, clubs, dances, and so on. At three of the schools, students were enrolled in courses in which experiential activities were intrinsic to the program, such as in Clothing Merchandizing or in Food Technology. Some of the schools also offered internships for their students.

Eight schools had begun to offer Experience America classes in which aspects of American culture were discussed. Seven schools also offered "leadership" classes or workshops, viewed as part of, or in addition to, the Experience America component. At four schools, some Experience America activities were incorporated in ESL classes. At one of these institutions, students were brought in contact with community members as part of a project to write a history of the college and the town.

The host family programs implemented at nearly all of the schools also appeared to be helping to achieve Experience America goals. (Specific findings are discussed under Housing Arrangements below.)

One of the colleges visited by the evaluator had no formal Experience America component; this was Regis College, the Jesuit institution hosting a special program for Belizean students from St. Johns College. While these students appeared to be actively involved in regular activities on campus and in the community, none were living with host families and all but one of the eight students were sharing dormitory rooms with each other. No formal Experience America component was arranged for these students. The students are probably "experiencing America" on their own terms; but these may not necessarily be meeting the guidelines as stipulated in the CLASP policy guidance. If Regis College is typical of the other Jesuit institutions hosting students which fall under the CASP program, the question is raised as to whether these students are truly part of CASP / CLASP.

While a great deal of effort seems to have been made to involve the students in the local community, and students frequently had positive interactions with college faculty and staff; instructors, staff, and host parents at seven schools noted that students tended to remain together as a group, and did not interact much with local students on campus. At two of these schools, staff indicated that there was a feeling of resentment among local students toward the CASP students. Keeping students segregated from local students in their classes seems to inhibit interaction between the two groups. At least three schools were attempting to facilitate more interaction between the students

through establishing "buddy systems," or assigning a tutor to each CASP student. One of the schools was considering plans to provide an orientation to the local student body about the purposes of CASP.

All schools are required to implement the Experience America component, but one area of confusion about Experience America seems to be the degree to which it should be required of the students, and if students do not participate in the component, what are the consequences? At at least one college, the Experience America class was a credit course required for the associate degree. What if students refused to take the course, or if failure in this course meant that the student would not get the degree? At four schools, students were usually required to participate in all Experience America activities, yet they were also occasionally expected to contribute to these activities from their personal allowances. Some schools organized all of the activities for the students, while others allowed students to decide on some of the activities they wanted to do.

Some of the students at at least three of the schools said that they were unhappy with the Experience America course or with some of the activities that had been planned for them. Students at one school and a host parent at another felt that the students were being "used." If the Experience America component is viewed as a negative experience by those involved, the component may not achieve its intended goals.

Administrators at at least four of the colleges expressed their frustration with the lack of specificity in how Experience America should be implemented, and the emphasis to place on it vis-a-vis technical training. At one school, staff felt that Georgetown seemed to place much emphasis on evaluating their entire program based on "how good" the Experience America component was, yet there were no specific guidelines or criteria for evaluating this component." Staff at three of these schools wanted to know whether the primary emphasis should be on Experience America or on technical training, so that they could establish priorities in determining how to allocate their limited resources for the program. These staff persons wanted the program to place a stronger emphasis on technical training.

Experience America goals and technical training occasionally seemed to conflict with those of the technical component in other ways besides determining how resources should be allocated. Comments were frequently heard that students were spending much time studying to keep abreast of their English and technical classes. These were pressures, according to some staff, students, and host parents, that occasionally kept the participants from being available for extra-curricular activities. The short duration of the 21-month program may have

exacerbated this problem, since students were required to take heavy course loads to earn the associate degree.

Recommendations. Given that the Experience America guidelines stress the personal involvement of CASP students with Americans, the colleges should continue their efforts to encourage students to participate in the community, but could do more to facilitate students' interaction with local students on campus. This is already being attempted at a few schools, where students are assigned to American "buddies" for a period of time, and where orientations are planned for the local student body about the purposes of CASP.

To the extent that this is possible, CASP students should also be integrated in classes with local students. This would not only allow CASP students to interact with the local students, but provide them the opportunity to compete with American students as well. Improving the ESL training component (see below) could reduce the need to segregate CASP students.

Also, more attention should be given to involving CASP students in the normal student activities offered on campuses, rather than organized activities which keep CASP students segregated as a group.

Colleges are required to implement Experience America, but it does not seem to be clear to the colleges to what degree students are obliged to participate in the component. And, if students refuse to participate in Experience America, there are no consequences for them. Students who feel that Experience America is imposed on them may resent this component, which can detract from its intended goals. CASP and AID should consider making it the colleges' responsibility to make Experience Activities and opportunities available to the students, but not to insist that students to participate in them. Also, the Experience America component would have a better chance of succeeding, if it took into account, wherever possible, students' preferences and interests when planning events and facilitating students' participation in the community.

CASP also needs to clarify the emphasis to place on Experience America vis-a-vis technical training. Colleges need adequate resources and time to provide both quality training and an Experience America programs. The two components should complement, not compete with one another, and should be integrated whenever possible.

### Housing Arrangements

Findings. Overall, the host family programs seem to be working well. All but one of the colleges had set up six-month

homestays for their students. Host parents frequently reported that they treated their students as part of their own families, and involved the students in all family activities. A number of students at a few schools expressed a genuine affection for their host parents.

However, some schools did not have enough time to set up a host family network before the students came. In a few instances, the six-month requirement was imposed on the colleges after the students had been on campus for some time. Schools did not always have sufficient time and resources to recruit and select families, and match them with students. Staff members at some colleges felt that the information that Georgetown provided about the students was not sufficient to match students with families. Staff also noted that it was more difficult to find families in certain communities or at certain times of the year. There was much variability in how families were selected and oriented to the program. Staff, families and students felt that both families and students needed more orientation for the experience.

Since several colleges are located in areas with little public transportation, transportation also frequently emerged as a burden on host parents or on the colleges.

Recommendations. Housing students with host families has provided opportunities for students to become intimately acquainted with Americans and their culture. Yet colleges need more assistance from Georgetown CASP in setting up the host family program. Colleges should be given enough lead time, and should be adequately staffed to set up the program. Georgetown CASP should provide the colleges with guidelines for recruiting, selecting, and matching families with students. Both host families and participants should receive orientations which provide more in-depth information about the implications of the host family living situation.

Also, in view of the difficulties that institutions have in implementing six-month homestays, further review and discussion about the length of this requirement should be entertained between the training institutions and Georgetown.

Finally, in selecting new colleges, Georgetown CASP should give more consideration to colleges in communities which have public transportation.

### Program Costs

Findings. Administrators at most of the institutions said that the amount received to operate CASP was not adequate, or that it would not be adequate if new requirements were added,

such as a formal leadership component or a stronger Experience America component. Institutions made financial contributions to the program primarily in salaries not covered by CASP. Contributions were also made in equipment and facilities. At three schools, staff indicated that the college lacked equipment needed for the program: one school needed an extra computer; another lacked sufficient clothing construction equipment. One school was searching for funds outside of the CASP budget to purchase equipment needed for a computer repair program. Another school found that their machine tool program was expensive to operate, and chose to offer a less expensive program for the next group of CASP students.

Two colleges had to put a cap on the number of credits students took. One of these schools wanted students to move from their host families to the dormitories, partly because it was more cost-effective to do so. Given their limited funds, staff at two schools indicated that devoting more resources to Experience America might detract from the students' technical training.

Staff at three colleges indicated that the budget for training programs should be based on regional costs. Two of these colleges were in urban areas, and were no longer hosting CASP students, in part, because of the program's expense. Some schools gave estimates of the amount needed to operate the program without subsidizing it with institutional funds. These estimates ranged from \$1100 to \$1500 per student.

It seems that the drive to keep costs down has meant that schools have not been able to run a program at the level of quality they would like. As long as cost containment remains a driving force in the program, the quality of the programs at the community colleges is at risk.

Recommendations. CASP should increase its budget of \$1000 per student per month at the colleges. The increase should be sufficient to allow colleges to provide quality programs without having to subsidize the programs from the colleges' institutional funds. CASP should also consider providing funding based on a scale that reflects regional costs.

#### **4. Community College and Training Institution Site Visits**

##### **4.1 Altoona Area Vocational Technical School Altoona, Pennsylvania**

###### **Methodology**

At Altoona, the evaluator interviewed the following people:

- o The Director
- o The CASP Coordinator
- o Supervisor, Adult and Continuing Education
- o The Administrative Assistant, Adult and Continuing Education
- o Two electronics instructors
- o An ESL instructor
- o Host parents and advisory committee members

###### **Overview**

Altoona is primarily a secondary vocational technical school run in conjunction with academic track secondary educational institutions. It is located in a small town in Central Pennsylvania. There are 1200 full-time students in secondary programs, and 350 adults in full-time programs; over 7000 adults are studying part-time. The Adult and Continuing Education division handles all programs for adults and any postsecondary training programs. No postsecondary degrees are offered at the school, but certificates are offered in a variety of technical fields. The school is currently seeking accreditation as a technical institute by the Middle States Association to enhance its postsecondary offerings.

Altoona had a joint contract with Mount Aloysius Junior College to host its first group of CASP students (Cycle C) in an environmental health program, from August 1986 to August 1988. Mt. Aloysius, the primary sub-contractor with Georgetown University, offered the actual degree program, while Altoona offered the technical courses. Administrators from both institutions concurred that this relationship had not been satisfactory. (For more information about this relationship, see the report for Mt. Aloysius Junior College.)

For its second group of CASP students (Cycle E), Altoona has joined with another institution accredited to grant associate degrees, St. Francis College, located in Loretto, Pennsylvania. It is offering a program in electronics and computer repair technology. This time, Altoona has the primary contract with Georgetown University. In August 1988, a group of 14 CASP

students from Costa Rica, Guatemala, Honduras, and Panama began this 21-month program. Students will have the opportunity to earn an Associate of Applied Science in Electro-Mechanical Technology. They can also earn a certificate in computer repair and technology.

Altoona first learned about CASP through a former employee who had met the CASP director in Washington. After this initial contact, a representative from Georgetown visited Altoona to determine if it was an appropriate place to receive a group of students to study health care.

CASP students are the only foreign students ever to study at Altoona, and thus there were no already existing services or facilities for foreign students when they arrived. Administrators believe that CASP broadened the focus of their small town. One staff member indicated that the school was fairly isolated, and that it did not enroll any blacks or Hispanics. By hosting CASP students, it is felt that the school's world view will be broadened, and vocational technical schools will gain status. Overall, general administrators indicated that they took pride in working with Georgetown CASP.

#### Local Administration of CASP

CASP is located in the division of Adult and Continuing Education, because this is the division that normally deals with adults, or anyone over 16 years old. At the time of the site visit, Altoona was still negotiating the relationship with St. Francis College, where students were to begin classes four days later.

The CASP Coordinator has a full-time position within the division of Adult and Continuing Education, and manages all facets of CASP. The Administrative Assistant of this division was the main contact for the initial program in environmental health. He continues to be involved in CASP at all levels, although his time is not charged to the project.

A former Spanish teacher, the CASP Coordinator had no prior experience with foreign students other than having known some American Field Service students as a part of her teaching responsibilities. She was hired in August 1988, just before the students arrived.

#### Relationship between College and Georgetown

Altoona is required to submit quarterly activity and financial reports to Georgetown CASP, as well as public relations material and reports of community outreach activities. The CASP

Coordinator's main contact with Georgetown CASP is the school's program officer or a higher level administrator at Georgetown. The coordinator felt that Georgetown should have the responsibility to orient and set expectations for new CASP Coordinators. She would have appreciated a special orientation for new coordinators. She reported that she would have had difficulties without the help of the Administrative Assistant in her division.

### Selection and Admission of Students

For the first group of CASP students, representatives from Altoona took place in the final selection in Washington. Translators were available to help them read applications, since these materials were in Spanish. For the second group, one representative from Altoona worked with Berkshire Community College to choose scholarship recipients for their schools and for Scott Community College.

Georgetown certified that all candidates were eligible for the award, and that they had the equivalent of a high school diploma. Prior academic level or postsecondary studies did not influence the school representatives' selection of students.

An administrator who had taken part in the selection process suggested that Georgetown CASP take better care to screen for initial eligibility criteria before applicants' names were submitted for the final screening process in Washington. He felt that the schools may have been overburdened in being asked to screen for socioeconomic and other initial scholarship eligibility requirements. When selecting students, this administrator treated all applications on an equal basis. He used academic background, familiarity with the subject matter, personal essays, and math and science grades to filter through the applications. Georgetown gave each school individual country allocations, so the students selected had to fit into those parameters.

Staff reported that students entered with various levels of academic and practical experience in electronics and English. An electronics instructor believed that the math knowledge of the CASP students was at a higher level than most domestic students, and he indicated that there was a wide range of prior experience in electronics among the students. Some had done some postsecondary studies, while others had practical experience. Some of these individual differences were expected, since representatives did not try to select homogeneous groups in either area.

Altoona did not have CASP students' transcripts on file, and one staff member said that Georgetown CASP did not include this

information as part of the students' dossiers. He indicated that the school did not have the capability for determining whether students could receive credit for prior postsecondary studies completed in Central America.

### Instructional Program

Current program in Electronics. According to one administrator, Georgetown gave them a choice of offering a program in machine technology or in electronics, and they chose electronics. The school was not asked to modify the curriculum based on Central American development or labor market needs. The goal indicated for the program was a students' immediate employment as a technician.

The academic program includes 36 credits of study toward an associate degree at St. Francis College, plus 27 credits from Altoona. During the fall semester, 1988, students were enrolled only in classes at Altoona: in ESL for 15 hours per week, and in two content area courses (one in computer programming and one in electronics, with accompanying labs).

The theory part of the electronics course was taught in Spanish by a bilingual instructor, while the lab was taught in English. The bilingual instructor, who normally taught at a nearby college, had been hired especially to teach this course. The instructor who taught the lab for this course said that he had worked with international students before, and found the system of using interpreters to be unworkable. He welcomed the bilingual approach adopted by Altoona.

In the second semester, students were to take ESL for seven and one-half hours per week, electronics courses at Altoona, and three courses at St. Francis College. There were plans to integrate the CASP students with local students in the electronics courses by February 1989. The three courses at St. Francis were scheduled to be taught as segregated sections. Two courses were to be taught in English, while a Spanish literature course would be taught in Spanish. A week before classes were to begin at St. Francis,, details regarding the content of courses taught, as well as transportation arrangements, were still being worked out.

Former program in Environmental Health. An environmental health teacher reported that the students in this program had varied backgrounds and experience in health care. Some of them were disappointed in the coursework because they had other expectations about what they would be studying. Some were more interested in the social work aspects of health care; others were interested in maternal child care, which was not this instructors's specialty. Students said that the clinical

experience provided by the program was very "American," and not really related to their own experiences and physical conditions. The instructor tried to reorganize the course to make it more relevant, but she had little knowledge of the Central American situation.

The instructor was given general information about CASP and about Central America, but she was not informed about Central American health delivery systems, or the relevance of the training she was providing the students. She thought that more specific training might be more useful to the group than having them earn an associate degree in the field. Prior to the site visit, representatives at Georgetown had told the evaluator that community or environmental health would probably not continue, because graduates of this program found it difficult to find jobs in Central America.

### English as a Second Language Instruction

Altoona had no capability to teach ESL before CASP. The CASP Coordinator said that she had initially began to teach ESL in the fall, but decided she needed to spend more time on managing the program. It was not until mid-semester that an English instructor was brought on to teach ESL. The instructor hired for the ESL component was normally a teacher at the Community Education Center. She sometimes taught ESL when needed, but she was primarily responsible for adult literacy and other academic skill requirements for the GED.

Until the English instructor's arrival, the students' English proficiency had not been tested. She administered the Test of Adult Basic Education (TABE), a test designed for native speakers of English that gives results with grade levels that correspond to those used in the United States school system. This test is not appropriate for non-native English speakers who read at a much higher level in their native language. The instructor indicated that the test was used because it helped to her to determine what teaching materials to use from the Community Education Center. Neither this test nor the materials were appropriate for non-native English speakers who may read at a much higher level in their native language. Other than the TOEFL, which she had heard of but not seen, she was not familiar with tests that measured the language abilities of non-native English speakers.

The instructor geared her materials to grades 6 through 8, and ranked all her students in the "intermediate" proficiency level. The students were taught in one class. In the class observed by the evaluator, the instructor used graphics and the blackboard extensively to teach different weather vocabulary, rather than trying to verbalize definitions and concepts.

Students were attempting to explain to each other in Spanish what the teacher was attempting to teach.

After the second semester, ESL instruction will be discontinued. According to staff, Altoona does not have any English proficiency requirements, nor will St. Francis have any such requirements. Thus, students will not be required to take any standardized exam before receiving a degree from St. Francis.

The ESL component at Altoona is not oriented to preparing non-native English speakers for college work in English. The teacher has not taught intensive ESL to a group, nor for the purpose of preparing students for further academic pursuits. She does not seem to acknowledge that there might be different materials, methods, and measures for this academic purpose. There is no language lab for individual practice. It appears that CASP staff are not aware of any shortcomings of the ESL program; two administrators reported that the ESL part of the program was going well.

#### Student Performance

CASP staff and instructors believe that the performance of this group is satisfactory in both ESL and electronics. One electronics instructor said that the CASP students compared favorably with students he had taught at a nearby college, and that they were highly motivated. The students were asking for textbooks in Spanish so that they could study ahead for their work in English. Another electronics instructor indicated, however, that three might have trouble completing the degree. This was more because of their self-confidence and ability to express themselves, he said, than because of their academic performance. This instructor was concerned about how these students would perform in their upcoming classes at St. Francis College.

#### Experience America

The CASP staff indicated that Experience America was "everything we do." Georgetown had not given specific guidelines for implementing Experience America, but had indicated more what it was not. Altoona was told that Experience America was not sightseeing, and had tried to develop more community interaction activities. Examples cited of such activities were: presentations at community business clubs; visiting local high school Spanish classes; a family picnic; and various visits to local attractions. In addition, organized activities with local businesses and clubs and student groups were felt to have promoted the students as a group within the community. The CASP

staff believed that Experience America was an important component of CASP, and was enthusiastic about organizing activities for the students and their host families.

CASP staff viewed community interaction as part of Experience America, but found that students had not had much opportunity to interact with American students because the classes had been segregated. It was anticipated that students would have more access to other college students when they began to attend classes at St. Francis.

### Housing Arrangements

All students currently live with host families. The school has no dormitory facilities. At the end of six months, students will have the option of moving into more independent living situations. Some students had planned to switch to other families, but all wanted to continue to live with families rather than living in apartments.

The CASP Coordinator is responsible for making all housing arrangements, and making sure that both students and families are satisfied with their living situation. With the help of another administrator, she recruited and selected the families. Advertisements were placed in the paper, mass mailings were sent, and personal connections were used. CASP staff visited all of the potential families to assess the living situation for each student. One host parent who had hosted a student from the first group, felt that Altoona was managing the host family program well.

All families reported that they felt as responsible for their CASP students as they would for their own children. Before CASP, none of them had any experience with foreign students, and this connection had piqued their interest in travel and knowing more about Central America.

### Program Costs

Altoona is able to stay within the budget for CASP, partly because they are able to charge less than full tuition for the group. They are accustomed to arranging special tuition rates for special group programs, and have been able to work with St. Francis College to give a tuition break to the CASP group. In addition, a few staff members are contributing time to the program not covered by CASP.

One staff member said that Georgetown CASP should consider giving a cost-of-living increase to the program, since the amount given to CASP institutions has remained the same since the

beginning of the program in 1985.

### Major Findings

#### Local Administration of CASP

Findings. Altoona Area Vocational Technical School had no prior experience with foreign students before CASP, and has therefore had to start from the ground up in building the program. In addition, the institution is not authorized to award postsecondary degrees, so they must ally themselves with another institution to meet the degree requirements of the CASP program. They also must set up another set of reporting requirements and accountability within their program.

#### Relationship between College and Georgetown

Findings. The institution appears to have a good working relationship with Georgetown CASP.

#### Instructional Program

Findings. The program in environmental health did not appear to meet the development or job market needs of Central America. There are no plans to continue providing environmental health programs. The electronics program could also be strengthened if there were more awareness on the part of instructors about the realities that CASP students will face when they return to Central America.

Another weakness in the current electronics program is that students are required to move through most classes as a group. Students are taught as a block for the first year of the program. This model does not address individual differences or abilities of the students.

Students in the program are heterogeneous in terms of prior academic and practical preparation.

The school does not appear to have the capability, nor see the need for, determining whether students can receive credit for prior postsecondary studies completed in Central America.

Recommendations. CASP should assist institutions in developing an appropriate curriculum by selecting homogeneous groups of students, and by providing feedback to the institutions about the job market and development needs in Central America. It should also establish the capability to evaluate students' academic records to determine eligibility for transfer credit. Finally, it could reduce the need to segregate CASP students and

the need for interpreters by improving English language training.

### **English as a Second Language Instruction**

**Findings.** The ESL component of the program is weak. It is not preparing CASP students to compete successfully with native speakers at the college level, which is what they will be required to do to earn an associate degree. The CASP staff does not seem to acknowledge this weakness, or question that students might need special instruction geared toward non-native English speakers, not that designed for students preparing to pass the G.E.D. Since testing of English proficiency is not a requirement in the CASP program, the students' rate of progress and measurement of specific skills required to succeed in academic courses will never be measured to help predict whether they can linguistically compete in a classroom with North American students.

**Recommendations.** The institution should hire instructors qualified to teach ESL, and the ESL program should be large enough to accommodate students at beginning, intermediate, and advanced levels. Local criteria should be established to determine whether students are prepared to take classes with North American students. Developmental English classes should be offered to support ESL instruction, not to replace it.

CASP should help colleges develop an infrastructure capable of delivering an appropriate ESL program. New schools should be selected which demonstrate a capability to provide appropriate ESL instruction.

### **Student Performance**

**Findings.** So far, most of the current students appear to be performing satisfactorily.

### **Experience America / Housing Arrangements**

**Findings.** The school has done more than a creditable job in providing for student services and the Experience America component of the program. The host family system seems to work well, and staff have worked hard to get the system established. They have provided guidelines to both the families and the students and have established a system for determining which families in the area would be best suited for hosting CASP students.

Staff have made an effort to introduce students to the community. The students are very visible, and have been well

received by the clubs and institutions they have visited. So far, the students have been heavily involved in group activities, not venturing out to "experience America" on their own terms.

### **Program Costs**

**Findings.** The institution has been able to stay within the budget, but only through arranging special tuition rates for the students. Staff indicate that CASP should give a cost-of-living increase to the program, since the amount provided institutions to operate CASP has remained the same since 1985.

**Recommendations.** CASP should increase the amount it provides institutions to operate the program.

## **4.2 Berkshire Community College Pittsfield, Massachusetts**

### **Methodology**

At Berkshire Community College, the evaluator interviewed the CASP director, the ESL Coordinator, an Electronics instructor, the Social/Community Activities Coordinator, the Housing Coordinator, the Dean of Student Services, the president, CASP Advisory Committee members, host parents, and the group of 23 CASP students. She also observed an electronics class and an ESL class.

### **Overview**

Berkshire Community College is currently hosting Cycle E students in three 21 month associate degree programs, scheduled to run from August 1988 through May 1989: Electronics, Computer Science, and Hotel and Restaurant Management. Eighteen students from Belize, Costa Rica, El Salvador, Honduras, and Panama are enrolled in the Electronics program. Three Belizeans are enrolled in Computer Science, and four Belizeans are taking hotel/restaurant management. Discussions with Community College staff centered primarily around the current electronics program.

Berkshire has been involved with CASP since Cycle C (August 1986), when it offered a 24-month associate degree program in Computer Programming for 14 participants. In Cycle D (January 1987), it offered 24-month long-term programs in Community Health, Hotel and Restaurant Management, Human Services, and Computer Science. From mid-January through mid-April 1987, the college also provided a three-month short-term program in Community Health for one student.

CASP had already been established at Berkshire when the current President took this position. She was not aware of the details of how Berkshire first learned about CASP, except that their congressman had a role in helping to bring CASP to Berkshire. She strongly supports the program, and saw as one of its benefits the exposure their student body had to international students. She indicated that the college was interested in expanding in their involvement with international programs.

### **Local Administration of CASP**

CASP is administered through the Department of Student Services. The CASP Director, who had been in the position for less than a year, reported to the Dean of Student Services. The CASP Director has a degree in Business Administration, has lived

and worked in the Dominican Republic, and Speaks fluent Spanish. In addition to working full-time for CASP, he taught ESL classes for a different population of foreign students in the evenings. He managed all of the daily aspects of the program, while the Dean provided advice and assistance when necessary.

The Director operates the program out of a separate office designated for CASP. He manages the program, supervising the CASP staff, acting as a liaison between the college and Georgetown CASP, handling all paperwork and reporting requirements to Georgetown, and making himself available to students for counseling and advice. While the evaluator interviewed the Director, he was occasionally interrupted by students seeking to speak with him. He also approves all curriculum decisions proposed by the faculty.

The Director has a relatively large staff to assist him in administering the program; including the Director, responsibilities for the program have been distributed among four people, and at the time of the site visit, there were plans to hire a secretary to support the program. A part-time Housing Coordinator is in charge of implementing the host family program and in handling insurance. A Social/Community Activities Coordinator is responsible for the Experience America component. She works part-time for CASP, and part-time as coordinator of student activities for the regular student body. These two positions are complementary, allowing her to organize activities for both CASP and local students, and to integrate them whenever possible. The ESL Coordinator, in addition to designing and operating the ESL program, assists the Social/Community Activities Coordinator with the Experience America component. The Director said that he encouraged honest interaction among the CASP staff. Staff members were encouraged to express their views about aspects of the program, even if they sometimes disagreed. In a dinner meeting with the group, the evaluator observed that the administrators interacted with each other in a friendly, comfortable manner. The group seemed to operate as a supportive, cohesive team.

The CASP Director indicated that he did not want the students to receive "special treatment," and attempted to use existing services wherever possible. For example, he had asked staff from the counseling department to run a workshop on resume writing for returning students.

The college has an active CASP Advisory Committee; staff reported that this was truly a working body which meets regularly with the CASP Director to discuss various policy issues. Its members are primarily college personnel; one member from the community is also on the committee, a lawyer who is also on the board of trustees. In addition, a student representative sits on the committee; this was not observed at any of the other CASP

institutions. The CASP Director said that he found the committee very useful as a sounding board which provided advice and guidance in making decisions about the program. The evaluator met with about six members of the committee. Board members reported that one of the main issues they had been asked to address was how to deal with major behavioral problems which arose with one of their students. They assisted the CASP administration and the President in deciding what action to take regarding this issue, and in then working with Georgetown to resolve the problem. The President later said that the board and Georgetown CASP had both been supportive to the administration during this time.

### Relationship between College and Georgetown

The CASP Director said that all documents were sent to Georgetown on a regular basis. The CASP Director, the President, and the Advisory Committee members all said that the college's relationship with Georgetown was good. The President reported that Georgetown was especially helpful in backing up the college's decision to send a student home because of behavioral problems. The college had first attempted to deal with the problem in-house before discussing with Georgetown how best to deal with it.

Two of the other CASP staff members felt that during their monitoring visits, Georgetown representatives did not spend enough time interviewing CASP administrators, instead spending most of their time talking with the students. One administrator had assumed that the program officer would seek to speak with her on his last visit; instead, she had to make a special request to see him.

At the time of the site visit, the CASP Director had noted that Berkshire and St. Petersburg were the only CASP schools on the East coast. While the college could reach the other CASP institutions by phone, Berkshire's physical isolation made other means of interaction with CASP schools difficult. He wanted to see Georgetown facilitate more communication with other Community Colleges, and the ESL Coordinator also wanted to interact more with others who were operating ESL programs for CASP. In a later telephone conversation, the Director reported that Georgetown was making more of an attempt to bring schools in contact with each other, and the college had just been asked to conduct a regional orientation for new CASP schools for the next Cycle.

The Director was also concerned that Georgetown might be expanding its program too rapidly, especially now that it was in the process of launching CASS. He felt that Georgetown should concentrate more on doing its current programs really well instead of continuing to spread out.

### Selection and Admission of Students

Staff reported that students met normal degree requirements, except that the TOEFL score normally required of foreign students was waived for CASP students.

The CASP Director and the Electronics instructor said that the students were heterogeneous in terms of their prior experience and training in electronics. Some did not have adequate math skills to meet the requirements for electronics program. In addition, a few had to switch majors because of lack of motivation or aptitude. As for meeting criteria of "rural," or "disadvantaged," the Director estimated that about four or five "slip through," but that these criteria were very difficult to control in Central America. He added that Georgetown was making an effort to improve the selection process by inviting community college representatives to assist in the selection of students in Central America.

### Instructional Program

According to the CASP Director, Georgetown asked college if it could provide certain fields of study. Berkshire then submitted a proposal for a curriculum in one of those fields. He said that their electronics and computer programs were accepted because "we have an excellent program ... also in computer information systems."

During the fall semester, the Spanish-speaking electronics students were taking 25 hours of ESL, plus classes in calculus, DC circuits, and labs. In the spring, the students had 8 hours of ESL along with their content-area courses. The students, both Belizeans and Spanish speakers, were taught in segregated classes in their technical areas in both the first and second terms. Some Belizeans are already taking technical courses integrated with local students. There were plans to mainstream in the fall of 1989, a year after the students had been on campus.

The Director noted that before he was hired at the college, he had heard that Berkshire had made many modifications in the community health program, because the program allegedly was not what students had expected. "Students came from four or five different directions," he said. To help meet students' expectations, the college hired instructors to teach courses which had not been anticipated, and two students were allowed to change majors. While some modifications are desired and often necessary, he thought that in this program, if the college made too many modifications, a lack of trust was engendered among the students, and made it appear that the school did not know what it was doing.

The college has demonstrated a strong desire to find out what students needed to learn, and for investigating the returned students' job situations in Central America. The CASP Director reported that the college was sending out letters to returned students to gather this information, and there were plans to create an alumni directory for CASP students who had graduated from Berkshire. The electronics instructor, who seemed to be very committed to the students and the program, had made an attempt to find out about needs of his students and of the countries from which they came. He asked the students to write compositions about their needs, and reported that he had also travelled to southern Mexico, and planned to go to Central America in the spring. He was also in the process of proposing that Georgetown CASP help fund a special training program the college wanted to provide for Hondurans.

### English as a Second Language Instruction

Berkshire had no ESL program prior to CASP. The ESL Coordinator was the only ESL instructor for the students. She was highly qualified to teach ESL, with a master's degree from the School for International Training, and 14 years of experience in the field. She demonstrated a strong commitment to the program and had made several innovative suggestions for improving ESL instruction. These included incorporating ESL with instruction in math, and in incorporating Experience America activities within an ESL class.

The students' ability to acquire adequate English to pursue their technical studies was a major concern among staff members at Berkshire. CASP administrators and instructors noted that it had been very difficult for students to learn English and do their coursework.

For the next group, the Director planned to implement a sequential program in which students would be enrolled only in ESL during the first term, and would begin their technical courses in the second semester. He said he did not "want to distract them from their English." The ESL Coordinator also planned to propose a first-semester ESL program in which students were enrolled in 20 hours of ESL instruction in conjunction with five hours of Math, which would be team-taught with the ESL Coordinator. This approach to teaching ESL, sometimes referred to as Content-based ESL, is currently used in some secondary institutions in the United States.

### Student Performance

The electronics instructor claimed that CASP students were well-motivated and generally performed better than their local students. The ESL Coordinator, however, felt that the students were not progressing as quickly as they should in ESL; she attributed this to their heavy class load and in general difficulties in adjusting to their new environment.

### Experience America

Experience America activities ranged from outings to go ice skating to special weekend retreats. The Activities coordinator made an attempt to include local students in many of the activities planned for CASP students, and the CASP students were also encouraged to get involved in general student activities.

Many staff members voiced their concern that students were currently not able to participate much in the community or in Experience America activities because the students had such a heavy work load, due, in part, to their short 21 month program. One host parent noted that the students tended to "bunch together;" but the Director assured him that this behavior was likely to change by the next semester, when students would be mainstreamed in their courses. By that time, however, the students will have already been on campus for a year.

### Housing Arrangements

Of 25 students, 21 were living in homes and four were in apartments. The Housing Coordinator had developed a two-part program - first, to place students in host families for six months; and later, to offer a seminar on apartment living to prepare those who might be interested in moving into more independent living situations. Students were not encouraged to move to apartments, but are given the option, and help in making the transition. The Housing Coordinator had held this position part-time a few years and seemed to have developed a comprehensive system for recruiting, selecting, and orienting host families, and she facilitated on-going communication with the families through regular meetings. She reported that recruiting for families was a year-round activity. At the time of the evaluator's visit, the school was looking for an assistant / secretary to help with some of her responsibilities. According to both the Housing Coordinator and the host parents themselves, the living situation was working out well.

### Program Costs

The evaluator was not able to meet with the financial officer during her visit, so was only able to get a general and partial picture of the college's budget for CASP. The Director said that the funds provided by Georgetown CASP paid for all administrative and program costs, and that Georgetown sent funds on tie. Some services provided CASP students were not covered under CASP funds, such as tutoring and the special workshop on resume writing provided by the counseling department. The President indicated that Berkshire could continue the program at current funding level.

### Students' Perceptions

In the group meeting, students primarily discussed aspects of their technical program and ESL instruction. A few of Students also commented on their impressions of Americans; one had heard that America was a "big bad guy," but found that Americans were "normal;" another said that television shows like "Miami Vice" had influenced her impression of Americans, but found people here to be friendly.

Students agreed that they liked their studies and that their instructors were helpful. One student liked his studies because they were more "practice-oriented" than classes he had taken at home. He found his coursework at Berkshire challenging, since he had been out of school for three years. At least three of the students, however, claimed that the educational system in their countries was more difficult than it was at Berkshire, and they had expected to be more challenged by their program of study. One Belizean student said that while there was more equipment available at Berkshire than she might find in educational institutions at home, the standard of education in her country was higher. American students did not seem to be as competitive, nor did they do as well on their exams as the Central American students. Two Spanish-speaking students added that even though they had trouble with English during their first semester, they still performed better than some of the American students.

The Spanish-speaking students were unanimous in asserting that having to learn English added pressure to their studies, and that they did not have enough time to learn English in their 21 month program. The students did not understand why their time frame to earn the associate degree was shorter than the 24 months that former CASP scholars had had. All of these students said that they would have preferred to spend the first three months of their program to learn only English.

## Major Findings and Recommendations

### Local Administration of CASP / Relationship between College and Georgetown

Findings. Comments from college personnel indicate that the CASP program at Berkshire has much support from the President and from the instructors, many of whom are active members of the CASP Advisory Committee. CASP responsibilities are delegated among several CASP administrators, who demonstrated dedication to the program. Comments from the President, Advisory Committee Members, and CASP administrators indicate that the lines of communication are good at all levels within the college. Taken together, these factors indicate that the CASP program is well-managed at Berkshire.

College personnel reported that Georgetown had been supportive, especially when called upon to assist the school in handling a crisis. Georgetown was not contacted until College personnel, including CASP Advisory Committee members, CASP administrators, and the President, reached an agreement about how to handle the situation. The college can thus be credited for keeping lines of communication open between all levels of administration and reaching agreements in-house before contacting Georgetown.

Weaknesses pointed out by staff members were that program officers did not spend enough time meeting with CASP staff during their visits, and that Georgetown may be expanding its programs too rapidly. One staff member felt that more communication should take place between colleges, but noted that Georgetown was improving in facilitating such communication.

Recommendations. Comments from staff at Berkshire provide some evidence that a program which is supported at all levels within the college administration has a better chance of being successful. Georgetown CASP should consider this factor when selecting new schools for the program.

### Selection and Admission of Students

Findings. Instructors noted that the students were heterogeneous in terms of prior training and experience, and that some students had to switch majors because of a lack of aptitude or motivation. One staff member noted that for the most part, the students appeared to come from rural and disadvantaged backgrounds.

Recommendations. Georgetown should select less diverse groups for a specific program in terms of prior training, experience, and so on.

### Instructional Program

Findings. Instructors indicated that they could deliver a program more appropriate to students' needs if they knew more about the development needs and job market in Central America. The college has made its own "in-house" efforts to find out this kind of information.

Recommendations. To help colleges develop programs that are appropriate to their students, Georgetown CASP should establish mechanisms to ensure that colleges receive information about the job market and development needs in Central America.

### English as a Second Language Instruction

Findings. There was no ESL program at the college prior to CASP, but the college has hired a qualified ESL instructor for the program, who has creative ideas about improving ESL instruction. Among these are having ESL and math instructors team-teach a math course for CASP students, and to combine experiential aspects of the Experience America component with ESL instruction.

The program's major weakness, as pointed out by CASP Administrators, instructors, and the students themselves, is that there has not been enough time for students to learn English. For the next group, the college plans to enroll students solely in ESL classes for the first semester.

Recommendations. CASP Georgetown should set up the ESL program so that more ESL instruction is provided. Some of this instruction could take place in participants' countries before their arrival in the United States.

### Student Performance

Findings. Staff reported that students performed well, but that English was a problem for some.

### Experience America

Findings. Berkshire seems to have established a varied Experience America component. One innovation observed at this school is that Experience America activities are organized by the

same person who organizes regular student activities. This allows her the flexibility to provide activities that integrate both groups, thus facilitating interaction between CASP and local students.

A few host parents had commented that the students did not yet interact much with local students. Such interaction was inhibited by the fact that students took classes separately from local students, and would not be integrated with them until they had spent a year on campus.

Recommendations. Wherever possible, CASP students should be integrated with local students to facilitate interaction between the two groups. Improving English language training may make it possible to integrate students sooner.

### Housing Arrangements

Findings. Berkshire seems to have a well-established host family program, as indicated by comments from the housing coordinator and host parents. Transportation was cited as a problem, however.

### **4.3 Bunker Hill Community College**

#### **Methodology**

The evaluator spent a day interviewing representatives at Bunker Hill Community College, a school that is no longer in the CASP network. She interviewed the Dean of Continuing Education, the Director of International programs, and the former resident advisor for CASP students. She also spoke with three former technical instructors of CASP students and two ESL instructors. One of the ESL instructors was chairman of the ESL department.

#### **Overview**

Bunker Hill Community College is located in Boston, about one mile from the Bunker Hill monument. Several foreign students attend this large institution. The college is a member of Community Colleges in International Development (CCID), and its Director of International Programs is also CCID's Director of Program Development.

From August 1986 through August 1988, a group of Cycle C students (11 men and 5 women) studied Electronics at the college. Bunker Hill learned about CASP through its director of international programs, who had been working with the United States Information Agency (USIA) in 1985. He had taken part in some of the early discussions about CASP with Georgetown representatives, and later helped to bring a group of Electronics students to Bunker Hill.

#### **Local Administration of CASP**

While the institution has a foreign student affairs office, the program was administered through the Office of Continuing Education, because it was felt that this office had the flexibility needed to operate a program of this type. According to the Dean of this office, who had managed other foreign student programs, "the college was not set up to respond to the needs of these students." The Dean set up CASP at the college. He arranged for students to live in dormitories at Boston University; performed the paperwork for the program; hired faculty members to deliver CASP courses; and hired and supervised a full-time coordinator and a part-time assistant to administer the daily operations of the program. A resident advisor was employed to live with the CASP students in the dormitories, and part-time coordinators helped with registration and other tasks.

## Relationship between College and Georgetown

One administrator reported that Georgetown CASP provided no consistent evaluation of the program during Cycle C (1986 - 1988). Rather than having one program officer designated to monitor the college, as is currently done, a different person would visit the college each time it was monitored. He said that the program monitors also tended to be "student advocates," and were less supportive of the administrators. For example, one program monitor in particular would follow her visit with a debriefing in which she would "tell us all of the things we did wrong," based on what the students had told her. According to this administrator, it was partly due to his recommendation that Georgetown CASP eventually hired a representative from one of the community colleges to join the Georgetown CASP administration.

The administrator added that students would occasionally bring their grievances directly to Georgetown CASP, circumventing the normal channels of communication at the college. Georgetown would comply with some of the students' requests, putting the college's CASP administration in an awkward position. He said that toward the end of the program, Georgetown did not consistently implement its policy guidelines.

For example, Bunker Hill notified Georgetown about two students who had created discipline problems at the college. Soon after this call, Georgetown sent a representative to Bunker Hill, who talked with the students and instructed the college to tell the students they would be sent home. Bunker Hill complied with these instructions, but then Georgetown reversed the decision after a host parent of one of the students made a call to a Senator's office in Washington. (It is not clear whether these two events were related.) All of these actions -- the notification to Georgetown of the problem, the decision and its reversal, took place within a week. The staff member said that he was agreeable to carrying out Georgetown CASP's decisions, but the college needed more support from Georgetown when it attempted to implement them.<sup>1</sup>

Two administrators indicated that the college could have benefitted from more opportunities, formal or informal, to communicate with other colleges in the CASP network. Such opportunities would be especially helpful in allowing colleges to exchange ideas about how to deal with similar experiences and problems. Yet they felt that Georgetown CASP had done little to

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<sup>1</sup>. Referring to this incident, a former Georgetown staff member at one of the sites felt that the situation should have been reviewed more in-depth before any initial decision was made. Once it was made, Georgetown should have stood by it.

encourage such communication. According to one of the administrators, communication could be improved at all levels of CASP.

Finally, it was suggested that Georgetown should consider using more urban schools, since many CASP students were likely to gravitate to cities for work in their own countries.

### Selection and Admission of Students

College representatives reported that the students in the program were extremely diverse in terms of prior academic preparation, socio-economic backgrounds, ages, and levels of English proficiency. One administrator noted that of the 16 students in the program, only six had a high level of motivation and aptitude for their field of study, or fit the criteria for being rural and poor. The other ten had come from a higher economic level than expected. Instructors indicated that many students could have been better prepared in math before their arrival, and said that at least two students may have been selected for the wrong program because of their lack of aptitude for electronics. One student was overqualified, having attended a university for a year before arriving in the United States. According to one administrator, a few arrived in expensive clothing carrying matching luggage, and many demonstrated more savvy about cities than expected, indicating that they had come from urban environments. This administrator claimed that at least six had relatives in the United States, and one woman's sister was attending another institution in the CASP network. Students also came with a wide range of ages and exposure to English.

Instructors suggested that if students were selected who did not have the motivation or aptitude to pursue a specific field of study, they should be granted the option of working toward another type of degree.

### Instructional Program

CASP students attended Bunker Hill for four semesters and two summers, and those who successfully completed the electronics program were granted an Associate of Science Degree. On their arrival, the students were given a battery of tests which had been translated in Spanish, in math, basic electricity, and basic electronics. Students who scored highly on these measures were placed in the first required electronics class. For those who scored at lower levels on these tests, a special class was developed which combined basic electronics and basic electricity. By the spring semester, all of the CASP students were taking the regular required electronics courses. Students attended some of

these courses with local students, and were still segregated in others.

Instructors reported that an interpreter was used for only one course during the fall semester. The instructor who used the interpreter had difficulty with this arrangement, because the interpreter did not always translate the material accurately.

Two administrators indicated that the college could have used more information about the students' needs in order to design a program that was more appropriate for them. They suggested that college representatives take part in an in-depth orientation in Central America, which could provide information about the development needs there.

### English as a Second Language Instruction

Bunker Hill has a large ESL department, which serves somewhere between 600 and 900 students. According to ESL instructors, instructors of credit ESL courses are required to have master's degrees in ESL. A score of 450 to 500 on the TOEFL is normally required of overseas applicants, but this requirement has been waived for CASP students.

For placement in ESL classes, the students were administered a modified version of an English proficiency test developed at the University of Michigan. Based on the results of this test, CASP students were placed into four levels of ESL classes. The school normally offers ESL courses at only three levels of English proficiency, so an additional class in basic survival English was created for those at the lowest levels. CASP students attending the normal ESL classes were integrated with other non-native English-speaking students.

The instructors reported that the ESL program for CASP students worked reasonably well, because the progress of this small group of students was closely monitored. The students also received assistance from the resident advisor. If the college were to take another group of CASP students, the instructors recommended that the participants be taught English for Special Purposes (ESP).

### Student Performance

All but two completed the Associate of Science Degree, and five had been accepted by universities in Central America before leaving Bunker Hill. Instructors reported that the students had performed as well as any group of students they worked with, even though some needed remediation in math. According to an administrator, one student who attained the degree disappeared the week before he was to go home.

### Experience America

In addition to ESL and academic/technical courses, students attended a special class offered in their dormitory on cross-cultural adaptation. The students were taken on field trips, primarily during their first semester. Toward the end of their 24-month program, students were placed in six-week internships with organizations such as electronics companies and hospitals. The Dean of Continuing Education said that despite the fact that students lived together in dormitories, they were integrated educationally and socially, and they learned a lot about the United States during their two years at Bunker Hill.

### Housing Arrangements

Bunker Hill Community College, which has no dormitories, negotiated with Boston University to provide CASP students room and board in dormitories, located on the university campus. Separated from local students, the men and women in the group of CASP students lived on different floors of a building.

Staff members reported that a negative group dynamic developed among the CASP students during their stay in the United States, and the dormitory living environment seemed to contribute to its development. It appears that living in such close proximity helped, in part, to engender conflicts between group members. In one conflict, characterized by an administrator as one of the groups' "revolutions," the men and the women argued about their personal allowances. Some of the men felt that their allowances should be larger than those of the women, because the women had made friends who helped to pay for entertainment, etc. The resident advisor recommended that if the college were to host new CASP students, they should house students with host families at first, or integrate the CASP students with the local students in the dormitories. Another administrator added, "We knew our biggest problem was housing .... We should have done homestays from the beginning."

### Program Costs

The administrator in charge of the CASP budget said that the college received funds from Georgetown on time. The institution made a financial contribution to the project in additional staff time not charged to CASP, and in housing expenses. While this administrator believed in the goals of the program, he indicated that Bunker Hill decided not to continue hosting CASP students, in part, because it was not financially viable. He estimated that the college might have been able to operate the program more comfortably with \$1300 per student per month.

## Conclusions and Recommendations

### Relationship between College and Georgetown

Findings. College representatives indicated that it was beneficial to communicate with other CASP colleges about aspects of the program, but Georgetown CASP had done little to encourage such communication between institutions. This appears to have changed in recent years, since colleges currently in the program have reported several instances in which Georgetown has helped to facilitate interaction with other colleges. Most of this interaction, however, has taken place between those schools within the same region, such as the cluster of Wisconsin and Iowa schools, or the group of California schools.

During the earlier years of the program, staff reported that Georgetown CASP's program officers appear to have been advocates primarily for the students. They said that students would occasionally bring their grievances directly to Georgetown CASP, circumventing the normal channels of communication at the college. Georgetown would comply with some of the students' requests, putting the college's CASP administration in an awkward position.

According to two administrators, Georgetown may have been reacting too quickly in deciding to send two students home, and then in reversing the decision. In changing the decision, Georgetown CASP did not act consistently with its own directives to the college. Whether this was Georgetown's intent or not, this and other actions led college representatives to believe that they did not have Georgetown's full support when carrying out its directives. When CASP policy guidelines are not implemented consistently across institutions, the overall program can be negatively affected. Their inconsistent implementation can damage the credibility of these policies, and create resentment among college representatives and students toward Georgetown CASP or toward other institutions in the program.

Recommendations. CASP should continue to facilitate communication between colleges in the CASP network. Such communication is likely to be easier between colleges which are in relatively close proximity. For colleges which are more regionally isolated, more of an effort should be made to bring these schools in closer communication with others in the network.

For reasons stated above, Georgetown CASP should make an effort to implement its policy guidelines consistently across institutions.

### Instructional Program

Findings. Staff members indicated that the college could have offered a program that was more appropriate to students' needs if the group were more homogeneous in terms of prior academic preparation, and if more information were provided about the development needs in Central America.

Interpreters were used in only one class at Bunker Hill, and their use was found to be unsatisfactory.

Recommendations. To help instructors develop a curriculum which is more appropriate for CASP students, CASP needs to ensure that it selects students who have the skills needed to pursue a particular program. It should provide the colleges with more information about students' prior backgrounds, and about the job market in Central America.

To help reduce the need for interpreters, CASP should improve the English language component of CASP.

### English as a Second Language Instruction

Findings. Prior to CASP, Bunker Hill had an infrastructure capable of providing ESL instruction for foreign students. The instructors of credit ESL classes were ESL professionals, and the program was large and flexible enough to provide four levels of ESL to CASP students.

Recommendations. In selecting new CASP training institutions, CASP should choose those which have an infrastructure capable of delivering an adequate ESL program. Bunker Hill Community College is an example of a school that has such an infrastructure.

### Experience America

Findings. Staff reported that CASP students were socially and academically integrated with Americans, and learned about the United States. But they admitted that housing students together in the dorms contributed to some of the problems that occurred with this group, and affected the students' overall experience in the United States. One representative said that if the college were to host another group of CASP students, they would attempt to integrate the CASP students in dormitories with local students, or place the students with host families.

## **Program Costs**

**Findings.** Staff indicated that Bunker Hill decided to discontinue hosting CASP students because the program was too expensive to operate. A staff member estimated that the college could have run the program more comfortably with \$1300 per student per month.

**Recommendations.** CASP should increase its budget of \$1000 per student per month at each of the institutions. The increase should be sufficient to allow schools to provide quality programs. It should also consider providing funding based on a scale that reflects regional costs.

#### **4.4 Coffeyville Community College Coffeyville, Kansas**

##### **Methodology**

During the visit to this institution, the evaluator spoke with the CASP Coordinator and his assistant, the President, the Dean of Instruction, two English instructors, three host parents (two of whom were also instructors), individual CASP students, and the students as a group. In addition, the former CASP Coordinator was interviewed, who had also worked as Coordinator of College programs for CASP Georgetown. A developmental English class and a computer lab were also observed.

##### **Overview**

About 2,000 students attend Coffeyville Community College, and 900 of these are full-time. The community college serves the town of Coffeyville and surrounding areas, a total community of about 30,000 people. Coffeyville currently offers a program in computer science for 15 Cycle E students from all five Central American countries, and an Athletic Training program for two students from Honduras. The students had begun their second semester at the time of the evaluator's visit.

Coffeyville learned about CASP through Tri-County Area Vocational Technical School in Bartlesville, Oklahoma, about 40 miles away from Coffeyville. According to an administrator at Tri-County, the vocational technical school became involved in the program through a congressman in its district, as well as through a consulting firm in Washington which brought the school to the attention of Georgetown. Jointly, Tri-County and Coffeyville had offered a 16 month associate degree program for Cycle B (1986) CASP students. Tri-County had the main contract with Georgetown CASP. The students in Cycle B lived in Coffeyville's dorms, attending technical courses at Tri-County, and academic and ESL classes at Coffeyville. After the cycle B program, Coffeyville has also offered programs in agricultural technology for students in cycles C and D.

##### **Local Administration of CASP**

CASP is operated out of an International Student Office which was originally created for CASP students. Prior to CASP, Coffeyville had only a few foreign students on campus. In addition to CASP students, Coffeyville now hosts ten Japanese students, nine Dominican Republicans, two English, and one student from Singapore.

The President manages some aspects of CASP, such as the budget, and he makes decisions about housing and other matters. The CASP Coordinator manages the daily operations of the program. He has a secretary who works for CASP ten hours per week. A driver has also been hired part-time to transport students. The CASP Coordinator had been in the position for a little over one year. He reports directly to the president, who handles all financial aspects of the program. The CASP Coordinator's tasks include coordinating Experience America activities, completing paperwork, taking students to doctors' appointments, and performing academic and personal counseling. In addition to typing and other administrative tasks, the secretary handles all matters relating to insurance. None of these administrators speak Spanish.

The former CASP Coordinator reported that for \$1000 per semester, he had spent from one-third to one-half of his time on CASP responsibilities. He had shared these tasks with several other responsibilities, which included serving as division chair of the humanities department, teaching 15 hours per week, and coaching a soccer team. Both the college and Georgetown CASP later required that this position be a full-time one.

The program is strongly supported by top level administrators at Coffeyville. The president, himself closely involved with the program, reported that the board of trustees is very interested in CASP. He feels that the presence of CASP and other international students on campus has provided opportunities for students and faculty to learn about Central America and other cultures. The community has also benefitted; members of the community, including the mayor, have attended traditional performances presented by CASP students. Finally, the publicity the school received from the "Today Show" presentation has helped to get the community interested in the program.

#### Relationship between College and Georgetown

The CASP Coordinator was satisfied with the school's relationship and level of communication with Georgetown. He was impressed that students had been encouraged to approach the school's administration when they had problems, rather than calling Georgetown directly. He viewed Georgetown as a resource, and was comfortable with the program officer's monitoring visits. "Georgetown has been very helpful," he said.

The former CASP Coordinator had a satisfactory relationship with Georgetown CASP while he administered CASP at Coffeyville.<sup>2</sup> However, he made some suggestions for improvement in Georgetown's relationship with the schools. He indicated that Georgetown CASP's rules and policies were applied somewhat arbitrarily. For example, while one school was being pressured to implement six month homestays, another school was allowed to house students in homes for shorter periods of time. In addition, he said that Georgetown CASP did not always stand by its own decisions, putting the colleges in an awkward position. For example, Georgetown had sent a representative to instruct one college to send a student home, only to rescind the decision a few days later.

He also felt that Georgetown was requiring too much of the schools; for example, in expecting them to deliver the program in 21 months, and in asking schools to add new components, such as leadership training and mentoring programs. He said that the 16-month program completed by Cycle B students was later used as an example to illustrate that all CASP students could be expected to get the associate degree in 21 months. He felt that these students had been an "exceptional group of kids," and that the 21-month program should not have been imposed on other schools based on Coffeyville's example. He said that the strength of the program was largely due to the dedicated people who devoted much of their time to make it work, and cautioned Georgetown CASP to treat their human resources with care. "There are tremendous people at the community colleges," he said, and "they're burning out."

### Instructional Program

The CASP Coordinator reported that schools were asked to submit a curriculum for programs which, he assumed, were based on country demands. He said that Georgetown CASP approves, but does not scrutinize this curriculum. The coordinator indicated that Coffeyville was no longer asked to provide agriculture programs because of reports that returned students found it difficult to find jobs in this field. The president, on the other hand, said the school had been told that all of the returned Cycle B students had gotten jobs in their countries.

During the first semester, the athletic training and computer science students took 16 credit hours of coursework which included two general education classes, two or three technical courses, and six hours of ESL. During the second semester, ESL instruction was discontinued, and students had 17

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<sup>2</sup> He is also a former member of the CASP Georgetown staff, where he obtained a more global view of the program.

hours of academic and technical courses, plus three to six credit hours of general English course requirements.

While a few have expressed a desire to do so, current students are not allowed to take more than 64 credit hours during the 21 month program. This cap on credit hours was established, because not only did administrators feel that the students in past groups had overloaded their schedules, but allowing students to take an unlimited number of courses cost the school more money than anticipated to run the program. One administrator said that some of the Cycle B students graduated in 16 months with over 80 credit hours.

Students in the computer science program will receive an Associate Degree of Applied Science in Computer Information Systems. Those in Athletic Training will also receive an associate degree. The CASP Coordinator said that with the degree in Computer Information Systems, students would know at least two computer languages, how to set up programs, and how to perform basic computer repairs. While many would probably go on to universities, he said, "I think our program will ... make them able to vie for premium positions in their countries." He added that many of the agriculture students had taken computer classes at Coffeyville, which might have helped them to get jobs in agribusiness.

Interpreters have been used in the students' academic and technical classes during the first semester. During the second semester, staff report that students take classes with other North American students, all taught in English. Two computer labs that were observed, however, were comprised almost exclusively of CASP students.

### English as a Second Language Instruction

One ESL professional has been hired for CASP students; an instructor with a degree in linguistics and experience teaching both ESL and Spanish. He began teaching ESL after the students had already been on campus for three weeks, as Coffeyville's former ESL instructor had quit after the semester had begun.

Another instructor who teaches English to CASP students is the director of Developmental Education, which is operated with funding from a Title III grant. She teaches English and remedial reading, and coordinates the developmental learning lab. She reported that she had been the director of a dormitory which housed some foreign students, and this was the third cycle of CASP students she has worked with.

The 21-month program has required Coffeyville to provide only one semester of ESL, rather than the two semesters that were

offered during the 24-month programs. According to the CASP Coordinator, housing students with host families has helped to make it possible for students to learn English more quickly and to reduce the number of hours of ESL instruction. During the first semester, the ESL instructor taught only one ESL class for Spanish speaking CASP students. The students received ten hours of ESL instruction per week. In his ESL classes, he concentrated on conversation and reviewed grammar and vocabulary. The instructor reported that the students' English proficiency levels were all around "zero" when they arrived, and their levels remained fairly close together throughout the first semester. The two students in Athletic training apparently had sufficient English proficiency to be mainstreamed immediately into regular English classes.

Additional ESL instruction was being considered for two of the students who were not progressing rapidly enough during the second semester. Otherwise, students were enrolled in regular English classes during the second semester, such as courses in written or speech communications. Those less proficient in English (about five or six students) attended self-paced spelling and grammar classes taught by the developmental English instructor in the learning lab, and receive additional tutoring if necessary. In these classes, students were learning to write in journals and were working on grammar.

In a self-paced grammar class that was observed, the instructor demonstrated a great deal of compassion for and patience with the students, and a student in this class said that the instructor was very helpful. Yet she appeared to have little understanding for the English language needs of these students. Rather than receiving instruction on and practice in using the language for communicative purposes, the students were working on worksheets containing various written grammar exercises (i.e., "What is the definition of a noun, a verb, an adjective, etc?"). In an individual interview, a Belizean student said that students from this class would frequently approach her to explain what they were expected to do.

To attain the associate degree, students must take two required composition courses. These instructors report that students have few problems with the first course, but have more trouble in the second. In the second one, students must write a poem, a research paper, and read a novel. With one group of CASP students, all but one student received below a B in the class.

### Student Performance

Records of CASP students' grade point averages show that, overall, their academic performance has been above average throughout the program's history at Coffeyville. Students from

cycles B through D have graduated with a GPA of 2.8 or higher, and all but two of these have GPAs over 3.0. The latest grades for students in cycle E showed all but one student (with a GPA of 2.15) maintaining a GPA of 3.1 or above, with three having GPAs of 4.0. Staff reported that to date, only one student has gone home without the associate degree.

Both staff and students indicated that CASP students were highly motivated and worked very hard at their studies. A few staff, students, and one host parent reported that a few students stayed up studying every night until two or three in the morning.

### Experience America

For Experience America, Coffeyville has taken students to various towns, and to states such as Nebraska, Texas, Missouri, and New Mexico. Students have been on shopping trips and have visited various historical sites and museums. Many trips are open to other foreign students who pay an extra fee to attend. As part as their trip to Washington for the yearly seminar, students travelled to Indiana and Pennsylvania. The school has recently purchased a van to use for CASP and other school activities. Students have also participated in cultural performances. Finally, the course requirement in U.S. government is also considered as part of Experience America.

The CASP Coordinator said that he was not sure what Georgetown CASP's guidelines for Experience America were, other than that students should learn something about U.S. local, state, and federal government. He felt that Georgetown CASP's expectations were reasonable, and that they allowed for flexibility in this area.

### Housing Arrangements

Prior to Cycle E, students were housed in the dormitories, and students would occasionally visit families in the evenings and on weekends. The agricultural program's practicum provided for students to stay on farms for the summer. Most cycle E students were staying with host families for six months, while a few had moved into the dormitories earlier, primarily because of scheduling problems. Families are paid \$200 a month to cover the cost of food for the students. The CASP coordinator said that Coffeyville had recruited more than enough families through churches, service clubs, and newspapers. Cycle D students had already paved the way, to some extent, through their presentations at service club meetings.

At the time of the evaluation site visit, Coffeyville had a policy requiring students to move into the dormitories after six

months. One reason given for this requirement was that living in the dormitories allowed students easier access to computer labs on campus in the evenings. In addition, it was less expensive to house students in the dormitories, and, according to one staff member, this living arrangement would make it easier for students to participate in Experience America activities as a group. According to the president, Georgetown CASP was in agreement with this housing arrangement, as long as the students remained in homes for the requisite six months.

Nonetheless, this decision had been the source of anger and disappointment for at least one family and for some students who wanted to stay with their families beyond the six month period. Students cited that in their handbook, "Your CASP Scholarship," the decision to remain with host families was to be "mutually agreed upon" between students and their host parents. According to a host father, her student was "terrified" of the dormitories because of stories that Cycle D students had told the new group about this living arrangement.

Two of the host parents were satisfied with their experience hosting students, but had only agreed to the arrangement on a temporary basis, and were thus agreeable to having students move to the dormitories after six months. They felt their students had gained enough English skills, confidence, and maturity to move into a more independent living situation. One of the major issues they discussed was the difficulty in establishing whether the student would be treated as a guest or a member of the family. Neither felt that the students had been sufficiently briefed about expectations of them, and vice versa, while living with families.

Other than a brief orientation the night before they were to meet students at the airport, these host parents said that no formal orientation was provided the host families. These parents suggested that students stay in the dorms the first night on arrival from Central America, to ease the transition into their new homes. They also recommended that the school provide host parents with a booklet of Spanish and English expressions to help them communicate with their students during the first few weeks of the experience. The parents also emphasized the importance of keeping communication open between the school, the students, and the parents.

#### Program Costs

According to the president, Coffeyville has generally been able to deliver the program within the budget of \$21,000 per student for 21 months (\$1000 per student per month). The budget covers the students' tuition, which is set by state law, but the number of credit hours students can take has been limited. The

requirement to house students in dormitories after six months is also partially motivated by financial considerations.

While the president noted that the college made contributions in staff time that were not easily quantifiable, he said that the school was "breaking even" in terms of direct costs. The amount received to run the program was deemed adequate, as long as the administration was not required to add additional components to the CASP, such as a leadership training program. In the former CASP Coordinator's opinion, schools were not paid enough to run the program; he claimed that on the average, schools spent at least \$2000 more per student per 21 months than the \$21,000 received from Georgetown CASP.

### Students' Perceptions

In the group meeting with students, two students raised questions about the appropriateness of their course of study. There also emerged, among some students, a feeling that their grievances were not addressed, and an uneasiness from not knowing where decisions originated.

The group made no comments about the appropriateness of the computer science program, but both of the students in Athletic Training expressed some dissatisfaction with their course of study. They felt they were learning new and interesting material focusing on sports medicine, but had expected to learn about how to be a coach.

Several students complained about having to move from homes into the dormitories after six months, a decision, they said, they had learned about at the last minute. They enjoyed their current living arrangement but were not enthralled with the small rooms that the dormitories offered. Some also complained that while living in the dormitories, they would have to pay for some of their weekend meals out of their personal allowances. Students were also confused about who had made this decision; they were sometimes told that policies came from Georgetown CASP, and sometimes from the school.

These students felt that they were complying with the rules of the program, but the school was not reciprocating. They had been told, not asked, to perform typical dances at cultural events and to introduce themselves at school games. They were agreeable to participating in these activities, but some felt they were being used. According to one, "We do everything they want us to do .... They are using us." Another student said, "You find the program is good for everyone except the student. Because of this program, the school has been on the Today Show. The college and the community benefit, but what about the students?"

Finally, two of the students felt that while the program monitor from Georgetown CASP listened to their problems, nothing changed as a result of their complaints.

It should be noted here that general administrators and CASP staff were aware that the students were not satisfied with the living arrangements that had been made, but it is possible that they are not aware that students felt "used." Staff demonstrated a great deal of dedication to the program and pride in their students. The impression that students had of being taken advantage of could be no more than a desire among college staff to "show off" these students, whom they are proud of. At any rate, the sentiments of the students indicate that the communication between staff and students could be improved.

## Major Findings

### Instructional Program

Findings. There was an awareness at Coffeyville that students had not found jobs in agricultural technology, while the computer science programs were viewed as more useful to the students. Students' expectations for Athletic Training were not being met, however.

### English as a Second Language

Findings. Coffeyville has not established the capability to provide an adequate ESL program for CASP students; nor does the 21-month period afford them the time to provide students with enough ESL instruction. Students have had only one semester of ESL, taught for 10 hours per week in a multi-level class. Traditional intensive ESL programs at post-secondary institutions provide 25 hours of intensive ESL per week for up to nine months. Also, while CASP students can benefit from some of the services that developmental English programs have to offer, the instruction in remedial English was not appropriate for the CASP students who were observed.

Recommendations. Coffeyville should improve its ESL program by hiring more qualified ESL instructors, placing students in classes at more than one level of instruction, and by offering more hours of ESL instruction. Developmental or remedial English classes should be provided to support ESL instruction, but not to replace it. Georgetown can help the college by providing some ESL instruction in Central America, and by providing colleges with sufficient resources to establish ESL capabilities. Georgetown should select new schools which demonstrate the capability to provide appropriate ESL instruction for CASP students.

### Program Costs/ Experience America

Findings. While the school seems to be operating the program within the budget, there have been contributions in extra staff time which have not been quantified. The president, for example, manages some aspects of the program, but is not paid directly with CASP funds. In addition, efforts to keep costs down may detract from the quality of the program. Maintaining limited ESL capabilities is one example of this. Another is the cap placed on the number of credits students can take. Establishing such limits may restrict students' opportunities to get the most from their CASP experience. Finally, Coffeyville's relationship and communication with Georgetown has been

satisfactory, yet one staff member feels that schools are not adequately recompensed for the services they are expected to provide.

The goals of the program seem to conflict in the areas of housing, Experience America, technical training, and costs. Georgetown CASP requires schools to house students in homes for six months, yet it is more expensive to house students in homes than in the dormitories, and this arrangement tends to restrict students' access to computer labs in the evenings. Living in homes seems to be part of experiencing America, yet, while students have been with families, the school has refrained from taking students on many Experience America excursions until all students are in the dormitories.

Recommendations. Cost effectiveness, technical training, and Experience America are all important objectives, but they should not be at odds with each other. Schools should have adequate resources to operate a program which has a strong technical component as well as a strong Experience America component. When these resources are not adequate, schools are forced to set priorities; and here it seems as if both components have suffered somewhat due to the necessity to keep costs down.

#### Local Administration / Relationship between College and Georgetown

Findings. The communication between students and the administration at Coffeyville does not seem to have been adequate, at least in the one situation concerning housing. Also, Coffeyville's policy on housing conflicted directly with Georgetown's guidelines in this area. The college requires students to move into dormitories after six months; Georgetown CASP currently tells students that decisions to change living situations are reached mutually between students and families.

Recommendations. Georgetown and college policies need to be consistent, rather than conflicting with one another. When inconsistencies arise, the credibility of the policies are questioned, and resentment can occur among students toward college or Georgetown representatives. Whatever policies are established, students need to be informed them. Finally, college staff should make an effort to keep the channels of communication open between staff and students.

## 4.5 The College of Santa Fe

### Methodology

At the College of Santa Fe, the evaluator interviewed the following people:

- o President
- o Vice President for Administration/Finance
- o Vice President for Academic/Student Affairs
- o CASP Coordinator
- o CASP Assistant
- o Former CASP Coordinator
- o Former CASP Assistant
- o Dean of Students
- o Director of Housing
- o Seven Faculty members and CASP student advisors
- o Former ESL Coordinator
- o Former ESL instructor and new Coordinator of CASP Community Involvement
- o Six host family representatives
- o Group of 16 students from Belize
- o Group of five students from other Central American countries

The evaluator also spoke briefly with the former CASP Coordinator, who was only available for a few minutes. In addition, she observed a computer science class and an English Composition class.

### Overview

The College of Santa Fe is a four-year liberal arts college started by the Christian Brothers. Other than the Jesuit colleges that host special programs for Belizean students, Santa Fe is the only four-year institution in the CASP network.

The college has 400 traditional students, of which 200 are housed in dormitories. The college is currently hosting two groups of Cycle E CASP students, which are a significant presence on this small campus. The first group of students came in May 1988 to study Computer Science. These 14 students, four females and 10 males, are from Costa Rica, Guatemala, Honduras, and Panama. The second group, 16 Belizeans (14 females and two males), arrived in August to begin a teacher training course in Business Administration.

According to the President, the college first heard about CASP through a mutual friend of the President and the Director of CASP at Georgetown. According to one staff member, Georgetown CASP turned to the College of Santa Fe after the local community

college indicated that it was not interested in hosting a group of students. CASP representatives had visited the college in the summer of 1987, to discuss the possibility of starting CASP at the school in January 1988, but Santa Fe received its first group of CASP students (Cycle C) in the Fall of 1987, earlier than had originally been anticipated. Given less than a week's notice, the school agreed to host a group of computer science students who were being transferred from Tompkins-Courtland Community College in New York. These students had 13 months of study in the U.S. prior to coming to Santa Fe. The Cycle C students left in August 1988, just after the second wave of Cycle E students arrived on campus.

General administrators reported that the college got involved in CASP because the Christian Brothers and the school had a tradition of helping students with limited economic and social backgrounds. It was anticipated that CASP would "enhance international awareness" on campus and in the community. One administrator said that "We pride ourselves in being a culturally diverse institution," and CASP students provided their local students the opportunity to meet people from Central America. In addition, according to one college representative, CASP provided the school the opportunity to increase its enrollment.

#### Local Administration of CASP

CASP is administered out of the Office of Academic and Student Affairs. The CASP Coordinator, a full-time employee paid with CASP funds, reports directly to the Vice President for Academic and Student Affairs. The Coordinator shares some of her daily responsibilities with a CASP Assistant, who works part-time for CASP. The paid position of CASP Assistant was a relatively new one at the campus. Prior to this, a work-study student had volunteered to assist with housing and other aspects of the program, sometimes spending, she reported, 50 hours per week on CASP responsibilities. Two part-time drivers had also been hired to drive a van for CASP, and at the time of the site visit, the CASP Coordinator had also hired a part-time Coordinator for Community Involvement. This Coordinator, who had been one of the students' ESL instructors, was to manage the Experience America component of the program.

The CASP Coordinator began her job on one day before the second group of CASP students arrived at the college. At the time of the site visit, she had been in the position for about six months. The Coordinator had been a Fulbright scholar, and had an extensive background in working in foreign countries and in teaching international students.

The former Coordinator was a Spanish teacher at the college, and had taught two-thirds time while fulfilling his CASP

responsibilities. He quit after about a year in the position. According to college representatives, the former Coordinator had difficulties running CASP, but these difficulties could be attributed to a number of factors beyond his control. With only a week's notice, the school had no time to set up an infrastructure which was prepared to handle all aspects of the program. According to one staff member, the CASP Coordinator received not training or orientation for his position until he had been in the job for about nine months. Many of the Cycle C students had resented being transferred from New York, as well as the way in which the transfer had been handled. Staff reported that students from this group disliked the community of Santa Fe, the college, and the CASP Coordinator. According to a few representatives, the situation was exacerbated by a woman from the community who, for her own reasons, was attempting to encourage dissent among the students toward the Coordinator and the program. At one point, she had reportedly helped the Cycle D students to write a complaint to a political figure about the problems they had been experiencing in Santa Fe.

CASP administrators also said that the Coordinator had not received adequate support from the general administration. He was initially left to manage all aspects of the program by himself, before getting the help of a volunteer CASP Assistant. According to one staff member, the college had been experiencing a great deal of turnover in staff at this time. The college did not hire a new Coordinator until about four months after he had asked to resign from the position. Perhaps the new coordinator should have been hired sooner, since this was during the time that the school was expecting two new groups of students.

When the new Coordinator began her new job, the college was again somewhat unprepared to receive the new CASP students. She inherited some tasks which had not been accomplished before her arrival, such as setting up a CASP Advisory Committee. Host families had been selected, but this had been done at the last minute. The Coordinator reported that she spent about three months learning what her roles and responsibilities were in the position. She felt she needed more guidance from Georgetown or the college on how to set up the program. She suggested that Georgetown CASP should provide orientation programs or training for new CASP Coordinators. Several administrators and faculty members also remarked that the new groups of students came with, or quickly developed, negative attitudes towards their new situation; some speculated that the departing group may have transferred some of these negative attitudes to the new group. Among the CASP students' complaints were that some did not have host families when they arrived, and that they were not pleased with the largely Spanish -speaking community.

While the first Coordinator seems to have lacked adequate support from the college, one staff person noted that the CASP

administration currently enjoyed more support from the general administration and from the college as a whole. Still, the staff member commented that there was a general sense that the college felt no strong "ownership" of the program; that CASP was the primarily the responsibility of the CASP Administration.

A general observation about CASP made by CASP administrators was that a certain level of "dependency is built into the program." The CASP Coordinator reported that she spent the largest percentage of her time taking students to doctor's appointments, and she had the general sense that the students expected the Coordinator to take care of too many of their needs. One CASP administrator felt that "we should be teaching them to be more self reliant .... they're babied."

### Relationship between College and Georgetown

College representatives indicated that their reporting requirements went smoothly with Georgetown. The CASP Coordinator's primary contact with Georgetown CASP is the program monitor, who visits the college once a semester. The general administration has also been in contact directly with higher level administrators at Georgetown.

The CASP Coordinator reported that she preferred dealing with Georgetown CASP than directly with a larger bureaucracy, agreed with CASP's philosophy of recruiting economically disadvantaged students for the program.

One area which seems to need improvement is the communication between the college, the students, and Georgetown. General administrators noted that the students sometimes went directly to Georgetown CASP with their grievances, rather than going through channels within the college administration. This tended to place the CASP Coordinator in an awkward position. The Coordinator added that she occasionally did not hear about a particular problem that students had until she received a call from Georgetown.

One staff member noted that in two instances, Georgetown had backed down on agreements made with the college to send students home for behavioral problems, or for not complying with CASP policy. When there were no consequences for not complying with policy, she said, students were led to believe the rules did not matter. She felt that these decision reversals had the effect of undermining the authority of the CASP staff and the college, Georgetown CASP, and the policies themselves.

Finally, two administrators indicated that Georgetown CASP did not seem to have policies for certain health or psychological problems that occurred among CASP students. For example, it did

not have guidelines for dealing with an attempted suicide which had taken place in one of the host homes.

### Selection and Admission of Students

Students met admissions requirements, although they were exempt from the score of 500 on the TOEFL required of regular foreign students. Staff found that students' dossiers were not as complete as they would have preferred. The school received no transcripts, and the students' medical records were not adequate. One girl was having serious medical problems which had not shown up in her records. A pregnant student had also slipped through the selection process.

The former Coordinator had assisted in the final selection of students at Georgetown, but the new Coordinator did not know on what basis these students had been chosen. Several staff members felt that in selecting students in Central America, CASP should give more consideration to whether students demonstrated the flexibility to adapt to a new culture.

The math/science instructor said that first group of CASP students was not academically prepared for studies in computer science. About two-thirds of the second group of computer science students had to take refresher courses in math, but he added that North American students often had to take these courses as well.

### Instructional Program

Prior to CASP, the college of Santa Fe granted a bachelor's degree in computer science, which it had begun in 1983, but it did not offer an associate degree program in this field. As a result of CASP, the college developed two new degrees, which were to be listed in the college catalog as "designed to meet the requirements of the Central American Scholarship Program (CASP):" an Associate of Arts in Computer Information Systems (for the computer science students), and an Associate of Arts in Business Education (for the teacher training students). Both degrees carry 64 credits, and include credit courses in technical writing, accounting, English, and microcomputer applications. Students are also required to take a one-credit Experience America class each semester, for a total of five credits.

The Cycle C group had internships toward the end of their program (at the park service, at the State Department of Finance, with the New Mexico Oracle User's Group, and so on), and internships were anticipated for the Cycle E groups as well.

During the first semester, the Spanish-speaking students were segregated as a class. During the second semester, the Spanish speakers were beginning to be integrated with North Americans in some of their classes. The Belizeans were integrated in more classes with North American students at the beginning, but attended some of their technical classes together as a group.

One instructor said that at least a few degree requirements had been modified for the Cycle C students. CASP students were only required to enroll in one calculus class, rather than the two classes that North American students were required to take. A humanities class had also been waived, and a few less rigorous math courses were accepted than those that were normally required.

A major concern of the technical instructors was the short time allowed Cycle E students to attain the degree. Another potential problem was that the students, who seemed to come from rural areas, would most likely have to move to the cities to find jobs for which they were being trained.

A math/science instructor said that the computer science students were receiving good training, but he wanted to know more about Central American development needs. An instructor in the teacher-training department felt that the teaching degree would be very useful to the Belizean students, because there was a "real need" for good teachers in that country.

### English as a Second Language Instruction

The College of Santa Fe had no ESL program before CASP. It hired special instructors to conduct ESL instruction during the summer session and fall semester.

For eight weeks in the summer, the Spanish-speaking students took intensive ESL for 30 hours per week. Students were taught together as a class by three different ESL instructors. One of these instructors, the ESL coordinator, had experience teaching ESL; the other two had no ESL training. No English proficiency tests were used for placement purposes in ESL classes. In the Fall semester, students took six hours per week of ESL taught by an experienced ESL teacher. Students were also enrolled in English composition classes. The summer ESL classes were credit courses, and the fall ESL class was a non-credit course.

The ESL instructor who had taught Fall semester commented on some of the problems with the program, as well as on the students' apparent lack of motivation to take English. No language lab existed, so she occasionally borrowed the Science department's lab. There was no formal method for measuring the

students' progress. If the ESL teaching staff had been larger, the students could have been placed in three sections rather than one, which would have helped to accommodate their different levels of proficiency. Motivation to attend the Fall non-credit ESL class was low; only about one-half the group showed up for class at any one time. The instructor had recommended that students take free ESL classes at a nearby community college in the evenings, and no one had responded to the offer.

The former ESL Coordinator added that in the future, the college should hire only qualified ESL instructors. One summer of intensive ESL was not enough; students should take intensive ESL for a full-semester. Having students take content-area courses concurrently with ESL helped to reinforce the students' English, but those who were not adequately prepared to attend content-area classes taught in English should be allowed to continue with more intensive ESL classes. Finally, students should be administered a standardized English proficiency test at the end of instruction, to give them an idea of the level of English they had attained.

### Student Performance

The academic records of the CASP students discussed below are based on the Spanish-speaking students' summer and Fall coursework, and on the Belizeans' studies in the Fall.

The academic records of the Spanish speakers show that just over half (8) of the 14 students had attained GPAs ranging from 3.0 to 3.8, and six students had GPAs ranging from 1.6 to 2.8. These students generally performed well in their technical fields of study, but, as instructors had noted, their greatest difficulty was with English. Only two of the 14 students received grades lower than a B in their technical courses (Math, and two introductory computer courses). Students with poor grades had earned them primarily in their English Composition class, and to a lesser extent, in their ESL classes. Half of the students (7) received grades of C (6) or D (1) in some of their ESL classes. Students had the worst grades in their Fall semester English Composition class; only one student earned a B, while all others earned grades of C (3), D (7), or F (3).

Academic records, based on one semester of coursework, were available for 15 of the Belizean students. Their academic performance appears to be similar to that of the Spanish Speakers, with over half (8) of the Belizeans attaining GPAs ranging from 3.32 to 3.8., and seven earning GPAs ranging from 2.3 and 2.8. Yet while all the Spanish-speaking students performed better than average in their technical courses, there was a greater variation of performance in the Belizean students' technical classes.

Two Belizeans were enrolled in an honors freshman composition class, while the other 13 were enrolled in a separate section of the English Composition class taught by the same instructor as that of the Spanish speakers. As a group, the Belizean students performed poorly in this class, although somewhat better than the Spanish-speaking students. Only two of the 13 Belizean students in this class earned grades of B, while the rest received Cs (5) and Ds (6).

It is not likely that nearly an entire group of diverse students from five different countries, both Spanish and English speaking, earned poor grades in English Composition because they were all poor learners of English. It is important to note here that several staff members had indicated that the instructor for the English Composition course had had a troubled relationship with the students. The fact that 24 of 27 students did poorly or only satisfactorily, coupled with the reportedly poor rapport students had with their instructor, indicates that the course was not appropriate for these students. Students' attitudes about CASP at Santa Fe, discussed elsewhere in this report, may also have had an effect on their motivation in this class.

According to one instructor, CASP students were "not here to learn English;" they needed only enough English to allow them to get through the program. This instructor apparently did not realize that poor performance in English classes might hinder students' chances to succeed in the program.

### Experience America

For Experience America, the CASP Coordinator had been offering an Experience America class in which various aspects of American culture were addressed. Other than a Central America culture day that students had organized, few formal activities had been organized during the first six months of the program for Cycle E students, but more were anticipated. The Community Activities Coordinator planned to arrange opportunities for community members to take students out to dinner, and to organize speaking engagements for the students. The CASP Coordinator was unable to do as much as she felt she should in the area of leadership and personal development for the students because her other CASP responsibilities kept her too busy.

Staff remarked that the students tended to keep to themselves for about the first six months, especially those who spoke Spanish. They had attempted to get CASP students to interact with American students by encouraging them to sit with others in the cafeteria, but this attempt had not been very successful.

Two staff members remarked that while there was some interaction between CASP students and the local students in the dormitories, some regular students expressed resentment toward the CASP students because they appeared to receive special treatment. The local students' resentment toward CASP students, combined with the perceived arrogance of CASP students, tended to be counterproductive to any attempts to get the two groups to interact. As part of this "special treatment," CASP students did not have to pay a security deposit for living in the dormitories. CASP students actively took part in student activities organized for dormitory residents (movies, dances, etc.), although they were exempt from paying student activity fees. This represented a loss of about \$500 per semester that could have been used toward paying for additional student activities. CASP students also had their own van for CASP-specific activities. Staff reported that on one occasion when students were asked to do something in the dormitories, the response was, "We don't have to. We're CASP."

Santa Fe has had no advisory committee, but has received directives from Georgetown CASP to set one up. This will be the responsibility of the Coordinator for Community Activities, who sees the purpose of the committee as facilitating opportunities for the community to interact with the students.

The required Experience America class seems to have had a negative effect on some students. A few students reported that they disliked this class, and the academic records from Fall semester show that almost 30 percent of all CASP students (8) had earned a grade of C or an "incomplete" in the class. The course is a degree requirement, and thus performance in the class has some influence, however small, on whether students are granted the associate degree in their technical fields. If students continue to dislike or do poorly in this class, the conduct of such a class may be counterproductive to the intended goals of the Experience America component.

### Housing Arrangements

According to one of the student activity reports, 12 of the 14 Cycle C students lived with families from one to over four months, followed by living in the dormitories. Among those in the second group of students, some were staying in the dormitories, while others were with host families. A few students had been moving between the dormitories and families for several months. Families receive \$200 per month to house students.

Staff reported that the former Coordinator may have been lated in beginning the process of recruiting families for the new group of CASP students. (It should be noted that the Coordinator

was also attempting to resign from his position around this time.) The new Coordinator reported that she had finally established a host family network which could help in recruiting future families, and she met with the families once a month. The six host parents interviewed said that they were happy with this living arrangement, and attempted to treat their students like their own children.

The CASP Coordinator admitted that a formal screening process had not been established, and "We haven't oriented the host families properly." She also felt that Santa Fe was a difficult community in which to recruit host families. It was especially difficult to find families in the summer, when most people took vacations. Transportation was also a problem; there was little public transportation in Santa Fe. College representatives added that Georgetown CASP had not assisted the Coordinator in the endeavor to set up a host family program. The students' essays, which the coordinator found to be somewhat "generic", did not prove to be very useful for matching students with families.

Staff noted that the CASP students had several difficulties adjusting to the new culture, and they complained about the food, the weather, and so on. At least five staff members suggested that students should have a more extensive orientation in Central America before coming to the United States. Such an orientation should focus on study skills, interpersonal skills, and on the implications of living with a host family. Some host families had sent students back to the dormitories because of discipline problems. A few CASP administrators suggested that future students initially stay in the dormitories after arrival, allowing them some time to adjust to the new culture before moving in with families.

#### Program Costs

A general administrator indicated that the program turned out to be more expensive than the college had anticipated. The staff member in charge of the CASP budget said that the amount provided by Georgetown covered direct costs, but not all indirect costs. He estimated that for every \$21,000 received per student per 21 month-program, it was actually costing the college \$29,000. According to one college representative, "We're always in the red," but it was still to the college's advantage to have CASP, because it allowed the college to increase its enrollment, which had declined in recent years.

## Students' Perceptions

The evaluator spoke with two separate groups of students, with the Spanish speaking-students in one group, and the Belizeans in the other.

The Spanish Speakers. Only five Spanish speakers attended the group meeting. They spoke of what they had expected to find in the United States. One student said that she did not like the community of Santa Fe, which was not what she has expected. She said "I saw this desert here ... I feel unhappy ... I tried to adjust, but I can't." Another student was surprised that Americans did not actively participate in government as much as he had expected; He felt that Central Americans actually participated in their government more than Americans did, and asserted, "They go to vote, and that's it. They talk about things, but they don't do anything."

Two students felt that poor people had a more difficult time in the United States than in Central America. One student had not expected to find homeless people, and she thought that there was a better health program in the United States. "How do poor people do here?" she asked.

Two students were grateful for their opportunity to study in the United States, and said that they liked their teachers. But one had thought she would be working with IBM computers, and was afraid that she may not be able to apply her computer studies to a job in a business back home.

Three commented on their living situations. One was content living in the dormitories, and said that he had made friends there. Two students had switched families, because the families were not appropriate. One said that the host father "was nervous" around her; the other said that she had been living with an alcoholic woman.

Belizean students. The Belizean students agreed that they were generally content with their studies. Several said they disliked the community, that it was too much like Belize, and that there was little public transportation. One student said she expected more culture; "... there's nothing to do here."

The students were generally dissatisfied with the host family program, and, in particular, the selection of families. Two students insisted that some families "were in it for the money." Families needed better orientations, they said, because people were "ignorant about Belize." One student indicated that the families did not know that they were to house students for six months. Two students recounted poor host family experiences

- one had lived with a family whose 17-year old seemed to be taking drugs; another had moved frequently between families' homes and the dormitories.

In the area of Experience America, some of the students had been told they would go sightseeing; instead they took an Experience America class which they disliked. They did appreciate an opportunity they had had to interact with Elder Hostlers, however. Much of the students' disillusionment about the program was directed toward the CASP Coordinator, with whom they were having communication problems. A few noted that she listened and tried to help them, but "you won't see results." (Expressing another viewpoint on this matter, one host parent had remarked that the Coordinator had been attempting to make the students more independent, and that "the kids can be demanding ... they want things done for them .... It's not that [she] doesn't listen, they ask for too much.")

It seems that negative attitudes of the Cycle D and Cycle E students toward both CASP Coordinators at Santa Fe has been a symptom of the various problems resulting from the program's lack of preparation and planning. The CASP Coordinators have the most visible position in the program, and it is these people whom students rely on when there are problems. Thus, if the college is experiencing difficulties, there is the potential for the CASP Coordinator to be blamed for such difficulties, whether or not she is at fault. It is likely that this has been the case for the two CASP Coordinators at Santa Fe, who, as indicated in accounts from faculty, administrators, host parents, and the Coordinators themselves, were dedicated to accomplishing their CASP responsibilities in the face of several difficulties, such as the lack of preparation prior to the arrival of students, poor communication at all levels, and lack of adequate support and resources.

## Major Findings

CASP's philosophy has been to use community colleges for their reported flexibility and ability to meet the special needs of CASP students, and for purposes of cost-containment. In the case of Santa Fe, CASP has chosen a college that does not quite fit into its basic model for CASP.

### Local Administration of CASP/ Relationship between College and Georgetown

Findings. It appears that the college took a group of CASP students before it was sufficiently prepared to do so. A year and one-half later, the college was just beginning to build up a staff of CASP administrators large enough to handle the demands of the program. The program has suffered from this lack of preparation and planning. CASP administrators needed more guidance from Georgetown and the college in setting up the program; in establishing a host family program, for example. One staff member suggested that Georgetown provide orientation and training for new CASP Coordinators.

According to a few administrators, the CASP administration and the program did not always have adequate support from the general administration or the college as a whole. However, one administrator indicated that currently, the program enjoys more support from the general administration and the college.

The college has experienced some communication difficulties between the students, the college, and Georgetown CASP. Two staff members noted that if students had a grievance, they occasionally attempted to bypass channels of communication at the college by dealing directly with Georgetown.

One staff member indicated that Georgetown CASP was not always consistent in implementing policy guidelines. Two instances were cited where agreements made between the colleges' CASP administration and Georgetown staff were reversed.

The circumstances under which students moved from New York, and the new college's lack of preparation for the students may have contributed to the "negative dynamic" which staff felt had developed in this group. Staff also reported that some of the attitudes of students from the first group may have influenced the second group. Thus, it is possible that the students' negative attitudes toward both CASP Coordinators at Santa Fe has been a symptom of the various problems resulting from the program's lack of preparation and planning. The CASP Coordinators have the most visible position in the program. If the college is experiencing difficulties, there is the potential for the CASP Coordinators to be blamed for such difficulties,

whether or not they are at fault, or whether or not they have any control over such difficulties. This may have been the case for the two Coordinators at Santa Fe. Reports from faculty, administrators, host parents, and the Coordinators themselves provide evidence that while the Coordinators have not always been able to accomplish all CASP-related tasks set before them, they have attempted to fulfill their CASP responsibilities in the face of several difficulties. Among these difficulties have been the lack of preparation prior to the arrival of students, lack of guidance from Georgetown or the college in setting up the program, and the lack of adequate support and resources.

Recommendations. To help ensure CASP's success at training institutions, both Georgetown CASP and the institutions need to plan sufficiently before beginning a new CASP program. Georgetown needs to provide the CASP administration at the college with adequate guidance in setting up the program. While Georgetown CASP currently provides orientations for colleges new to CASP, it should also consider providing orientation or training for new CASP Coordinators who join the program.

CASP Georgetown needs to be consistent in implementing policy guidelines. When agreements are made between college representatives and Georgetown CASP, these should not be reversed. When policy guidelines are not consistently implemented, the credibility and authority of the college, Georgetown CASP, and the policies themselves can be undermined.

Communication between students and administrators can also be improved. Georgetown CASP and the colleges need to establish grievance procedures for students; that is, appropriate channels that students can use for handling their grievances or other communicative needs, and students should receive feedback through these channels. Students need to be informed of and advised to use these channels.

Georgetown CASP and the colleges need to provide adequate support and resources to the CASP Coordinator, or, if the job is handled by more than one person, the "CASP team," so that they can accomplish all of the requirements of the job.

### Selection and Admission of Students

Findings. Instructors indicated that most computer science students in Cycle C and Cycle E needed remediation in math when they arrived. Santa Fe also felt that CASP should attempt to select students who demonstrated adaptability and flexibility, qualities which would enable students to adjust to their new environment.

Recommendations. CASP should select students that demonstrate the skills needed to pursue a specific course of study, especially since these students are in the U.S. for only a certain period of time. CASP should also consider students' potential for adaptability when selecting students.

### Instructional Program

Findings. The College of Santa Fe has made some modifications to their degree programs for CASP students, and has even created two new associate degrees for CASP. These modifications and creations raise the question of whether CASP students are earning an associate degree that is equivalent to that earned by North American community college students.

### English as a Second Language Instruction/ Student Performance

Findings. Santa Fe had no ESL program before CASP. Two of five ESL instructors hired for Cycle E students had ESL qualifications. Students with different levels of English proficiency were placed together in one class. No measure was used to place students at appropriate levels, nor to mainstream them in classes taught in English. Students enrolled in one intensive ESL class for one semester, which was not enough ESL instruction. Students generally performed adequately in their technical courses, but were having difficulties in their English classes.

Recommendations. The college needs to improve its ESL program by hiring more qualified instructors, offering enough classes to accommodate students' different levels of proficiency, and establishing criteria for determining when to mainstream students. CASP Georgetown should provide resources to help the college in these efforts.

### Experience America

Findings. At the time of the site visit, the college had begun to launch a formal Experience America program. Santa Fe has also offered an Experience America class, which is required for the associate degree. If students continue to dislike or do poorly in this class, the conduct of such a class may be counterproductive to the intended goals of Experience America.

Interaction between Spanish-Speaking CASP and local students was minimal at the time of the visit. It seems that some local students felt resentful toward CASP students, because they believed that CASP students received "special treatment."

Recommendations. CASP should clarify the emphasis to place on Experience America vis-a-vis the technical program. If Experience America is offered as a class, it should not be for credit, because of its potential to detract from the students' technical studies.

CASP Georgetown and the Colleges should consider orienting the local student body to the presence of CASP students on campus, which could help to facilitate interaction and minimize misunderstandings between the two groups.

### Housing Arrangements

Findings. The college appears to have established a host family network that will assist in the recruitment of new families. At the outset, however, it seems to have had some difficulties in establishing a host family program. CASP administrators may not have had sufficient time to recruit and select families and to match families with students. One staff member also indicated that Santa Fe was a difficult community from which to recruit families. Finally, comments from students indicate that the recruitment, selection, and matching of families with students has resulted in some inappropriate family-student matches.

Recommendations. The college should ensure that it has enough time and resources to establish and maintain a host family program. It should orient both students and families to this experience. CASP Georgetown should help colleges with this effort, in providing guidelines for setting up a host family program, and, for matching purposes, by providing schools with more information about the students.

### Program Costs

Findings. CASP has helped the college increase enrollment at the campus. The school is breaking even on direct, but not indirect costs. Staff estimate that a 21-month program for each student actually costs the school \$29,000, rather than the \$21,000 which Georgetown provides.

Recommendations. Georgetown CASP should increase the amount it provides colleges to operate the program.

#### **4.6 El Paso Community College El Paso, Texas**

##### **Methodology**

At El Paso Community College, the evaluator toured the electronics department, and interviewed the following people:

- o The Coordinator for the Center for International Programs
- o The Coordinator's Assistant
- o The Dean of Open College Programs
- o The former electronics Instructor of CASP students
- o The International Student Advisor
- o Former Community Activity Coordinator for long-term CASP students (and ESL instructor for one semester)

##### **Overview**

El Paso Community College was one of the first colleges in the CASP network. Staff at this institution indicated that a former USIA staff member recommended El Paso to Georgetown for its experience in operating international programs, its capability to offer instruction in Spanish, and its location in an urban environment. El Paso initially offered one long-term and one short-term program in Electronics for Cycle A students in 1985. In Cycles B, D, and E (1986, 1987, and 1988), the college continued to offer short-term programs only, all in Quality Control. In the spring of 1988, Georgetown CASP decided to discontinue recruiting participants for short-term programs. EL Paso has not hosted CASP students since the last group of short-term participants left in March 1988.

##### **Local Administration of CASP**

El Paso has an established infrastructure capable of handling the needs of foreign students. Staff claim that the school has provided participant training through various agencies for about 300 Central American technicians in the last seven years. One of its first participant training programs was for a group of Nicaraguans in 1982. According to college staff, El Paso's involvement with CASP has provided the college an opportunity to improve its technical training for international participants.

CASP was operated out of the office of International Programs, within the office of Open College Programs. This office handles, among other programs, all specialized training and student and faculty exchange programs. The Director of

International Programs reported that he spent about one-fourth of his time managing CASP for the long-term students, and about half as much time managing the short-term groups. At first, his work with CASP was paid for out of institutional funds, but he was later paid an overload of ten hours a week for CASP responsibilities. The Director administered the program with the help of a part-time CASP Coordinator, a part-time coordinator for community activities, and a driver and secretary, both full-time.

### Relationship between College and Georgetown

When El Paso was chosen for CASP, CASP representatives visited the institution, but college staff claimed that there was no formal evaluation of their programs. Administrators added that initially, Georgetown CASP representatives seemed to know little about how community colleges operated.

Administrators commented that during the earlier stages of the program, Georgetown CASP was creating policies and procedures as it went along. One staff member said that "the beginning was like anarchy ... then they started to establish procedures.... with Georgetown it was a pilot program, [they were] changing the rules all the time." For example, staff reported that decisions about the emphasis to place on English instruction and community involvement fluctuated greatly during the first semester of the program.

El Paso had disagreed with Georgetown CASP on the degree of control Georgetown should have in the daily operations of the program. Administrators felt that the CASP director wanted to manage aspects of the program that were the college's prerogative. According to one administrator, the CASP director "always wanted to tell us what to do." Another added that Georgetown "was trying to participate in all the details of the program... [the director] manages the program in an emotional way, not an objective way. You play with this rule or you don't play." They cited an example in which the CASP director, during a site visit, called an instructor out of a class to speak with him.

Despite these disagreements, El Paso continues to have a cordial and friendly relationship with Georgetown CASP, and maintains ongoing communication with its staff. Administrators indicated that future CASP programs at El Paso remain a possibility, and Georgetown CASP had recently requested one of El Paso's faculty members to conduct leadership training workshops for the program.

## Selection and Admission of Students

College staff remarked that the initial groups of CASP students came from diverse backgrounds. In the group of long-term participants, one had been an electronics instructor; three seemed to come from a higher social class than the others. Staff added that the lack of information they had about students' prior work experience and academic levels, and the heterogeneity of the groups, made it difficult to prepare an appropriate curriculum for the long-term students. It also presented difficulties for those writing proposals for short-term CASP programs. In this respect, staff did acknowledge that CASP groups tended to become more homogeneous over the years.

## Instructional Program

Administrators had the impression that in the beginning, fields of study were not closely coordinated with the needs of the Central American countries. They felt that currently, however, CASP was choosing fields that were more in line with the countries' needs.

As a group, the long-term participants attended classes taught in Spanish the first year, and were integrated in classes with local students the second year. The electronics instructor said that by the end of the long-term program, students could do electronics repairs and design work. This instructor had heard that almost all of the students had found jobs on their return.

Faculty and staff members at El Paso felt that the long-term CASP program had been successful. But faculty members had advised against offering a program for 21 months, because it would not allow enough time for students to earn associate degrees.

Staff commented that El Paso ran three, five, and six month short-term programs. The short-term programs included technical training, an internship, basic English instruction, and community interaction activities. Staff said that these programs worked the best; the participants in short-term programs tended to be older and have families, and administrators felt that it was difficult for these students to leave their countries for longer periods of time. They claimed that Central American employers also found it easier to send their employees to shorter training programs. Also, shorter programs, if conducted efficiently and intensively, were deemed just as effective as longer ones.

## English as a Second Language Instruction

Only general information was gathered about ESL instruction at El Paso. El Paso had ESL capabilities prior to CASP, both in their continuing education department and in the English department. Non-credit ESL instruction was contracted out through the continuing education department. A former instructor reported that the ESL department had from 20 to 25 instructors, and all had either master's degrees or certificates in ESL.

## Student Performance

CASP Students reportedly performed well at El Paso. According to the electronics instructor, "they brought up the curve." Of the 12 long-term participants, all but two received the associate degree.

## Experience America

Staff claimed that Georgetown originally wanted technical training and Experience America to each comprise 50 percent of the program. It was not clear to El Paso whether this was solely Georgetown's expectation, or whether Georgetown was receiving pressure from USAID to make this request.

While El Paso organized community activities for CASP students, and claimed to have been doing this for other participants even before CASP, administrators and faculty differed with Georgetown on the emphasis it should be given. They felt that a stronger emphasis should be placed on training, and one administrator said that training should be viewed as part of Experience America. An ESL instructor who was responsible for planning community activities reported that the students sometimes had little time to get involved in other activities because they were pursuing a challenging, time-consuming program. Yet she felt that Georgetown CASP was pressuring the program and the students to do more.

An administrator added that schools should focus more on supporting and assisting students who took the initiative to get involved in the community on their own. Given the opportunity, he insisted, students would make this effort, as in the case of a participant who had organized a volleyball team.

Despite differing views on its emphasis, participants became involved in a number of Experience America activities. They did volunteer work, such as reading for the blind and working at a day care center. Among entertainment activities, students attended a local theatre production. Students learned about government and educational institutions by, among other

activities, attending a city council meeting and two murder trials, and visiting a rural school. The electronics instructor had also organized internships for the students.

### Housing Arrangements

El Paso had also disagreed with Georgetown CASP on housing arrangements. Students were housed in apartments, although Georgetown CASP wanted to see students living with host families. Staff at El Paso claimed that apartment living was preferable to some students. The majority of the older ones wanted a place of their own. Staff added that the community activities coordinator had attempted to start a host family program, and was not successful. She was more successful in planning temporary visits with host families in the evenings and on weekends.

It is likely that Georgetown's disappointment with El Paso's living arrangements was linked to particular circumstances there. Students were apparently living close together in these apartments, and one of the students living there had gotten into legal trouble. He was moved to another housing area, but this behavior reportedly gave some members of the community a negative impression of the CASP students as a group.

### Program Costs

EL Paso found that the college was able to break even with the short-term programs, but long-term programs were not cost-effective. Administrators felt that Georgetown was asking too much for the funds they provided; one said that Georgetown CASP "wanted miracles for \$1000 a month [per student]." Due to the expense involved, El Paso could not comply with some of Georgetown's requests. For example, Georgetown CASP wanted them to hire a full-time coordinator for CASP students. El Paso already had an office for foreign students and did not find it cost-effective to hire a full-time coordinator solely for 12 to 15 students. El Paso also found it expensive to pay overloads for instructors to teach special classes for CASP students. Institutional funds had absorbed some costs, for additional time contributed by faculty and staff in various departments. Said a staff member, "We don't want to subsidize Georgetown with institutional funds." Another added, "We have to pay professors to do a job. We don't like to ask people to do something for free."

Staff at El Paso reported that they would have agreed to take another group of long-term students if two conditions had been met: (1) that the long-term program associate degree program last over 21 months, and (2); that the budget be increased to \$1500 per student per month.

## Major Findings and Recommendations

### Local Administration of CASP

Findings. El Paso had an existing infrastructure and staff to run the program, but still found they could not comply with all of the Georgetown CASP's program requirements, mainly in the areas of Experience America and in hiring a full-time CASP Coordinator.

### Relationship between College and Georgetown

Findings. While maintaining a cordial relationship with Georgetown CASP, El Paso staff viewed Georgetown's management style as somewhat heavy-handed; they felt that Georgetown CASP was attempting to manage the program more closely than the school was comfortable with. These are observations about the management of CASP during the early years, but data from other schools indicate that, to some extent, this type of management still persists.

Recommendations. Roles and responsibilities of Georgetown CASP need to be more clearly delineated from those of the schools. Efforts to micro-manage, which are not always well received, should be minimized. Georgetown CASP should make efforts to collaborate with colleges when making decisions about the program, especially in those areas in which the schools have experience and expertise.

### Selection and Admission of Students

Findings. The first groups of students at El Paso came from diverse backgrounds, which made it difficult for staff to plan for and conduct their technical programs. The comments of El Paso staff indicate that selection has improved over time to minimize the heterogeneity of groups.

Recommendations. Continued efforts should be made to minimize the heterogeneity of groups in terms of prior education and work experience.

### Instructional Program

Findings. Data available from this school was insufficient to ascertain the quality or the success of its technical instruction. Staff at El Paso are proud of their participant training programs, however, and believe that the long-term CASP program was successful, given the diversity of their students and the demands of the program.

El Paso found that short-term programs of three months were the most effective. These programs were felt to be more intensive and more practical, and employers reportedly found it easier to send their employees for shorter periods of instruction.

### **English as a Second Language Instruction**

**Findings.** El Paso had an established infrastructure to provide ESL instruction prior to CASP. However, not enough information was provided to draw conclusions about the quality of this program.

### **Student Performance**

**Findings.** Based on informal reports, the performance of students at El Paso appears to have been adequate.

### **Experience America**

**Findings.** El Paso provided a number of Experience America activities for its CASP participants. Yet data from this and other schools indicate that confusion about the emphasis to place on Experience America, vis-a-vis technical training, has existed since the first programs began in 1985. One source at El Paso implied that Experience was sometimes at odds with the students' challenging technical program. Staff at El Paso indicated that the training should take first priority.

**Recommendations.** Decisions need to be made about the emphasis to place on Experience America vis-a-vis technical training. Care should be taken to insure that the Experience America component does not detract, in any way, from the students' technical program. The two components should complement, not compete with each other, and should be integrated, wherever possible.

### **Housing Arrangements**

**Findings.** El Paso found it difficult to house students in homes, and claimed that some students, especially older ones, preferred more independent living arrangements.

**Recommendations.** Because of their many benefits, host family living arrangements should continue. But due to the fact that some schools have difficulty finding host families, and some students fare better in dormitories or apartments, Georgetown

CASP should review, in cooperation with the training institutions, the current rule to house all students with host families at all locations for six months.

### Program Costs

Findings. El Paso staff found that the short-term programs were cost effective, but felt the funding was not adequate to provide long-term programs. In order to deliver an adequate program, they recommended raising the budget to \$1,500 per student per month.

Recommendations. Georgetown needs to review its budget which provides schools \$1,000 per student per month. Information from this and other schools indicates that unless schools are willing and able to subsidize the program with other funds, this amount is not sufficient to provide programs of adequate quality.

#### **4.7 Essex Community College Baltimore, Maryland**

##### **Methodology**

At Essex Community College, the evaluator interviewed the Coordinator for International Programs, the Division Chair for Allied Health, and the International Education Coordinator.

##### **Overview**

Essex Community College is a large two-year college which offers a variety of degree programs in occupational and academic fields. According to college representatives, Essex has a strong foundation in allied health; it offers more (12) allied health programs than any other community college in the state. Over 10,000 students are enrolled in credit programs on campus.

Essex has hosted only one group of CASP students. From September through December 1986, the college offered a short-term program for 14 Cycle C students to earn a certificate in Community Health. One of these students was from Belize; the others were from El Salvador, Guatemala, and Honduras.

The college first learned about CASP from Georgetown University; Essex had been recommended to Georgetown by an institution in Delaware. Georgetown originally asked Essex if it could provide a long-term program, but the college opted for a short-term one. Staff were concerned about whether it would be possible to grant the students an associate degree in two years, and they could not get specific information from Georgetown about what the students' academic levels would be.

According to college representatives, the college has always had foreign students on campus. Prior to CASP, Essex provided a training program in 1980 for a group of Syrian students. Other than this, CASP was the college's first international endeavor. CASP allowed the college to gain more international training experience, and Essex has continued to conduct participant training programs for other organizations. Essex has recently conducted special programs for students from Belize, Botswana, and Germany. The college is also a member of Community Colleges for International Development (CCID).

##### **Local Administration of CASP**

The short-term program at Essex was administered by three people in the Allied Health Division: the International Education Coordinator, who oversaw the cultural aspects of the program; the

Division Chair for Allied Health, who managed the technical portion; and the Coordinator for International Programs, who was hired to work full-time as the project manager. Cultural escorts and a bilingual secretary were also hired part-time for the program. The Coordinator for International Programs was the only CASP administrator paid with CASP funds. She has lived and worked in Latin America, and has training and experience in public health.

The program required much time and commitment from all of the administrators, and the instructors also provided support. The Coordinator often worked 12 hours per day for CASP. Administrators noted that their international health programs were now in place, and these programs did not require much support. They also have a better infrastructure and larger staffs to handle such programs.

#### Relationship between College and Georgetown.

The college received frequent visits from CASP representatives during the program, and had a cordial relationship with Georgetown. College administrators also shared information by telephone with other CASP colleges offering community health programs.

Staff felt that at the time "Georgetown was also learning ... they were overwhelmed." College representatives had the impression that Georgetown did not have the staff nor the experience to manage a program of this type, and that Georgetown relied heavily on student workers or volunteers.

#### Selection and Admission of Students

Two of the CASP administrators participated in the final selection process at Georgetown. They had been disappointed at the heterogeneous group of applicants from which to choose. Some of the participants were real community health workers, but others had never worked in their communities, and at least two were from urban areas.

Staff felt that Georgetown was primarily concerned with students' socio-economic backgrounds. They also had the impression that Georgetown had attempted to select more homogenous groups of students, but it may have been difficult to recruit enough applicants in community health who met all of the criteria. Students had to be high school graduates, currently in the work force, and have employers who would guarantee their positions upon return to Central America. One staff member

commented that "that situation wasn't realistic," and that few health workers in Central America had a high school education.

Staff members understood that the main academic criterion for the students was to have a high school education. Beyond that, they felt that Georgetown did not have a sense of what the academic criteria should be for a community health program, and they found that the CASP program was not as "targeted" as other training programs the school had conducted.

### Instructional Program

The Community Health program was designed for people who were already health workers in a rural environment, and who needed to upgrade their skills. Essex also wanted the students to be able to train others in these skills. Students were taught such topics as hygiene, child development, and nutrition. CASP staff hired health instructors on honorariums to teach the courses. These all had expertise in Latin America, and all of the technical courses were taught in Spanish. Students were also enrolled in survival ESL classes.

Staff said that it had been difficult to design a program that was appropriate for the students because the goals of the program were not specific. They figured that Georgetown had not gone to the Ministries of Health in Central America to determine the goals of the individual countries, for example. In addition, the diversity of the students' backgrounds and the differences in health practices between countries required the college to design a broad curriculum which was not geared to any specific development needs of the countries. The diversity of the students also created teaching problems, in part, because groups of students held different cultural beliefs and disagreed about health issues, such as birth practices.

Administrators at Essex had followed up on their students through a paper-and-pencil survey, as well as through talking with returnees at a CASP conference in Guatemala. Through their follow-up efforts, staff learned that the certificate earned at Essex had not been that useful to the students. The students had not received much economic recognition from their employers; they had learned new skills, but had not moved into higher paid positions. Staff felt that the program would work only if it had the support and commitment of the government and of the individual employers. One staff member added that regardless of the quality of the program, with the low employment rate in Central America, getting a job "sometimes depends on which side of the fence you're on."

One college representative indicated that the four-month program was too long. The longer the CASP participants were in

the program, the more interpersonal and cross-cultural adjustment problems the students had. She felt that a well-designed program which focused on a specific need could impart the information in a much shorter period of time.

College representatives said that one reason that Essex did not host another group of CASP students was because Georgetown was focusing on long-term programs, but Essex had determined that short-term programs were more appropriate for participants. Referring to a long-term program, one staff member asked, "What would it be good for? The country or organization had to demonstrate to us that this program will have a meaningful result .... nothing told us or demonstrated that this was the case." She added that an associate degree in this field would not be useful in Central America, and was not even recognized in the United States. Also, CASP's goals were too broad, and staff felt that the selection process and analysis of country needs should be improved.

### English as a Second Language Instruction

The ESL instructors for CASP students, all holding master's degrees in ESL, were hired to teach part-time through the college's ESL department. The Spanish-speaking students were enrolled in four and one-half hours of ESL classes per week, in which they learned survival English. The Belizean student was placed in a developmental English class.

### Student Performance

Staff reported that despite the diversity of the students, they were still able to achieve, because they were dedicated, committed people. All of the students earned the certificate.

### Experience America / Housing

Staff members indicated that during the period in which they hosted CASP students, USAID considered the Experience America component as important, if not more important, than the technical component. The Coordinator was uncomfortable with that emphasis. She currently views the two components as integrated; "The whole thing is Experience America," she said.

The Cycle C students participated in a number of activities. The students were housed in two-bedroom apartments within walking distance of the college, but the coordinator frequently arranged family visits for them. She organized outings, and provided the students with contacts in the community. Some of the students made friends based on these contacts. Students visited service

clubs, attended festivals, and so on. They were also enrolled in a course on American institutions.

### Program Costs

The budget for CASP paid for the full-time Coordinator, a bilingual secretary, all instructional staff, cultural escorts, rent, transportation, materials, and personal allowances for the students. According to administrators, the four-month short-term program for 14 students cost \$70,000, which exceeded Georgetown's normal budget of \$1000 per student per month by over \$15,000.

Among other reasons, Essex did not host another program because they felt that Georgetown's monthly allocation per student was not enough to meet the requirements for quality education. The college had submitted a proposal to offer a hotel management program, but Georgetown had told them they were too expensive; that they were the "cadillac" of the program. A cadillac was expensive, said one administrator. Staff felt that the amount was inadequate to feed and house students, and higher quality teachers came at higher costs. Essex had suggested to Georgetown that it provide funding based on a scale that reflected regional costs, and which also accounted for the differences in providing long- and short-term programs.

## Major Findings and Recommendations

### Relationship between College and Georgetown

Findings. Essex had a cordial relationship with Georgetown CASP. At the time (1986), they were given the impression that Georgetown was still in the process of learning how to manage CASP.

### Instructional Program / Selection and Admission of Students

Findings. Essex found it difficult to design a program that was appropriate for the students because the goals of the program were not specific. Also, the diversity of the students' backgrounds and the differences in health practices between countries required the college to design a curriculum based on broad goals, rather than on one targeted to the specific needs of the students. Through their own follow-up efforts, staff were disappointed to find that the program had not been that useful to students; they had learned new skills, but had not moved into hire paid positions within their employment.

Recommendations. Georgetown has discontinued its program in community health, perhaps recognizing some of the short-comings of the program indicated here. CASP can help schools develop programs that are more appropriate for their students, however, by improving the selection process to minimize the diversity of students' prior training and experience.

### Program Costs

Findings. The cost of the four-month short-term program for 14 students well exceeded the amount that Georgetown provides schools to operate CASP. Administrators reported that one of the reasons they did not host a new group of students was because the funding provided by Georgetown was insufficient to provide a quality program.

Recommendations. CASP should increase its budget of \$1000 per student per month at the colleges. The increase should be sufficient to allow schools to provide quality programs. It should also consider, as one Essex staff member suggested, providing funding based on a scale that reflects regional costs.

#### **4.8 Kirkwood Community College Cedar Rapids, Iowa**

##### **Methodology**

The evaluator interviewed the following people at Kirkwood:

- o The Director of Career Education
- o The Dean of Continuing and Career Education
- o The Dean of Arts and Sciences
- o The Vice President for Instruction
- o The former CASP Coordinator
- o Three technical instructors
- o The Foreign Student Advisor
- o Two ESL instructors
- o Two host family members

Two ESL and two technical classes were also observed.

##### **Overview**

Kirkwood Community College is one of the first three colleges in the CASP network. Since September 1985, it has hosted students for both short-term and long-term degree programs in agriculture. The school has had foreign students before CASP; it currently enrolls 171 foreign students from 31 countries.

The college is currently offering a newly-developed Food Technology program for two groups of Cycle E students. Sixteen students arrived in May, 1989, and the other 16 arrived in August. Of the 32, 17 are men, and 15 are women.

Kirkwood first learned about CASP through its former Director for International Programs, who had negotiated with Georgetown CASP to have the college offer a program.

##### **Local Administration of CASP**

Kirkwood had all of its foreign student services in place before CASP students arrived. The college had services and policies that were able to fit CASP into ongoing activities, as well as create special programs based Georgetown CASP's requirements.

The local administration of CASP has changed since the arrival of the Cycle E students. Prior to this, the CASP Coordinator was the main contact for the program, and handled all aspects of CASP on campus. She has moved into another position at the college. College personnel currently share the

responsibilities of CASP, managing those aspects of the program which are within their specific areas of expertise.

The Director of Career Education is in charge of academic and daily operations of the program, and reports to the Dean of Continuing Education. This Dean, in turn, reports to the Vice President for Instruction. The Foreign Student Advisor takes care of student affairs and the counseling needs of the students. She also deals with the host family network and health issues. One of the instructors is in charge of the Experience America component of the project.

The Foreign Student Advisor is the main contact with Georgetown on student issues. The Director of Career Education and the instructor handling Experience America are the primary contacts for the academic issues of the students.

General administrators reported that they were pleased with this reorganization of the CASP administration. They reported that the program ran well enough on its own to allow the diversity of responsibility.

#### Relationship between College and Georgetown

One staff member remarked that in the early years of CASP, the program was smaller, and college representatives dealt more frequently with higher level administrators at Georgetown.

This representative viewed Georgetown CASP as an effective agent of communication between the college and Central America. She noted that higher level management at Georgetown had learned, in the process of programming students, to distance itself from the individual students, and not to make exceptions to its own policy guidelines.

#### Selection and Admission of Students

CASP students meet regular admissions requirements, except for the TOEFL score of 500 required of regular international students.

The college relies on Georgetown CASP to determine the academic eligibility of the students. When participating in the final selection at Georgetown, Kirkwood takes into account leadership potential and work experience.

One staff member said that the selection criteria for the short-term participants differed from that of the long-term participants. The short-term students had to be employed and get release time from their jobs. They tended to be older (many were

about 40), and many were married with families. Most had very specific goals.

Two administrators commented on the special ten-month program for a group of Guatemalan participants. They reported that faculty members and administrators felt that these students had not gone through the regular selection process, and that the students may have been chosen because of political connections. Many of these students did not have an agricultural background.

Administrators noted that the selection process had improved over the years, but students are still heterogeneous in terms of prior academic training (some have had a few years of prior university study). One staff member did not view this as a problem, saying that these differences can frequently be accommodated.

### Instructional Program

The current students were scheduled to receive an Associate of Science degree in Food Technology. Only CASP students are enrolled in the program since it is in its first year, but the program is expected to attract more applicants as the course is established.

While the first CASP students came with vague notions about what they were to study, staff indicated that the current students appeared to be much better informed.

Staff speculated that one of the reasons Georgetown requested a program in Food Technology because it would attract more female applicants than the farming and ranch technology program the college had been offering.

During the first semester, students enroll in intensive ESL. Academic and technical courses are gradually added to their schedules as they become stronger in English. Since the program is new and no regular students are enrolled in it, CASP students are segregated in their technical courses. Students are eventually integrated with other students in elective and general education courses. One instructor noted, however, that there is a general problem of getting CASP and other groups of students to integrate.

All classes are conducted in English. Instructors reported that interpreters were used in the past, but it had not been successful for long-term groups.

Because of the time frame and the fact that students needed to spend time learning English, staff added that CASP students

received less technical instruction in agriculture than other students in an associate degree program.

Kirkwood had made an effort to find out about the development needs of Central America and to use this information to help develop their curriculum. Instructors are interested in learning about the relationship between the students' coursework and the realities they will face when they return. In Fall 1988, a USAID administrator had asked a CASP administrator from Kirkwood to travel to Guatemala to meet with agricultural faculties from three universities to find out about transfer credit to these institutions. This administrator felt that someone needed to assess the job market and educational opportunities for returned students.

### English as a Second Language Instruction

The intensive ESL program, which began in 1976 with a group of Vietnamese refugees, was well-established and prepared to accommodate CASP students. CASP increased the total number of students in ESL classes, thus allowing Kirkwood to develop a fairly elaborate system of classes for the development of different language skills at different levels of language proficiency. The ESL program usually has an enrollment of 70 students in four levels and in four separate skill areas (reading, grammar, communication, composition). CASP students are integrated with other nationality groups, although they seem to be segregated in the lower proficiency levels.

The ESL program is staffed with part-time instructors. None of the instructors has a degree in ESL, but are certified to teach English in Iowa. Most have taught in other countries.

For placement purposes, students take a battery of tests on arrival. Some of these are specifically designed for internal use; others are more standardized measures. During the first semester, students typically enroll in an intensive English course. As part of this program, students currently take a technical ESL course to help them with the agricultural vocabulary they will need in future coursework. The size of the two ESL classes observed was small, with seven students in each class.

In addition to the ESL courses, Kirkwood is designing a study skills and library class. They are also developing a re-entry class, and redesigning a class dealing with cultural issues.

### **Student Performance**

All students arriving with CASP scholarships have met the goals of their particular program, whether it has been to earn a certificate or an associate degree. In the group of students currently studying at Kirkwood, a few have attained a level of English proficiency above the rest of the group, enabling them to take some academic classes on their own.

### **Experience America**

When the Experience America component became more formalized, Georgetown gave Kirkwood guidance in program implementation and instructed them that the goals of the component were to get individual Central American students face to face with Americans. Kirkwood used to organize more group activities and sightseeing than they currently do.

CASP students can participate in the ongoing student activities at Kirkwood as well as at specially organized events for CASP students. At the time of the site visit, there were plans for practica at local businesses and a regional reunion with the other CASP schools in Wisconsin and Iowa.

Kirkwood has purchased vans in order to transport CASP students and allow them to participate in special activities. Staff remarked that "regular" foreign students do not participate in after hours activities as much as CASP students, since there is no organized transportation network to allow them to come back to campus after hours.

Since current students had been enrolled in intensive ESL classes since their arrival, individual access to the community had been limited to the connections they had made through their host families. Many students had become involved in church and extended family activities.

### **Housing Arrangements**

All students who arrived in August were living with host families at the time of the site visit. Most of the students arriving in May had chosen to live with host families, but some had decided on more independent living in apartments.

While Kirkwood is not entirely in favor of the host family program, administrators see it as part of CASP. One administrator questioned the desirability of requiring all students to live with host families for six months. She thought that the living arrangements should be more an individual decision for students.

The person in charge of the program said that it was initially difficult to develop a host family network. This staff member felt that the host family experience did not make much difference in language acquisition, nor in community involvement. It does, however, provide a sheltered, nurturing environment for the students. She believed that apartment living also offered a valuable experience for students, teaching them about life management and budgeting skills. She saw that students living in apartments interacted with their neighbors.

Families receive \$250 per month to provide room and board for the students. There is no written questionnaire to screen families, and most new families are recruited by referral of current families. Prospective host families receive an orientation to the program and the students. No current attempt is made to match students with families in terms of special interests. The information that Kirkwood receives from Georgetown is not sufficient to do this upon arrival.

#### Program Costs

Staff indicated that financial arrangements went smoothly with Georgetown CASP, but that Kirkwood's program and budget was based on having 32 CASP students there at all times. The school could handle more than 32 students (which is against Georgetown's general policy), but it could not provide the required academic and cultural program for under this number.

## Major Findings

### Local Administration of CASP / Instructional Program

Findings. Kirkwood has been with CASP since the beginning, and has developed curricula for various specializations within the general area of agriculture. The faculty and administration are committed to the program, and are concerned about the relationship of the curriculum to the job market in Central America.

Student services, academic concerns, and ESL are all handled by professionals in the field, not by one CASP Coordinator. This system has just been implemented and seems to work well, even though this means there is more than one CASP contact person with Georgetown CASP. Because Kirkwood is accustomed to dealing with foreign students, more options are available to CASP students, than at schools that have developed programming especially and solely for CASP students.

### Relationship between College and Georgetown

Findings. Georgetown is viewed as an effective agent of communication between the college and Central America. However, one staff member mentioned that Georgetown formerly made exceptions to its own policy guidelines.

### Selection and Admission of Students

Findings. While the selection of students appears to have improved over the years, students are still heterogeneous in terms of prior academic preparation.

Recommendations. The selection process should be improved to minimize the heterogeneity of students.

### English as a Second Language Instruction

Findings. Kirkwood has an ESL program capable of handling students at four levels of proficiency and in four skill areas. Most of the ESL instructors, while not having degrees in ESL, have had experience teaching ESL overseas.

### Student Performance

Findings. So far, all students in the program have attained the degree or certificate granted in their particular programs.

### Housing Arrangements

Findings. Although students are housed with families for six months, Kirkwood staff are not entirely in favor of the host family program. It was initially difficult to recruit host families, and one administrator felt that the living arrangement should be a personal decision made by the students.

Recommendations. Since colleges have difficulties in recruiting families and concerns about aspects of the host family program, Georgetown CASP and the colleges should review the desirability of the six-month home stay requirement.

### Program Costs

Findings. Kirkwood's ability to operate the program within the current budget is contingent on having at least 32 CASP students on campus at any one time.

Recommendations. Georgetown CASP should raise the amount it provides CASP colleges to operate the program.

#### **4.9 Kings River Community College Reedley, California**

##### **Methodology**

At this institution, the evaluator interviewed the following types of people:

- o Director of Educational Services and Planning (representing the chancellor's office)
- o Associate Dean, Community Campus and International Programs
- o Interim Associate Dean, Occupational Education
- o Dean of Instruction
- o CASP Coordinator
- o Four technical instructors
- o Two ESL/English instructors
- o A group of nine host parents
- o The group of 16 CASP students
- o Five individual CASP students

In addition, Developmental Reading, small machine construction, and agricultural computer classes were observed. A tour of the campus and school farm was also provided.

##### **Overview**

Kings River Community College is located in Reedley, California, a town of 15,000 people. The town is about 25 miles from Fresno, a metropolitan area with a population of approximately 300,000. Kings River is part a district whose population is 21 percent Hispanic. About 2000 day students attend Kings River, with another 1000 attending seven off-campus sites.

According to college personnel, the institution is located in the number one county for agricultural production in the United States. Its school farm is reportedly the largest community college farm in the state.

Kings River is a new college in the CASP network, hosting 16 Cycle E students (seven females and nine males) in Food Technology. These students, who arrived in May 1988, are from all participating countries except Belize and El Salvador.

Kings River became involved with CASP through the chancellor of the college's district. He was formerly an administrator at Kirkwood, and thus familiar with CASP. Having maintained contact with Georgetown after leaving Kirkwood, he helped to bring the program to Kings River.

### Local Administration of CASP

The president of Kings River reported that among CASP's benefits was the exposure it provided the local students and faculty to students from other countries. Another administrator noted that CASP would help them to attract other foreign student projects. The school's goal was to provide quality programs for students, but not to attract large numbers of foreign students to the campus.

Before the college began hosting CASP students, there were few foreign students, and no foreign student services. Other than CASP students, the school currently hosts one Nigerian and a few Japanese students. As a result of CASP, an international club has been started on campus.

CASP is administered through the Landscape, Agriculture, & Natural Resources Department (LAND). The administration and technical instruction for the program are conducted out of this department. This arrangement is unique; at other CASP colleges, the administration of the program is typically separate from the technical component. The entire program was set up by faculty in the LAND department, which maintains a strong interest in the progress and welfare of the CASP students. According to one instructor, "We as a faculty were committed to the idea." The faculty members even voted to elect a CASP Coordinator from among their ranks.

The CASP Coordinator shares his CASP responsibilities with a part-time administrative assistant. Paid with institutional funds, the CASP Coordinator handles all administrative tasks for the program. In addition to working part-time for CASP, he teaches agricultural courses part-time. The administrative assistant handles health insurance and all clerical responsibilities.

Faculty members characterized the program as "labor intensive" and "emotionally intensive," and top-level administrators said that the program involved more time and commitment than they had expected. The CASP Coordinator had asked for additional administrative assistance and resources to run the program.

### Relationship between College and Georgetown

CASP administrators view Georgetown CASP as a helpful resource, and the school's relationship with Georgetown personnel is a comfortable one. Georgetown provides support and facilitates communication between new and veteran colleges. One staff member remarked, "Georgetown is doing a good job. They

have a strong interest [in the program]." He added, however, that Georgetown did not always provide enough lead time for the school to fulfill requests; "Some things seem to come down kind of at the last minute." For example, the school had been requested to provide some program information with only two-weeks' turn-around time.

### Selection and Admission of Students

CASP students meet all admissions requirements, and transcripts were received for all of the students. One faculty member indicated, however, that the transcripts were difficult to interpret.

Faculty members remarked that the CASP students were a heterogeneous group. The students' preparation for studies in agriculture was diverse, but the instructors indicated that such diversity fit the profile of their regular students entering as freshmen. From four to six of the students had very strong skills and preparation in agriculture, while four or five had none at all. Instructors also cited differences in English and math abilities. One instructor described a few as being "ag-illiterate;" meaning that the students were not familiar with the tools, machinery, or terminology used, in English or in Spanish.

Staff reported that the students appeared to come from rural and economically disadvantaged backgrounds. One representative questioned the criteria used to determine "demonstrated leadership ability;" according to him, three or four of the students did not have this characteristic.

### Instructional Program

According to one community college representative, when Kings River was initially being considered for the program, staff thought the school would be offering a program in farm and ranch management. Later, Georgetown CASP had asked them to gear their curriculum more towards food technology. The school then mobilized quickly to add some food technology classes to the curriculum. For the next group of CASP students, administrators plan to offer more specialized classes in food processing.

Kings River consulted with Kirkwood for help in planning an appropriate curriculum for CASP students, but one faculty member felt that Georgetown could have provided a clearer idea of what was needed. He said that Georgetown should provide more specific curriculum guidelines for both technical and ESL instruction. Without such guidelines, he had the impression that "we are inventing the wheel all the time."

Members of two of the host families had questioned the appropriateness of certain courses for their students; one family hosted a student from Honduras who was learning to drive tractors, but in Honduras, horses, not tractors, were used. Another family said that the process of grading meat in the U.S. differed from that in Central America, and also varied from country to country. Instructors acknowledged that it would be easier to design a curriculum if they knew more about country needs and students' backgrounds before they arrived. Given the differences in agricultural practices in Central American countries, the program could, at best, "hit the middle of the road."

One instructor added that the orientation for new schools would have been more helpful if it had provided more information on these needs. He suggested that Kings River send a technical coordinator from Kings River to Central America to learn more about the job market there. He added that candidates could learn more about Kings River if a videotape about their program were sent to Central America.

The curriculum was developed so that students received instruction in intensive English and in their technical fields the first year. During the second year, in addition to continuing with technical courses, students were expected to fulfill their academic requirements in Reading, Writing, Humanities, and Political Science. During the summer session, students took nine credits of intensive ESL, and one two-credit course in a survey of Agricultural Business. ESL was gradually reduced in the fall and spring, as students took more agricultural courses. Core English classes were scheduled for Summer 1989, and other academic requirements, in political science and the humanities, were saved for the last semester.

Each semester, students also took required courses in Careers and in Agricultural Achievement, both one-half credit each. In the careers course, students learn job-finding techniques, etc. In the Agricultural Achievement class, students went on field trips to various places of interest related to agriculture.

Other than offering ESL and courses with interpreters, the curriculum for CASP students is largely the same as that for regular students. One modification was made to allow more flexibility in scheduling: Regular students are required to choose a specific agricultural area from which they can take technical core courses, while CASP students can choose core courses from any of these specific areas.

Students were segregated during the summer session and fall semester. In the spring, students were integrated with students

in all classes except in their Agricultural Achievement class. Interpreters, bilingual students who may or may not have an agricultural background, were used in technical classes only through fall semester. Three instructors reported that using interpreters tended to slow down their classes. One instructor added that the CASP students occasionally had to help the interpreter with his translations.

### English as a Second Language Instruction

Kings River has no ESL department, but it does provide Adult ESL courses in the evening for its Spanish speaking community. There is no English proficiency requirement (such as the TOEFL) to attend the college. Kings River has relied on part-time teachers to handle its ESL instruction, but there were plans to hire a full-time ESL instructor in the fall of 1989.

The two English instructors who met with the evaluator had masters degrees in linguistics, plus experience teaching English to both native and non-native speakers.

Based on the results of an ESL proficiency exam, CASP students were placed in two levels of ESL during the summer session (beginning and intermediate). ESL instruction was provided six hours per day for 11 weeks. During the fall semester, some students continued with two levels of ESL (intermediate and advanced), while others were ready to enter a developmental reading class (as measured on the Nelson Denny reading test). In the spring semester, a few students were still in advanced ESL, while most had been placed in developmental reading or English composition. Students were expected to be in regular English classes by Fall semester, 1989.

The English instructors felt that, so far, the program worked adequately, because students took technical classes earlier in their program, and general education classes later. The host family living situation also helped students to improve their English, and tutors were available if needed.

Technical instructors said that by spring semester, most students had attained a level of English proficiency that allowed them to understand most technical instruction. Understanding vocabulary was cited as the students' major difficulty.

The primary concern of the English instructors was whether all CASP students could complete a basic writing and a college reading course to graduate. They had identified two or three students who might not attain the associate degree because their English was not progressing quickly enough.

The English instructors cautioned that, in order to keep the degree credible, there should not be "ironclad" expectations for all CASP students to attain the degree. Both felt that the burden was often on the ESL instructors to ensure that students learned enough English. But some students "peaked out" in English; in such cases, students should not get the degree if their level of English proficiency was not adequate to do so. According to one instructor, "I don't think these students should expect preferential treatment."

Among suggestions for improving the ESL program, one instructor suggested providing classes in "sheltered English;." in other words, ESL and technical instructors could collaborate to provide instruction in technical classes taught at an appropriate level of English for the students.

Instructors added that Georgetown CASP could help by providing them with an idea of students' English proficiency levels before their arrival, and informing the technical instructors of how much English students could reasonably be expected to learn while in the United States. Both instructors agreed that 21 months was not a realistic amount of time for students to learn English and receive the degree.

### Student Performance

According to students' records showing academic performance for the summer and fall semesters, CASP students have maintained grade point averages of 3.0 or above. Six students with GPAs of 3.7 or better have been on the dean's honor list, and one of these has achieved a GPA of 4.0. The CASP students were described as serious, and more aggressive and competitive than their regular students. In terms of academic performance, they were "all across the board." One instructor said that the top three CASP students were the "most competitive in the school."

Two students were not performing as well as the others, and technical instructors indicated that they might receive an Associate of Arts, rather than an Associate of Science degree. One instructor pointed out that if 14 out of 16 CASP students received the degree, that was a higher percentage of those receiving the degree than any other group of 16 students. (Less than 50 percent of their local students were expected to attain the Associate of Science degree.)

### Experience America

Staff at Kings River view Experience America as a two-part program. The first part involves giving students the opportunity to learn about American culture and values through trips, sports

events, and so on. Participants take one major trip every semester, to places such as Yosemite, Los Angeles, etc. Students have been on camping trips; to Disneyland, Hollywood, and the beach; and to baseball games.

The second part is a special class for CASP students in which cultural adjustment issues are addressed, followed by students' involvement in committee work, which enables them to make decisions about activities they would like to get involved in. One committee plans activities for learning about government; a finance committee plans fundraising events; a public relations committee plans speaking engagements; a social committee plans parties and other social events; and a technical committee works on inviting speakers to talk about topics of interest in their fields, and plans visits to factories and other places of interest related to their field of study.

Some of the students' classes are also viewed as helping to achieve Experience America or leadership goals, such as the Careers or Agricultural Achievement class. In a livestock class, students were planning to show their livestock at a fair.

Administrators have also noted that students are beginning to interact more with other students on campus. One student is an officer in student government. Some students belong to the newly formed international club; others have joined a Mexican-American student organization.

### Housing Arrangements

Kings River houses students with host families for six months. After the six-month period, students have the choice of staying with families or moving to the dorms on campus. CASP administrators and host parents report that the host family program has been successful. Family members said that they enjoyed living with their students. Only one student had to be transferred to a different family, due to transportation problems. Monthly potlucks were given in order to facilitate communication between families, students, and community college staff members.

The placement of students with host families was conducted differently at Kings River than at other colleges. Rather than moving in with host families immediately on arrival, as is customary at other schools with home stay programs, the participants stayed in the dormitories while taking part in a three day orientation. This period of time allowed the CASP Coordinator to observe and get to know the students before deciding which families to place them with. The Coordinator reported that this was preferable to making such decisions based on the information provided in students' dossiers.

### Program Costs

According to community college personnel, the benefits outweigh the costs of the program, but the program does require the school to contribute some additional resources. Some of these costs take the form of start-up costs, additional instruction provided for CASP students (such as ESL instruction), and costs for field trips. The CASP Coordinator's salary is also paid with institutional funds. Administrators estimated that to date, the program had cost the college an additional \$50,000.

Administrators felt that if the funding for CASP is not raised, the school will be required to make a greater financial contribution to the program. For example, the college will have to designate more funds for the program's administration, since it has found that it will not be possible to continue to administer the program with only two part-time people. If Georgetown CASP does not add additional requirements to the program, administrators suggest that the funds be increased to reflect adjustments for the cost of living, etc. The school will need a larger increase in funding if Georgetown requires a mentor and leadership program, or more Experience America activities. According to one staff member, "Georgetown wants us to do more things, but there's no more money attached to that."

### Students' Perceptions

All 16 students were present for the informal focus group interview. One area of concern discussed was racism on campus. Four students commented that they had noticed racism toward Mexican Americans, and felt that North Americans occasionally perceived CASP students as part of this group. According to one student, "Most of the Americans, they don't accept the Mexican people." Another participant added that the presence of so many Spanish speakers on campus made it difficult for them to learn English. He commented, "Sometimes if we want to speak English, they speak Spanish to us."

A few students were disappointed with their technical program. They had wanted to take an irrigation course which they felt would be useful, but it was only offered every two years, and thus unavailable to them during their time at the school. One student added that the community was smaller than he had expected, pointing out that there was no movie theatre in town. This same student also claimed that there was no bus available to provide transportation for students.

## Major Findings

### Local Administration of CASP

Findings. CASP is supported by top level administrators at Kings River. Among its perceived benefits is the opportunity it provides the school to gain experience in operating foreign student projects. The program's administration is unique in that CASP is administered out of the department that provides the students' technical instruction (the LAND department). This integration of the technical and administrative components of the program may allow for better coordination between all components of the program (the integration of some Experience America activities with technical instruction, for example).

Recommendations. More resources will need to be designated for the daily administration of CASP, as the level of staffing (two part-time administrators) is deemed insufficient to operate the program.

Kings River should continue to administer CASP through the LAND department, and it should, as planned, devote more resources to the daily operation of CASP.

### Relationship between College and Georgetown

Findings. Kings River has established a good rapport with Georgetown CASP. The only area of concern was that Georgetown needed to give the school more lead time to fulfill requests.

Recommendations. As community college representatives suggested, Georgetown CASP should provide the school more lead time to fulfill requests.

### Selection and Admission of Students/ Instructional Program

Findings. Staff reported that the students were heterogeneous in terms of their technical and English preparation, and the agricultural needs of their countries were also diverse. It was observed, however, that students did tend to come from rural and economically disadvantaged backgrounds.

Faculty members wanted Georgetown CASP to provide more information about the students' backgrounds and preparation before their arrival at the school, and about the development needs and the job markets of Central American countries. It was felt that their food technology program might not be specialized enough, and plans were underway to offer more food processing courses for the next group of CASP students.

The heterogeneity of the students and country needs, as well as the general lack of information about the job market in Central America, made it difficult for the school to design a curriculum that was appropriate for all of the students. Under these circumstances, the school could only develop a general technical program, not one which is specialized enough to meet the diverse needs of individual students.

Recommendations. CASP needs to improve its selection process to minimize the heterogeneity of students in the areas of technical and English preparation. The diversity of the development needs of Central American countries also needs to be considered when selecting students for specific programs.

To help schools to design a curriculum that is appropriate for students, CASP needs to provide schools with more information about the job market and development needs of Central American countries.

### English as a Second Language Instruction

Findings. Kings River does not have an ESL department. It has contributed some of its own resources to hire part-time instructors to provide two levels of ESL instruction over two semesters. The two English instructors in charge of ESL instruction for CASP students are qualified to teach ESL, both holding master's degrees in linguistics and having experience in the field.

Students do not take academic core courses until their second year, when they are expected to have acquired a certain level of English. Students are tested to determine when they are ready for regular English classes, but no standard is used to assess preparedness for other courses taught in English.

ESL instructors feel that the expectation and pressure for all CASP students to receive an associate degree is unrealistic, due to the fact that the English of some students may not reach a sufficient level to do so. It also appears that 21 months is not enough time for students to learn English and get a degree. Finally, ESL instructors would like to know the English proficiency of students before they arrive.

Recommendations. Schools need to establish criteria for determining when students are prepared to be mainstreamed in courses taught in English.

Students need to be allowed more time to learn English. Some of this might take place in Central America, to be continued at schools in the U.S. To assist schools in establishing an appropriate ESL curriculum for CASP students, Georgetown CASP

should provide schools with information about students' English levels before they arrive in the United States.

If Georgetown continues to select institutions that do not already have an established ESL program, it should provide the necessary resources for schools to provide enough ESL instruction at enough levels.

### Student Performance

Findings. The academic performance of the students at Kings River has been good. However, two students may not get the Associate of Science degree, reportedly because their English is not adequate.

### Experience America

Findings. Kings River has a very active Experience America program, which has two components: one involves taking students on excursions to various places of interest; the other is a class in which students are encouraged to organize their own activities to learn about government and other aspects of American culture. The activities in some classes also help to meet Experience America goals. Staff report that the program is working well.

Students had begun to interact with local students. They had also become aware of racism on campus.

### Housing Arrangements

Findings. The six-month homestay program appears to be successful at Kings River. Part of this success may be due to the careful attention given to the matching of students here.

### Program Costs

Findings. The funds provided for CASP appear to be insufficient to operate the program without financial contributions from the institution, particularly in the salaries of instructors and administrators. If the funding is not increased, the school will be required to make an even larger financial contribution, especially if additional components are added to the program.

Recommendations. Funds provided schools to operate CASP need to be increased. This increase should be sufficient to allow colleges to provide quality programs.

#### **4.10 Modesto Junior College Modesto, California**

##### **Methodology**

At Modesto Junior College, the evaluator interviewed the following people:

- o Director of Special Programs
- o Former CASP Program Representative
- o Division Chairperson, Home Economics / Trade and Technical Studies
- o Counselor, Student Services
- o Two host parents
- o Division Dean for Literature and Languages
- o ESL Instructor
- o Skills Lab Director
- o Computer Science Instructor

##### **Overview**

Modesto Junior College has an enrollment of 12,000 day and evening students. It is located in the city of Modesto, which has a population of about 150,000, located about 60 miles from San Francisco. The college hosted its first group of Cycle D students in Clothing Merchandising, who arrived in January 1987. In October 1987, Modesto also received 19 Cycle D Electronics students who were transferred from Tompkins-Courtland Community College in Dryden, New York. (CASP students studying Computer Science at Tompkins-Courtland were moved to the College of Santa Fe.) Both groups of students graduated in December 1988. At the time of the site visit, there were no CASP students on campus. Administrators reported that the college had requested a new group of students to begin another Electronics program in 1989.

The college is located on two campuses, about 15 minutes apart, and a city bus provides transportation between the two. The Fashion Merchandising courses were held on the newer West Campus, and the Electronics department is located on the East Campus.

About 75 foreign students attend the college, as well as about 300 to 400 students with foreign backgrounds. Many of these students are Spanish-speaking. The college has an International Students Club, and many of the CASP students were actively involved with this. The college also has an international studies office, but the CASP students did not have much to do with this office.

Modesto is one of two community colleges in the Yosemite Community College District. According to administrators, Modesto Junior College heard about CASP through its congressman, who contacted the office of the Chancellor of this district. The congressman allegedly recommended Modesto Junior College because he was familiar with the college, which had a "reputation in the valley," and it was "one of the more reputable colleges in the area." Initially, three fields of study were discussed as possible offerings, and college representatives agreed that they could best offer a Fashion Merchandising program.

College administrators have had continuing contact with their congressman's office through his field representative in California. The congressman has attended the CASP students' graduation and at least one other event.

#### Local Administration of CASP

CASP is administered through the Office of Special Programs. This office is in charge of Job Training and Partnership Act Programs (JTPA), retraining, and contract instruction. This office has two full-time administrators, an accountant clerk, a secretary, and a typist clerk. The Director of Special programs formerly reported to the Assistant Chancellor for Educational Services, and currently reports to the Dean of College Services. While the CASP students were on campus, a CASP Program Representative worked part-time for the program, reporting to the Director of Special programs. While all staff in this office had some CASP responsibilities, the CASP Program Representative was the only staff member paid directly with CASP funds.

The Director of Special Programs' responsibilities for CASP included administering the program, establishing the host family network, and communicating with Georgetown CASP. She reported spending about 20 percent of her time to CASP. The Assistant Chancellor also devoted from 10 to 20 percent of her time helping to launch CASP during the first six months of the program.

There have been three CASP Program Representatives since the program started in January 1987. (One left the position due to illness.) The most recent Representative works part-time as an elementary school teacher, and had the position for less than a year. He was paid to work for CASP from 20 to 25 hours per week, but said that during the last month, he contributed about 40 hours per week to the program. His responsibilities included taking care of students' medical and dental needs, helping with scheduling classes, organizing outings, and preparing for the students' graduation and return to Central America. He hoped to be rehired for the next group of students scheduled to arrive in 1989.

Modesto has had a CASP Advisory Board which has been active at various points in the program. Its members have been technical and ESL instructors, as well as members from the community.

### Relationship between College and Georgetown

One administrator indicated that the college's relationship and communication with Georgetown was very good. The institution has had monitoring visits from at least four different Georgetown representatives. The program monitors generally have been helpful, but the administrator reported that one of these representatives had been "too much of a friend" with the students and should have given the students more direction. In one instance, the program officer had told the students that they might be able to move into apartments, yet this was against the college's policy. The administrator added that the monitoring process improved when the monitoring visits changed in duration from two to about four days.

The college has had some contact with other colleges in the program through meetings in Washington, Iowa, and in Columbia, California. A picnic was recently organized for the three CASP colleges in California.

The college had experienced some discipline problems with the second group of CASP students who arrived from New York. According to one administrator, there was a "negative group dynamic," and one strong leader in the group had a negative influence over the others. An instructor added that "they never quite overcame all the change and turmoil" as a result of their relocation.

One administrator reported that Georgetown CASP had been particularly supportive when problems occurred with two of their students. In one instance, a CASP student had broken one of CASP's policies. Georgetown CASP and the college sent the student home. She indicated that several students were angered by this decision, however. In another case in which a woman became pregnant, Georgetown CASP agreed to allow her to complete a semester before she was sent home.

One of the technical instructors expressed a different opinion about the decision to send the student home. According to this instructor, "Some of it was a knee-jerk reaction," he said. He indicated that the student had performed well in his classes and might have succeeded if he had stayed. He said that actions of this nature changed the students' views of American justice. The students allegedly felt that the student was sent home somewhat arbitrarily; there was the feeling that "we're going to enforce this rule because it's the rule."

The instructor felt that in general, the students who were moved from Tompkins-Courtland were too closely supervised. "In some instances," he said, the boys "felt imposed upon as too tightly dictated too .. [they felt they were] treated more like children in some respects than they actually are." He claimed that there was some discussion among the students about how they were supposed to learn about democracy in the United States, yet decisions were made about the students "without a democratic vote."

In a later interview, a former Georgetown CASP staff member with a broader view of this situation said that problems with these students grew out of circumstances surrounding their move from New York, and that Modesto was not adequately prepared to receive the students. A point was reached at which the communication between the CASP administration and the students had ceased, and there were misunderstandings surrounding the affair. The students were confused and angered about the decision to send the students home, but there were no channels of communication through which they could take their grievances. He had recommended at the time that Georgetown and the colleges establish grievance procedures for the students.

#### Selection and Admission of Students

One technical instructor estimated that about half of the students were over-prepared for the program, already having experience or training in electronics in their countries. So, while the computer courses were challenging for everyone, the electronics coursework was a review for some. Given the qualifications of the students, he felt that some of them might not be best served by a two-year program at a community college. "I would suggest that in some special cases that students be offered the opportunity to get a bachelor's degree," he said.

#### Instructional Program

Faculty members teaching both Clothing Merchandising and Electronics felt that CASP was a very worthwhile effort, and hoped that USAID would continue to offer the program.

Clothing Merchandising. The Fashion Merchandising program has existed at Modesto Junior College for 21 years. According to the Division Chairperson of the Home Economics Department, who began the program, "there wasn't anything like this in California .... we are a model in the state." The curriculum for CASP students combined courses from this program with some clothing construction courses. This instructor said that the college "tried to give them a broader background" in the field, which

included fashion design, pattern drafting, and entrepreneurship. She felt that the students would benefit from the fashion merchandising portion of the program. Having travelled to Guatemala, she said that "their textiles are beautiful, but they lack merchandising." However, she wanted to know more about the merchandising practices of all of the countries.

The Clothing Merchandising courses were taught with the aid of an interpreter through the summer semester. After the summer, with the exception of clothing construction classes and a special final seminar class for CASP students, the students were placed in classes together with local students.

The CASP students in this program benefitted from a variety of field trips to visit manufacturers, jewelry shops, and so on, and visited cities such as San Francisco and Los Angeles. The students were involved in projects such as running a retail store, and organizing a fashion show. Students took a modeling class to help develop poise and sense of professionalism.

Electronics. The Division Chairperson reported that the CASP students who transferred mid-semester from Tompkins-Courtland Community College entered a "rigorous" program at Modesto. Since some of the courses the students had taken in New York were not comparable to those offered at Modesto, students were behind in some of their lab classes. Modesto accommodated the Electronics students by placing them in a special class, and teachers taught overloads to help the students catch up with their coursework. This instructor reported that by the end of spring semester, "the instructors felt they had caught up .... but they were tired because we had pushed them."

The Division Chairperson said that the CASP students received a good base of knowledge in Electronics, and felt that the returned students would probably find jobs in this field. Yet she indicated that it was too early to determine whether they would be successful; the former CASP Program Representative had heard from ten alumni, she said, and they were all looking for work. An electronics instructor added that he had talked with students about the information that would be useful to them in their countries, but that he "would be very interested" in finding out more about the job market there.

According to administrators, Georgetown would like the college to offer more courses in computer repair for the next group, "but it will cost a lot of money." According to one staff person, it would cost about \$40,000 to purchase special equipment for such a program, and the college was trying to acquire some grant funds to pay for it.

## English as a Second Language Instruction

Modesto has a large ESL program. The college offers 15 different credit and non-credit courses in a six-level series, ranging from basic survival English to English for academic purposes. About 260 students per semester are involved in the credit program; and about 1,000 non-credit students attend afternoon and evening classes.

All full-time credit ESL instructors have master's degrees in TESL or in Linguistics, or in English with a TESL certificate. Part-time instructors are required to have at least a certificate in Adult Basic Education or in TESL.

When the Fashion Merchandising students arrived, they were administered a local ESL placement test and were enrolled in intensive ESL for three semesters (15 hours in the spring semester, 9 hours in the summer, and 8 hours in the fall semester). Students were placed in one section for the spring and summer semesters, and were then split into two groups in the fall. The Electronics students, who had already been in the United States for nine months, were enrolled in English Composition courses when they arrived. By spring semester 1988, all of the students were enrolled in English composition courses. A few continued with Advanced ESL classes in addition to their English composition classes.

Students were tested for placement in English Composition courses, and there is a reading requirement to graduate (scoring at the fiftieth percentile on the Nelson-Denny test or on the Minnesota Reading Assessment), but no criteria were used to determine when students were prepared to take courses taught solely in English.

One ESL instructor said that for one class, he collaborated with technical instructors to teach Vocational ESL (VESL), or specific English that was related to the content of their technical courses.

This ESL instructor commented that the ESL program worked remarkably well, considering what the students had to accomplish during their 24 months at the college. The students were highly motivated, and underwent "accelerated learning." Living with host families and having access to tutors, he felt, helped the students learn English more quickly than their regular students. However, he said, "It takes a lot of force feeding .... [It's a] tremendous expectation .... They succeeded by the skin of their teeth with a great deal of support."

### Student Performance

The instructor in charge of the Clothing Merchandising program said that the CASP students performed about as well as their local students, and "some of them made the Dean's list." All but one of the students earned the Associate Degree in Fashion Merchandising. While the student who did not attain the degree performed well in her technical classes, she made little progress in English, and she failed the reading test needed to graduate.

According to an Electronics instructor, in most cases, the performance of the CASP students in Electronics was somewhat better than that of their local students. A few of them had already been accepted to universities before leaving Modesto. Two of the students were not granted the associate degree; he indicated that one of them lost his motivation mid-way through the program.

### Experience America

As part of Experience America, students participated in group activities as well as those experienced with their host families. As a group, students visited the cities of Columbia and Santa Cruz to learn about the culture and history of these areas. Students also visited local bodies of government and local centers of industry and commerce, and spoke to schools and local church groups. Students also attended a picnic together with students from the other two CASP colleges in California. CASP students were also active members of the International Club, which offered such activities as a rafting trip, a food fair, and a weekend trip to the mountains. Many students also participated in local Hospitality Luncheons sponsored by the Citizen's Committee for International Students. The Clothing Merchandising students frequently participated in special outings and activities which were a part of their program.

Students interacted, to some extent, with the local students on campus. A few were involved in various clubs and in student government; others had North American girlfriends. Yet one of the instructors had commented that even after mainstreaming the students in classes with local students, "they never mixed real well ... in their visual merchandising class, they tended to stick together."

### Housing Arrangements

CASP administrators reported that they have always housed CASP students with host families, and both groups of CASP students stayed with host families for the duration of the

program. In fact, they indicated that Georgetown had requested that Modesto host the group from Tompkins Cortland Community College, in part, because the college had a good reputation for its successful host family program.

Georgetown currently requires students to stay in homes for at least six months, but one administrator felt that students should live with host families during the entire program. She commented on the many benefits of the program; host families took an active role in helping to achieve Experience America goals by including their students on family outings and activities. Some of the host parents from the community were health care professionals, educators, and dentists; these people provided a network of support for the program. In addition to these benefits, she felt that this living arrangement made it easier to keep track of the students.

The college discouraged CASP students from moving into apartments. Some of the students were not pleased with having to live with host families for the entire program. At one point, the administrator said, "there was a little rise about not getting apartments," especially among those who had experienced more independent living arrangements in New York.

Host families were recruited through newspaper advertisements, "word of mouth," and the International Club. CASP administrators made an effort to select suitable families through home visits and interviews, and attempted to match students with families based on students' profiles. Close to 50 percent of the population of Modesto is Spanish-speaking, but one administrator said that the college made an effort to choose families who spoke English in the home. The two host parents interviewed by the evaluator found hosting a CASP student a rewarding experience. They might host another student, they said, but were afraid they might not get someone as "nice" as the first. Both agreed that this component of CASP had been "handled beautifully."

The host family program appears to have been successful at Modesto Community Colleges, as indicated by the comments of host parents and CASP administrators. However, unlike other colleges in the network, the institution does not offer alternatives for those students who might benefit from other living arrangements after their host family experience. This seems to have been a major cause of concern for some of the students.

## Major Findings and Recommendations

### Local Administration of CASP / Relationship between College and Georgetown

Findings. It appears that Modesto Junior College experienced problems similar to those of the College of Santa Fe, which also received a group of students from New York. Problems for both groups reportedly had their origins in New York. At both schools, staff noted the "negative group dynamic" which had developed within the group of students. According to administrators, neither college was adequately prepared to receive the students. At Modesto, according to one source, communication had stopped between the students and the administrators. The College of Santa Fe also experienced communication difficulties with its students.

Recommendations. The findings based on information gathered from both colleges warrants the following recommendations. First, Georgetown needs to allow colleges adequate time to plan and prepare for a CASP program. Also, Georgetown CASP and the colleges need to establish appropriate channels that students can use for handling their grievances or other communicative needs, and students should receive feedback through these channels.

Findings. One college representative said that Georgetown CASP had been helpful and supportive.

### Selection and Admission of Students

Findings. One college representative indicated that at least half of the Electronics students were over-prepared for their course of study, and at least some of the coursework constituted a review for these students.

Recommendations. CASP should select students with similar academic skills and experience for which specific programs can be targeted.

### Instructional Program

Findings. Both the Clothing Merchandising and the Electronics instructors indicated that they could tailor their programs more toward the needs of their students if they knew more about the job market in Central America.

Recommendations. To assist colleges in designing a curriculum, CASP should provide colleges with more feedback about the job market and development needs in Central America.

## **English as a Second Language Instruction**

**Findings.** Modesto Junior College has an infrastructure capable of offering ESL instruction at several levels, delivered by qualified ESL professionals. However, the college had no established criteria for determining when students were prepared for classes taught solely in English.

**Recommendations.** Colleges should establish criteria for determining when to mainstream students in classes taught in English only.

## **Housing Arrangements**

**Findings.** Staff and host parents reported that the host family program had been successful at Modesto. Housing students with host families has many benefits, and it helps to achieve Experience America goals. Yet some of the students were apparently unhappy with this living situation, especially those who had lived in apartments in New York. At other CASP institutions, many students have eventually chosen, or planned to chose, alternative living arrangements, despite having had satisfactory host family experiences. Requiring students to stay with host families for the duration of the program may be too long; not being able to move into more independent living was a cause of concern for some students at Modesto Community College.

**Recommendations.** Because of the many benefits of this arrangement, CASP should continue housing students with host families. But colleges should ensure that other options are available for those who might benefit from other living arrangements after their host family experience. The colleges and CASP Georgetown should work together in determining the appropriate length of time that students should remain with host families.

## **Program Costs**

**Findings.** While several staff members in the Office of Special Programs had some CASP responsibilities, the CASP Program Representative was the only staff member paid directly with CASP funds. In addition, in order to offer more courses in computer repair for the next group, the college may need to invest about \$40,000 for special equipment. At the time of the site visit, the college was looking for funds to purchase this equipment.

**Recommendations.** Colleges need to devote sufficient resources to provide quality programs, and CASP should provide sufficient funding so that the colleges can do so.

#### **4.11 Mount Aloysius Junior College Cresson, Pennsylvania**

##### **Methodology**

At Mt. Aloysius Junior College, the evaluator interviewed the following people:

- o The President
- o The Dean of Community Services and Continuing Education
- o The Academic Dean
- o The Dean of Students
- o Director of Admissions
- o The Controller
- o The former CASP secretary
- o A developmental English instructor
- o The future coordinator for the new program for the hearing impaired

##### **Overview**

Mt. Aloysius Junior College was a Catholic women's "finishing school" run by the Sisters of Mercy until it became co-ed in 1959. It still has ties with the Sisters of Mercy, and 50 percent of its staff and students are Catholic. The school is currently discussing the possibility of becoming a four-year college.

Mt. Aloysius currently has no students. The college had a joint contract with Altoona Area Vocational Technical School to host its first group of 16 CASP students, two men and 14 women, in an environmental health program, from August 1986 to August 1988 (Cycle C). Mt. Aloysius, the primary sub-contractor with Georgetown University, offered the actual degree program, while Altoona offered the technical courses.

Mount Aloysius first heard about CASP from the director of Altoona Area Vocational Technical School. The President of Mount Aloysius also indicated that he maintained contact with his congressman, who is a major donor to Mt. Aloysius. Another administrator said that "the congressman from there is important." Mt. Aloysius appears to have had difficulties in its relationship with Altoona and with Georgetown CASP. Georgetown CASP had denied the college a group of Cycle E students, but Mt. Aloysius will be receiving a group of Cycle F hearing-impaired students for a computer program in August 1989. given these difficulties, the importance of the congressman in this district may have had at least some influence on the decision to continue CASP at this college.

### Local Administration of CASP

At the time of the site visit, there were few people on campus who knew about the first CASP program. The CASP administrators had been hired on a contract basis, and they left when the students left. Most of the information about the program was provided by the president of the college.

Relationship with Altoona Area Vocational Technical School. General administrators reported that the joint relationship with Altoona Area Vocational Technical School had been less than satisfactory. The CASP Coordinator at Mount Aloysius and the contact at Altoona had differing views about how to manage the program, particularly in how to implement the Experience America component.

Both Mt. Aloysius and Altoona has submitted proposals to offer a program for Cycle E students. Mt. Aloysius proposed to offer a program independent of Altoona, while Altoona proposed a joint program with Mt. Aloysius for which Altoona would be the primary subcontractor. Mt. Aloysius did not accept this arrangement, because administrators felt that their accreditation status would be put in jeopardy if it awarded degrees on a sub-sub contract over which it had little control.

Georgetown CASP turned down Mt. Aloysius' proposal for a program for Cycle E students. Around the same time, however, Georgetown and the college were discussing the possibility of the college offering a Cycle F program for the hearing-impaired. The President of Mt. Aloysius was also in contact with his congressman during this time. Altoona, having made alternative arrangements with another accredited college, was awarded a contract for a cycle E group.

Services for CASP students. Mt. Aloysius has a small population of foreign students, and has, in addition to CASP, hosted a group of CAPS students from Panama under Georgetown's sponsorship. Activities and counselling for foreign students are handled through the normal activities channels for domestic students. The former CASP Coordinator worked with the Dean of Students to provide the extra support for CASP students. The Dean of Students handled medical issues, transportation, and cultural and social events.

### Relationship between College and Georgetown

Administrators reported that they did not receive official notice from Georgetown CASP that their proposal for a program for Cycle E students had been turned down. They were dissatisfied with how Georgetown CASP had dealt with the college in this respect.

One staff member indicated that Georgetown CASP did not understand Mt. Aloysius' academic requirements. In addition, Georgetown CASP frequently changed its mind on policies. There were difficulties involved in having two institutions manage the program, and difficulties working with higher level management at Georgetown. This administrator conceded that CASP may have found it difficult to work with the college since it had no technical fields. The college was proud of its service to the handicapped, however.

According to another staff member, Mt. Aloysius had received some feedback from Georgetown CASP, that their activities were not creative enough, and that the school was in an overly-isolated location.

### Selection and Admission of Students

One administrator noted that the normal admissions criteria for CASP students did not apply. For example, the requirement for SAT and TOEFL scores was waived. Georgetown certified that the CASP students had completed high school, but the college would have liked to have seen transcripts and tests scores for the students. He reported that the admissions office routinely processed foreign applications, but this office had not been involved in the admissions process for CASP students.

Selection of future students. At the time of the site visit, the future coordinator, who works in the division of Resources for the Deaf, was planning to visit Central America to make an initial assessment of the project and begin to identify hearing-impaired students. He said that he did not sign in Spanish, so would need different types of interpreters to interview students. He has not required a specific level of prior academic background for the program.

### Instructional Program

Since the evaluator was unable to meet with former CASP instructors to discuss the academic component of the program for Cycle C students, this component was not assessed. For information about the students' technical training, see the report for Altoona Area Vocational Technical School.

For the program scheduled to begin in August 1989, Mt. Aloysius plans to receive 16 hearing-impaired participants from Costa Rica, Belize, and Guatemala. This 24-month program is designed for students to receive special training in computer literacy. The program is not designed to improve hearing loss; it will teach students certain skills which are anticipated to make students more marketable in the work force. Students will

learn word processing, desk top publishing, basic programming, and other computer applications. Since staff report that it usually takes deaf students three years to complete an associate degree, it is anticipated that the CASP students will attain an associate degree.

The program is truly experimental. The future coordinator anticipates that different types of interpreters will be required for its implementation. He expects that students will be taught American Sign Language (ASL) on arrival, and is not sure how much English the students will need to learn to deal with computers. Once the students learn ASL, the technical courses will be handled by at least two ASL interpreters. The coordinator would also like to hire a special staff member who speaks Spanish and English, and who signs in Spanish and ASL. At this point, a method to assess students' prior academic level or ability to sign has not been established.

### English as a Second Language Instruction

An administrator reported that Mt. Aloysius had hired a special instructor for the ESL component. She had a PhD, but this administrator could not remember what field her degree was in. Another staff member offered that the ESL component at Mt. Aloysius was not good, but did not elaborate on this.

Students took English during the first semester concurrently with one content-area course with an interpreter. After the first semester, students were integrated with local students at Mt. Aloysius. At Altoona, the students remained segregated in their classes.

### Student Performance

All sixteen students were granted degrees, but the Academic Dean indicated that two or three of them had difficulties.

### Experience America

The Dean of Students reported that the CASP students assimilated well and got involved in individual activities. They were active in sports, yearbook activities, and performing arts. The Dean felt that when the students went to Altoona for their technical training, they re-solidified as a group.

In addition to participating in activities that were part of the overall campus student activity program, CASP students took special trips to historical places, and organized a Central

American festival for the entire community. Some students talked with city council members and gave talks at local high schools.

### Housing Arrangements

The CASP Coordinator had the primary responsibility for handling the host family program, but the Dean of Students' office also helped coordinate this. The Dean reported that Georgetown CASP required that the host family program be established after CASP had begun at the institution.

There appears to have been an ongoing discussion about the value and effectiveness of the host family program among Mt. Aloysius, Altoona, and Georgetown CASP. Students lived in the dormitory facilities at Mt. Aloysius until Georgetown CASP mandated the homestay requirement. The president had disagreed with this requirement, saying that the dormitories provided as much access to American culture as living with families. Despite this disagreement, one staff member said that CASP had helped Mt. Aloysius to develop a homestay network, and the college was prepared to handle students on a twelve-month basis.

Offering a different viewpoint, representatives at Altoona claimed that Mt. Aloysius did not have an adequate host family selection process. According to one Altoona staff member, Mt. Aloysius housed students in the dormitories, and the students were always together. A host parent interviewed at Altoona added that Mt. Aloysius had not done as thorough a screening of families as had been done at Altoona. This family had been screened over the telephone, and felt that it did not receive sufficient guidelines about the program.

The future coordinator reported that he was beginning to experience difficulties in recruiting families for the future hearing-impaired students. It was difficult to find families in which at least one member was deaf or used ASL. In addition, the economic condition of many deaf people did not permit them to have the extra space required to house an additional person.

### Program Costs

The Controller indicated that the financial arrangements with Georgetown CASP went smoothly and on schedule. While she reports that the program is a worthwhile venture, the institution has made a financial contribution to the program. The college has offered a reduction in tuition to CASP. There are also hidden costs to the project, such as a van the college had to purchase for the students. The vehicle maintenance budget at the school has doubled.

## Major Findings

### Local Administration of CASP / Relationship between the College and Georgetown / Experience America

Findings. It seems that the relationship between Mt. Aloysius, Altoona, and Georgetown CASP has been less than satisfactory. Contacts at the two host institutions had differing views about how to manage the program. Mt. Aloysius disagreed with Georgetown on certain aspects of the program, such as the living arrangements for CASP students. Georgetown CASP was reported to have changed its mind on policy guidelines several times.

Georgetown CASP was apparently not happy with the way the Experience America component was being implemented at Mount Aloysius. Students had more individualized activities than group-organized and special CASP activities than Georgetown apparently expected. Student services personnel reported that students did become involved in college life through their individual interests.

There are indications that the political connections at Mt. Aloysius have influenced its continuing relationship with Georgetown and CASP.

Recommendations. Georgetown CASP needs to be consistent in implementing its policy guidelines. For Experience America, CASP should clarify the emphasis it is to have, and should consider individual CASP students' involvement in regular student activities as part of this component.

### Instructional Program / English as a Second Language Instruction

Findings. Future plans for CASP indicate that CASP students will take part in a kind of "pilot test" for this experimental hearing-impaired program. It appears that this program is headed for several difficulties and challenges. While the school has expertise in programs for the disabled, it does not appear that it is experienced with enrolling foreign students in such programs. It does not seem, for example, that staff have anticipated difficulties students might encounter in learning ASL, English, and the content-area, nor the additional difficulties this group might have in adjusting to the new culture. Nor were there plans to determine the appropriate prior academic levels in the selection of the students for this program.

Recommendations. Even when the programs are experimental, CASP should select schools that have a track record in providing special programs of this type. Both CASP and the College must ensure that those delivering the program have the expertise and experience to administer the program and to anticipate difficulties and challenges they might encounter.

#### Student Performance

Findings. All 16 students in the first group were granted associate degrees.

#### Housing Arrangements

Findings. It appears that Mt. Aloysius had difficulty implementing the homestay requirement, and that its selection process was not adequate. The necessity to find families that can handle the special needs of the hearing-impaired will make the recruitment and selection of families even more difficult.

Recommendations. Homestays should continue, but in view of the difficulties schools have in implementing this program, CASP should review, with the colleges, the six-month requirement. CASP should also assist colleges in the recruitment and selection of families, and in the matching of families with students.

#### Program Costs

Findings. Mt. Aloysius has made an institutional contribution to CASP in reduced tuition, and in hidden transportation costs.

Recommendations. Georgetown should increase its budget of \$1000 per month per student for colleges to operate CASP.

## 4.12 North Central Technical College Wausau, Wisconsin

### Methodology

At North Central Technical College, the evaluator met with the following people:

- o Marketing Services Manager, who oversees the program
- o The CASP Coordinator
- o Part-time office assistant
- o One interpreter
- o Assistant Director of the Educational Services Division
- o Four English instructors (two ESL instructors and two developmental English instructors)
- o Three technical instructors (for Machine Tool, Vocational Math, and Blueprint Reading)
- o Two advisory committee members
- o Five host parents
- o Group of 16 CASP students

In addition, she conducted an hour-long focus group interview with all of the students; and observed two technical classes (Machine Tool and Blueprint Reading) and two English classes (an ESL class and a self-paced developmental English class.) The director of the college was out of town during the evaluator's visit.

### Overview

North Central Technical College, located in Wausau, Wisconsin, is a new CASP institution. It received its first group of 16 CASP students in August 1989, for a program in Machine Tool Technics. These students, all male, are from four Central American countries. There are no Belizeans in this group. Their ages range from 18 to 25; 11 students are over 21. The students were still completing their first semester at the time of the evaluator's visit.

Wausau is a town of about 72,000 people, but North Central serves a larger community of about 200,000, covering parts of ten counties. It has an enrollment of 20,000 students, of which approximately 2,500 are full-time. Other than the Indochinese students who attend North Central's ESL classes, the college has not had many international students on campus, and had no foreign student services established prior to CASP.

The Marketing Services Manager had been given the task of exploring opportunities for getting involved in international programs about the same time that their congressman and senator

were interested in bringing North Central on board as a CASP training institution. According to staff at North Central, their congressman had been influential in bringing Georgetown's CAPS program for Panamanian participants to a nearby institution in the University of Wisconsin system. One administrator indicated that CASP Georgetown had been talking with this congressman in November, 1987, and North Central later received a call about CASP from his office. Georgetown representatives visited the college in April, 1987, the board of directors approved the program in May, and the students arrived in August. According to a general administrator, the institution has no ongoing contact with the congressman.

Georgetown had originally been considering the college for an electronics program. After touring the school and seeing North Central's capabilities in machine tool, however, Georgetown requested the school to offer a program in this field.

A general administrator reported that it made sense for a vocational institution such as North Central to be involved in such a program. He felt that there was a need to develop vocational training of the kind that North Central Technical College could provide. Also, the institution works with local businesses, and he asserted that any local company should be involved in international development. He said that some of the benefits of CASP were having foreign students on campus; "It's like a walking lab." He described their community as conservative, and that having foreign students on campus would be a positive influence on the community. He also felt that changes of this nature were inspiring to staff members.

#### Local Administration of CASP

Under the supervision of the Assistant Director for Marketing, the Marketing Services Manager Administers CASP. She is in charge of marketing the college, and of recruitment among high school students and in the adult community. She is responsible for the overall management of CASP. Among other aspects of the program, she manages the budget and supervises CASP staff members (a CASP Coordinator, an office assistant, and an interpreter).

The CASP Coordinator arranges the students housing, Experience America activities, works with the ESL instructors and tutors, helps schedule students' classes, and also set up an advisory committee. She is paid to work for CASP 24 hours per week, but contends that she works considerably more hours than that. She speaks Spanish and has had extensive experience working with young adults.

The office assistant works ten hours per week, helping to plan Experience America activities, driving students on excursions, and maintaining medical insurance files. The interpreter works 20 hours per week, helping students in their classes and assisting the CASP Coordinator with students' living arrangements.

North Central has also established an advisory committee composed of diverse members of the community. Among these are representatives from the machine tool industry, a doctor, an under-sheriff, a bank representative, a city council member, a pastor, a department store manager, and college faculty members. The committee meets once a month. Committee representatives said that the function of the committee was to help students become exposed to the local business, the economy, and to learn about the democratic process. Some committee representatives had been invited to speak to the students on various topics, and they were in the process of planning tours of local industries. Members had chaperoned students on Experience America excursions. They had also advised CASP administrators, on a number of issues, and the CASP Coordinator described the committee as very supportive.

#### Relationship between College and Georgetown

CASP Staff reported that Georgetown CASP served as a resource, and found Georgetown very supportive in helping the school in setting up the program. The CASP Coordinator's primary contact with Georgetown CASP was through the Program Officer, while the Marketing Services Manager communicated directly with higher level administrators at Georgetown. Staff appreciated some of Georgetown's recent actions, such as their responding to institutions' requests to return to a 24-month program. Staff were also pleased that Georgetown CASP had asked one of their members to visit another new school to provide administrative assistance. Finally, they appreciated the flexibility they were given in working out their own budgets.

One staff member, however, said that Georgetown CASP did not always follow its own guidelines. She reported that students had been allowed to drive at one of the schools, which was against Georgetown CASP's policy. Another administrator suggested that the college be given more lead time to fulfill some of Georgetown CASP's requests. For example, the college had little time to fulfill a recent request from Georgetown for detailed information about North Central's program.

#### Selection and Admission of Students

CASP administrators said that they had not selected their cycle E students, but anticipated participating in the selection

for cycle F students. CASP students generally meet regular admissions requirements, but official transcripts are normally required for admission. No transcripts were received for Cycle E students. Applications from some countries were less complete than others; for example, some tax verification information and letters of reference were missing from a few of the applications.

In the future, the college would like to receive students' transcripts. CASP staff and faculty would like to know what background students have in machine tool before they arrive. One staff member suggested that students take a battery of tests before arrival, to determine their aptitude for certain subjects.

### Instructional Program

Students take four semesters of vocational courses to attain a vocational technical diploma in Machine Tooling Technics. Each semester, students take from 16 to 17 credit hours (which is 30 to 32 actual contact hours) of courses in technical subjects and in a few core courses in areas such as applied communication and consumer economics. The students follow virtually the same curriculum as regular students, except that in addition, CASP students take ESL courses for 15 contact hours per week, and an interpreter is used in some of the classes in the first, and possibly the second semester. Also, CASP students are on a different semester schedule than the local students, so they will not attend classes integrated with North Americans until the third semester, at the earliest. Two other adjustments have been made. The CASP students did not start their program until three weeks after the regular semester had started. The students arrived one week late, and they spent two additional weeks receiving orientation and settling in with their host families. Scheduling limitations also required them to reduce the Blueprint reading class from four hours to two hours per week.

Technical courses are taught with the aid of an interpreter during the first semester. She has a degree in Architectural Design, and experience with translation. The CASP Coordinator reported that the interpreter also served as an informal advisor for the students. Two instructors did not find the use of an interpreter satisfactory. The math instructor, who conducted a traditional lecture class, said that the class progressed at a "snail's pace" in the beginning. Students especially had trouble with word problems using terms that the translator was not familiar with, such as "cutting speed." The instructor felt that students "needed much more ESL than before they ever came in." Another instructor had decided to discontinue use of the interpreter after December. He said that the students relied too much on the interpreter, and he felt he did not have control over what information was being transmitted.

The machine tool instructor said that he was not informed of AID's goals, but he felt this was a good field for the students, and said that they would be of "supervisory quality" when they arrived home. He also remarked that three of the students felt that their exposure to computerized equipment would be useful back home. The Blueprint instructor had made some attempts to find out what the needs were in the students' countries, by asking them directly, and by reading articles about the industries in Central America. He also felt that students needed to know more about North Central's program before they arrived, and suggested that a video about their program be sent to Central America.

### English as a Second Language Instruction

North Central has an ESL department which serves from 250 to 300 Indochinese students. Most classes are held at a center off-campus; ESL classes for CASP students are held on-campus. North Central also has a developmental English lab called the "Goal Lab," which is available for students who need to improve their reading and study skills in various areas. Two of the instructors in the Goal Lab work with CASP students on reading, English, and math skills. All instruction in the Goal Lab is self-paced. Finally, sixteen students studying to be translators for the hearing-impaired are also available to tutor CASP students. The ESL instructors have supplied these tutors with ESL materials.

Two ESL instructors were designated to teach the CASP students. One of these had worked in the ESL department at North Central for ten years, and was also teaching ESL courses at one of the University of Wisconsin Centers. She had extensive experience teaching ESL abroad. The other had a degree in elementary education, with no formal training in teaching ESL.

During the first semester, all of the students attended one ESL class for 15 hours of ESL instruction per week. The ESL Coordinator collaborated, to some extent, with the Machine Tool instructor to determine what technical material to cover. After ten weeks, the students were given an ESL test on English structure and reading, while students' speaking skills were assessed informally. Most of the students emerged into beginning and intermediate levels. Mid-semester, the two ESL instructors offered two ESL classes for CASP students; one in reading and writing, and another in grammar and conversation. All but three of the students were kept together as a group. These three, whose reading levels were estimated to be at about the sixth grade, were placed in the Goal Lab for individualized instruction. They spent 15 hours per week in the lab, and also attended a speech class with the ESL coordinator one day per week.

During the second semester, students will continue to take credit 15 hours of ESL, and those in the Goal Lab will drop down to ten hours of instruction.

The evaluator observed the writing class taught by the developmental English instructor. During the first half of this class, students reviewed grammar exercises they had completed. During the second half, they were asked to write a paragraph. While the teacher tried to elicit responses from the students, she did most of the talking in the class. Students talked frequently among themselves, and the teacher needed to tell them to be quiet on a few occasions. The content of the class and students' lack of participation indicate that this class was not entirely appropriate for CASP students.

The ESL Coordinator felt that the model of teaching ESL concurrently with content area courses "worked wonderfully," because of the flexibility of the staff, the assistance that students received from tutors, and because students were exposed early on to English in their content-area courses.

The ESL instructors recommended, however, that students receive more instruction during the first semester in study skills, organizational skills, test taking, taking notes in lecture courses, and in using the library. They felt that students spent a lot of time studying, but had not acquired the skills to study efficiently. They felt that this might be accomplished through services provided by the Goal Lab. It is already stocked with some ESL materials, and staff reported that there had been talk of hiring an ESL instructor to work in this lab.

Georgetown CASP had recently sent out new guidelines that schools offer at least 15 hours of ESL instruction during the first semester. Yet both the ESL Coordinator and the Marketing Services Manager agreed that 15 hours may not be enough. According to one, "We expected an awful lot of these students." The two ESL instructors also felt that there was never enough time to accomplish what they needed to in the time each of them had with the students (six hours each). The ESL Coordinator suggested that students receive some ESL instruction before arriving in the United States.

### **Student Performance**

The Math and Blueprint Reading instructors said that the performance of CASP students was comparable to that of their local students. The math instructor indicated that a few were performing poorly in his class, and attributed this poor performance to a combination of the students' levels of math and

English. Three students, on the other hand, had tested out of vocational math, enabling them to take other courses. The Blueprint instructor noted that some also had difficulties with spatial concepts in his class. Both felt that those who had difficulties in this area might not have been placed in the right major. CASP administrators had also indicated that four or five of the students may not have been adequately prepared for this field of study. At the time of the evaluation visit, the instructors predicted that two of the students might not attain the diploma.

The instructors also remarked that the CASP students seemed to be more immature than their regular students, as exhibited in their noisy behavior, and they "notoriously like to cheat." Unfamiliar with foreign students, what these instructors noticed is likely to be a difference in what is considered to be acceptable behavior in learning situations and learning styles, an area which might be covered in a cross-cultural orientation program for CASP students.

The Machine Tool instructor felt that CASP students performed somewhat better than their North American counterparts. He said that all but two of the CASP students had no background in machine tools before coming to North Central, but neither did most of the local students. He also felt that the CASP students had a better math foundation than the local students. They were at a disadvantage, however, in that they also had to learn English. He felt that four students might not be able to meet machinist standards, and this could be because of their English abilities. Despite this disadvantage, he described the group of students as "excellent" and of "high caliber; one (who had prior machine tool experience) chose to make more difficult tools, a task normally performed during the fourth semester. He claimed that two or three weeks had been lost in the beginning with the use of the interpreter. If the students had some English instruction ahead of time, "they would have been halfway through the second semester .... they are blowing the American students away.... CASP students are raising the level of the class."

#### Experience America and Community Interaction

One administrator at Wausau viewed the Experience America component as providing opportunities for students to learn about government, industry, and American life-styles. Time was set aside one afternoon a week for an Experience America class, in which the CASP coordinator discussed various aspects of American life with the students. It also provided a forum for invited speakers.

This administrator stressed the importance of the leadership role that these students might play in their countries. She

indicated that the students needed to be prepared to return to "handle the governments in their countries.... These students need to understand that they need to be good charisma and front people." Among other types of speakers, she had invited elected officials to speak on how to run a campaign. She added that the speeches that students were learning to give in their ESL classes tied in with the Experience America component.

Activities beyond the classroom have included industry tours and community service projects (such as working with the Salvation Army and volunteering to assist at a winter sports event). To learn about budgeting, students have visited second-hand clothing stores and shopping malls. Students have been hiking and skiing, and have attended museums and an Indian reservation. The Wisconsin and Iowa institutions were planning an upcoming local leadership conference, and Georgetown CASP had agreed to provide an additional \$25 per student to help cover the cost of this event.

Despite efforts to show aspects of American culture to CASP students, faculty and administrators were concerned that the students were not yet mingling much with the local students. One instructor said that some prejudice and resentment had emerged among a few of the North American students toward CASP students. These local students, he said, seemed to feel that CASP students were getting a "free ride." One local student had tried to "bump" one of the CASP students off of a lathe. According to the instructor, the student had the attitude that "I should have first place on the machines, because I pay to come here."

Two other instructors indicated that only one of the CASP students had been outgoing toward the local students, and that the other CASP participants tended to exclude the local students by speaking Spanish together. CASP students also needed to be made aware of the potentially negative impression they made when they behaved noisily in their classes. Because of this behavior, they were sometimes perceived by local students as being rude.

The school has been making a concerted effort to orient the local students to the CASP students. A memo was sent out to the students explaining why the CASP students were on campus. One staff member said that it might be necessary to hold a meeting with the student body to provide further information about CASP. Staff members were planning to offer field trips which included both groups of students, and they hoped that starting an electronics club and a machine tool club would encourage more interaction between the groups. Administrators also looked forward to the third semester when they could begin integrating the CASP students with other students. Finally, to encourage CASP students to stop speaking so much Spanish among themselves, they might require them to pay a token fee each time they were heard speaking Spanish.

Some students were involved in school activities; one had joined the student activity board, and two were members of other types of clubs. Some students used the school's pool and gym; others had memberships with the YMCA. All 16 planned to create a soccer club. The use of tutors had also provided students some contact with local students.

### Housing Arrangements

Almost all of the CASP students are housed with host families for six months. Families are paid \$175 per month to provide a room and three meals a day. Students are expected to offer to help host parents out financially with transportation, and bus passes have been provided students who live near a bus line. Two students were moved into apartments early, because they had been living with families who lived from 35 to 40 miles out of town.

About half of the students have expressed a desire to move into apartments after the six month period. Staff speculated that a large number of students from this group might be more interested in independent living because they were all male, and they tended to be older than other students in the program. All students receive a living allowance of \$150 per month, plus a \$500 clothing allowance twice a year. Those moving to apartments will receive an additional \$225 for room and board. The CASP Coordinator has begun to provide workshops on independent living.

The CASP Coordinator had about three months to recruit host families, and she felt that this was adequate lead time. She also noted that having students arrive in August was ideal; she had heard that schools who had to recruit families for programs starting in early summer had a more difficult time finding them. She provided an orientation for the families, in which she taught the families a little Spanish, distributed the book "Your CASP Scholarship," provided short biographies of the students, and told them a little about the countries the students came from. According to the CASP Coordinator, the host families have provided a network which will help to recruit new families. Communication between the school and host families has been maintained through periodic meetings and a bi-monthly newsletter.

Family representatives said that they expected to treat their students as part of the family, which meant that their students accompanied them to church, to family events such as weddings, to restaurants, hunting, and sledding. Students were also expected to help out with chores. They noted that their students did not always take the initiative to offer to do work around the house, but agreed to when asked.

One parent said that it was difficult to determine where to draw the line in what families should pay for, and what students should be expected to pay. This was particularly a problem when they went out to dine in a restaurant. A few noted that they could be discouraged from attending more expensive events because of the cost and the awkwardness of asking students to pay their own way.

### Program Costs

According to a CASP administrator, while the college received funds from Georgetown CASP on time, the school had to commit funds up front during the two months of lead time needed to get the program off the ground. "Fortunately," she said, "we had so much backing from our administration, that they said go ahead." She suggested that Georgetown give new schools an advance to cover start-up costs.

This administrator said that full-time and part-time salaries paid out of CASP funds were for those of the CASP Coordinator, the interpreter, the administrative assistant, and instructors who taught only CASP students. Eight percent of the CASP budget was designated for administrative costs and part of the Marketing Service Manager's salary.

According to the administrator, the funds provided for the program "will never be enough to match what we pay... but we want to provide a service for these people." The college has had to make some adjustments in order to balance the CASP budget. The institution was making a financial contribution to CASP in terms of additional time spent managing the program, and on funds used to pay for students' room and board. One administrator indicated that the college may have financial difficulties if rents rose in the area. She indicated, however, that the start-up costs for the next group of students would not be as high, since the college had already established somewhat of an infrastructure. Extending the program to 24 months would also ease the financial situation.

She also noted that the school's ability to run the program within their budget depended, to some extent, on the number of students in the program, which was 16. Fortunately, none of their students had left early, but if this were to happen, it would be the institution's loss. She suggested that Georgetown CASP guarantee payment of \$1,000 per student per month to guard against the financial loss that could come with the loss of a student.

The administrator indicated that the district was committed to the program, and thus willing to commit the necessary funds to make it work. Yet it would be easier to recover costs if they

provided a less expensive program. "We have one of the more expensive programs," she said. Machine tool tended to be expensive because of costs of supplies, and of equipment repairs due to heavy usage. If the college were to offer a machine tool program for another group, they would also incur additional costs in hiring another machine tool instructor, or in paying overloads for their current instructors. She added that "you want the best people to teach your classes;" and that cost money. After the site visit, the evaluator learned that, in fact, the college has dropped its Machine Tool program for CASP, and will be offering a program in business administration for the next group of students.

### Students' Perceptions

In the group meeting, students primarily spoke of their impressions of Americans, their technical program, and difficulties they were having finding apartments after their six month homestays.

One student said that Americans were friendly, while another felt that they were cold. Yet another found Americans to be materialistic, as he had expected. One commented that they were open, honest, and direct, but perhaps to the extreme of being nosy. Two students were surprised at Americans' ignorance of geography, one of them said that people thought that they came from the jungle.

Most students said that they liked their technical program. According to one, "It's a good program. It functions very well." Two students commented, however, that they would have preferred to have more information about their studies before coming to the college. According to one, "In Central America I didn't know what kind of studies I would do in your country. Many of us didn't know what machine tool was." Expressing his dissatisfaction with having only 21 months to complete the program, rather than 24, one student declared, "We are experiments."

Three students indicated that one of their goals was to learn English, but they had expected to have more time to do so, and were having trouble learning the language. One noted that returned scholars had told them they would have at least three months to learn English-only, which, they had found, was not true.

Three students who intended to move into apartments said that they were not given enough money for rent. Two of them suggested that they be provided more information early in their program about apartment living.

## Conclusions and Recommendations

### Local Administration of CASP

Findings. The college seems to have a CASP administrative staff which is large enough to implement the program (four staff members). In addition to offering technical instruction in machine tool, the college has established a host family program which appears to be working well, an active advisory board, and an extensive Experience America / leadership program. All staff members at Wausau have demonstrated a strong degree of dedication and commitment to the program. Yet even though the CASP administrative staff is large, at least two representatives reported devoting extra hours accomplishing their CASP responsibilities.

Recommendations. As shown here, administering a quality CASP program is the job of more than one "CASP Coordinator." Yet even for large administrative staffs, operating CASP takes a large commitment in time. Institutions not only need to hire a sufficient number of personnel to administer CASP, but they need to devote sufficient resources to paying these personnel for time contributed to the program.

### Relationship between College and Georgetown

Findings. Staff at North Central viewed Georgetown CASP as a supportive and helpful resource, and had established a good working relationship with their program officer and others at Georgetown. One administrator said, however, that the college needed more lead time to fulfill some of Georgetown's requests.

Another representative also indicated that Georgetown CASP was inconsistent in following its own guidelines. She cited a case in which CASP students had been allowed to drive at another institution, which was against CASP policy. When CASP policy guidelines are not implemented consistently across institutions, even guidelines for seemingly minor policies, the overall program can be negatively affected. Their inconsistent implementation can damage the credibility of these policies, and create resentment among college representatives and students toward Georgetown CASP or toward other institutions in the program.

Recommendations. For reasons stated above, Georgetown CASP should make more of an effort to implement its policy guidelines consistently across institutions. Georgetown CASP should also provide the schools more lead time to fulfill requests or to accomplish other tasks.

## **Instructional Program**

**Findings.** North Central has a machine tool program which appears to be capable of meeting CASP students' needs. However, since students arrived after the beginning of the regular semester, and because of their special language needs, they will take classes together, almost entirely segregated from local students, for the first year of the program. This arrangement requires the use of interpreters, whose success, according to technical instructors, has been limited. The arrangement does not take into account students' individual differences, and raises the question of whether their associate degree program is equivalent to that of the local students. College representatives agree that it also limits CASP students' opportunities to interact with local students.

Instructors also felt that they could offer instruction that was more appropriate to students' needs if more information were provided about students' prior academic preparation and skills before their arrival. They indicated that a few of the students seemed to have been selected for the wrong major. Instructors also wanted to know more about the job market and development needs in Central America. Students and instructors both suggested that the students themselves needed to know more about North Central's program before their arrival.

**Recommendations.** To help reduce the need to segregate CASP students and the need for interpreters, CASP should improve its English language component (see below).

To help instructors develop a curriculum which is more appropriate for CASP students, CASP needs to ensure that students are selected who have the skills needed to pursue a particular program. It should provide the colleges with more information about students' prior backgrounds, and about the job market in Central America. CASP should also give students more information about the colleges and academic/technical programs they will be pursuing.

## **English as a Second Language Instruction**

**Findings.** While only one of the two instructors designated to teach CASP students had ESL qualifications and experience, both demonstrated a great deal of commitment to the program. One of the instructors met with technical instructors to find out what technical vocabulary students needed to learn for their machine tool classes. Students were also learning how to give oral presentations in their ESL classes, and both instructors indicated that they wanted to help their students learn more study skills. Overall, the ESL Coordinator reported that the ESL program worked well.

Still, while most of the students were at both beginning and advanced levels of English proficiency, the program was not large enough to place them in more than one section. No criteria were used for determining when to mainstream students into classes taught in English, but none were yet needed, since CASP students were still segregated in their classes. Also, ESL instructors, technical instructors, and the students themselves felt that students did not have enough time to learn English. Two instructors suggested that students learn some English in Central America before their arrival.

Recommendations. As has been done at North Central and a few other schools, ESL and technical instructors should work together to ensure that these two components are mutually supportive. Colleges should hire qualified ESL instructors for all ESL instruction, and hire enough instructors to accommodate students at different levels of English proficiency. Criteria should be established for determining when to mainstream students in classes taught in English.

Students should receive more ESL instruction, and CASP should offer some of this instruction in Central America. CASP should also provide colleges with sufficient resources to help them develop an infrastructure capable of delivering appropriate ESL instruction for CASP students. Finally, when selecting new schools, CASP should choose those that demonstrate sufficient ESL capabilities.

### Experience America

Findings. North Central has established a varied and extensive Experience America and leadership development program. CASP administrators are enthusiastic about this component, and indicate that their program has been successful. At least one staff member has viewed some of the Experience America / leadership development activities as opportunities to prepare students for leadership roles in their countries, possibly political ones. Based on a review of documents outlining the goals of Experience America, it would seem that this is not the intent of the component. This view of Experience America / leadership, which was not observed at any of the other colleges, is one example of how widely the component is interpreted.

College staff have not been satisfied with the minimal interaction they have observed between CASP and local students, nor with the prejudices that a few local students have exhibited toward CASP students. Staff found it unfortunate that CASP students would not be integrated with local students until the following year. To its credit, the college has learned that it needs to be more active in helping to facilitate interaction

between the two groups. It has made an effort to encourage such interaction through matching students with tutors, and through plans to offer field trips which include both CASP and local students.

Recommendations. In view of the varying interpretations of the goals and activities of Experience America, more specific criteria should be established in terms of its emphasis and in the types of activities to include as part of the component.

Given that CASP students find it difficult to interact with local students, colleges need to follow North Central's example in helping to facilitate such interaction. Mainstreaming students in classes with local students earlier in the program (provided they have sufficient English skills) will also allow these groups to interact sooner. Finally, since students are likely to be exposed to prejudice in the United States, CASP students should receive some information about this during their orientations.

### Housing Arrangements

Findings. Comments from the CASP Coordinator and host parents indicate that North Central has established a successful host family program. Communication between families and the institution has been facilitated through periodic meetings and a bi-monthly newsletter. At the time of the site visit, half of the students were planning to move into apartments, and the CASP Coordinator had begun to provide workshops on independent living. Students' comments indicate that they would like to have information about apartment living earlier in their program.

### Program Costs

Findings. North Central Technical College has had to make some adjustments in order to balance the budget for CASP. The institution has made a financial contribution to the program in staff time and in housing costs, and has found it expensive to deliver a Machine Tool program. The college is offering a Business Administration program for the next group of students because, in part, it will be less expensive to operate than another program in Machine Tool. While the college receives funds on time from Georgetown CASP, one administrator suggested that it provide new schools and advance in the beginning to cover start-up costs.

Recommendations. CASP should increase its budget of \$1000 per student per month at each of the institutions. The increase should be sufficient to allow schools to provide quality programs without subsidizing the program from institutional funds.

#### **4.13 Regis College Denver, Colorado**

##### **Methodology**

At Regis College, the evaluator interviewed the Director of Admissions; a staff member from the business office; the Director of Financial Aid; three instructors in the areas of biology, math, and chemistry; and visited a class in microbiology. The college's president was out of town during the site visit. Eight students were interviewed individually; these interviews are summarized in the body of the report.

##### **Overview**

Regis College is one of the Jesuit institutions that offer full-tuition scholarships for students from St. Johns College in Belize. Since August 1986, CASP has provided funds to cover room and board for these students. The director of St. Johns College (former president of Regis College and current member of its board of trustees) initiated the arrangement with Georgetown for CASP to provide additional financial support for these scholarship recipients. To date, this special program has provided scholarships for 45 students (34 males and 11 females).

Eight male participants from St. Johns college are currently on scholarships to attend Regis College in Denver, Colorado. Half of the students have been at the college since August 1987; the other four have been there since August 1988. These students are majoring in the fields of biology, chemistry, and math. In addition to the Belizeans, about four or five foreign students attend the school each year. There are about 1100 undergraduate students at the college.

##### **Local Administration of CASP**

The administrators interviewed were only vaguely aware of CASP, and knew little about the St. Johns program, other than those aspects for which they were responsible. The director of admissions was responsible for ensuring that the Belizean students met admissions requirements. The director of financial aid and the administrator from the business office administered the funds provided by Georgetown. They reported that the Belizean students were treated no differently than other students on campus, having access to all regular facilities and services.

## Relationship between the College and Georgetown

The administrators at Regis College had little contact with Georgetown CASP, and rarely needed to talk with the program officer who was their contact there. The school's communication with Georgetown CASP was primarily limited to billing CASP for room and board expenses, sending Academic Enrollment and Term Reports (AETRs), and processing insurance cards that Georgetown had sent for the Belizean students. Administrators reported that the general flow of paperwork ran smoothly.

## Selection and Admission of Students

The Belizean students had been granted tuition scholarships through the school's National Science Competitive Scholarship Program. For these scholarships, Belizean students, who have already applied and been accepted to the college, compete with North American students on a national exam. Regis College sends the exams directly to St. Johns, which administers them to their students. About 125 candidates take the exam each year. Prior to this arrangement with St. Johns College, Regis had no mechanism for allowing foreign students to compete for these scholarships.

The Belizean students meet all admissions requirements. Regis College has the capability of evaluating the students' transcripts, and has been able to transfer almost all of the students' credits from St. Johns.

In terms of the students' economic backgrounds, one instructor, who knew a little about the program's history, remarked, "It's a very deserving program. They [the Belizean students] are dirt poor."

## Instructional Program

The Belizean students followed the same curriculum as the North American students. Instructors reported that scheduling sometimes presented difficulties for these students, because the sequence of courses taken in Belize sometimes differed from that of Regis College, and some courses were only offered once a year. One student had to enroll in a course at a nearby institution to meet requirements for a course infrequently offered at Regis.

Faculty members had received some feedback on how the Belizean graduates were faring in their countries. Some had become math or biology instructors, teaching at high schools or at St. Johns College. One instructor said that he occasionally received letters from graduate schools asking for evaluations of former St. Johns/Regis students.

### Student Performance

The academic performance of the Belizean students has been above average. All students currently in the program had GPAs ranging from 3.5 to 4.0 at the time of the site visit. The director of admissions reported that the performance of the Belizeans was superior to that of North American transfer students, and faculty members described them as well prepared and well-motivated. One instructor felt that the Belizeans served as role models for their regular students.

### Experience America and Housing Arrangements

Since these students are not part of the regular CASP program, they do not take part in a formal Experience America component. Like regular students on campus, the Belizeans participated in the orientation for new students, and live together in dormitories. The Director of Admissions said that the students tended to stay together at first, but now seemed to be adjusting well to their new environment. The instructors added that students belonged to chemistry and biology clubs.

### Program Costs

Georgetown CASP pays for expenses not covered by the tuition scholarship. The business office representative said that she billed Georgetown for \$2,040 per student per semester, for dormitory accommodations and meals. Georgetown also provided a \$600 stipend for students every semester (\$150 per month). Students tended to use this money for fees and books, items not covered by the scholarship. Georgetown sent these funds on time.

## Major Findings

The only involvement that Regis College has with CASP is in administering some CASP funds for the students, and this operation seems to run smoothly. If Regis College is typical of other Jesuit colleges involved in providing special programs for St. Johns students, then these schools are not subject to the same regulations and requirements as those operating regular CASP programs. At Regis, there was no formal Experience America component, CASP Coordinator, host family network, etc. (This is not to say that it would be necessary or practical to provide these components, in view of the students' special circumstances.)

The selection process for these students is also different than that for regular CASP students, which raises the question of the degree to which CASP and CLASP selection criteria are being met. At Regis, only those who pass a competitive exam are "selected" for the program; thus for this school, academic performance is one of the primary selection criteria. In addition, this special program favors the selection and recruitment of male participants; to date, 75 percent more males than females have been granted these scholarships partially funded by CASP.

Recommendations. This special program should be reviewed to determine if it qualifies as a CASP program, since it does not fit the general CASP model. If Regis College is typical of other Jesuit colleges providing these special program, then these colleges do not follow many of CASP's guidelines or regulations for other CASP institutions, and the selection process differs from that for regular CASP students.

#### 4.14 Scott Community College Bettendorf, Iowa

##### Methodology

Two evaluators visited Scott Community College, and interviewed the following people:

- o President
- o Academic Dean
- o CASP Coordinator
- o ESL Coordinator
- o ESL instructor
- o One Electronics instructor
- o Associate Vice Chancellor, Eastern Iowa Community College District
- o Ten host family representatives
- o Group of 16 students

An electronics course lab course was also observed.

##### Overview

Founded in 1980, Scott Community College is relatively new. Palmer Junior College, a non-accredited post-secondary school with few full-time faculty, was merged with a vocational-technical school to form the community college.

Scott received a group of students in electronics in August 1988 for a 21-month associate degree program. Scott is one of the last colleges to come on board the CASP program. Georgetown CASP had been in discussions with three colleges in the Eastern Iowa Community College District (Clinton, Muskatene, and Scott), but a decision to send the students to Scott came very late; the college heard they were receiving students about one month before they arrived. During the first semester, the college had some difficulties implementing certain aspects of the program. A staff member indicated that lateness in finalizing arrangements for student placement at Scott caused the majority of the difficulties the program was attempting to solve at the time of the site visit.

While Scott had no foreign student services before CASP, some foreign students have been enrolled in a pre-chiropractic program offered at the school. Administrators reported that Scott had a general interest in international students, in "internationalizing" the curriculum, and in broadening the college's exposure to international issues.

### Local Administration of CASP

Due to the short notice that Scott had of the arrival of CASP students, the college had little time to prepare for the program. The school had been invited to attend a two-day orientation for new schools, but had not realized the importance of this meeting and were only able to send one staff-member for one of the two days. The full-time CASP Coordinator and an ESL instructor were not hired until shortly before the students arrived in August. Other ESL instructors were employed later in the semester. At the time the CASP students arrived, there was no bilingual English/Spanish capability on campus. A Peruvian woman who had been working as a secretary in another division of the college was employed as an interpreter for one of the electronics courses. She became a general resource to the students and to the program.

Throughout the first semester, there were a number of communication problems between the students, the teachers and the administration. According to staff, the CASP Coordinator was not always able channel students' questions regarding policy and other issues through her office. In their search for answers, both students and host families turned to others (such as the ESL Coordinator and the bilingual interpreter) instead of the CASP Coordinator for advice and policy guidance. Communication problems between staff members also resulted in a decision not to rehire the ESL Coordinator, and the subsequent decision, with some input from the students, to rehire her.

In addition, while CASP staff members reported to the Academic Dean, he was only minimally involved with the project. The ESL Coordinator said that she had only one meeting with him during the first term when policy issues were being discussed, and according to a Georgetown representative, the Dean had not met the students until December. He admitted that his own behavior may have confused the students, but he said that he had had no direct communication with them because he did not want to override the coordinator.

At the time of the site visit, the college was in the process of making a number of changes to improve the situation. The Academic Dean had met with the students and the CASP team over the Winter vacation, and will continue to meet with the group every two weeks. Also, a new CASP Coordinator had been hired, while the former Coordinator remained to work on the host family component of the program. Both staff persons were temporarily sharing the same office. It seems that the Coordinator's new role had not yet been made clear; unannounced, she sat in the evaluator's group meeting with the students. (In this meeting, students primarily spoke about how they had learned about CASP and did not make any substantive comments about their program at Scott.)

College representatives reported that many of the communication difficulties had been resolved, and that the program was now on the right track.

### Relationship between College and Georgetown

Due to the various difficulties Scott has had in launching the program, Scott had at least three visits from Georgetown representatives during the first five months of the program. In the report for the first site visit in November, the program officer noted that there were communications issues that needed to be addressed, but Georgetown did not intervene to assist the school in making program changes until the school was visited in December and January. Georgetown asked electronics instructors from Berkshire Community College to accompany a Georgetown representative on one of these visits to provide technical assistance. Since the evaluators' site visit, a CASP administrator from North Central Technical College said that she had been asked visit Scott to assist the new CASP Coordinator.

A general administrator reported that overall, Georgetown CASP had provided support to Scott, but that there had not always been adequate communication between the college and Georgetown. He emphasized the necessity of clear communications with institutions new to CASP.

### Selection and Admission of Students

The college had no input in the selection of students, but anticipated that they would take part in the final selection for their next group. The students were selected by the other two colleges receiving Electronics students (Berkshire Community College and Altoona Area Vocational Technical School).

The college received dossiers for the students, but administrators said that they did not know enough about the students' records to analyze the background of individual students. One staff member indicated that the college had not known what to expect regarding the students' ESL needs or math levels.

The electronics instructor found that the group varied in prior experience and training in electronics. Some had no experience in the field, while others had up to three years of training.

### Instructional Program

Scott had initially designed an associate degree program for CASP students which included a strong first semester of ESL with one interpreted course in electronics. When the students arrived, they were tested in English using the Michigan Test of English Language Proficiency, a test administered by many institutions to place students in appropriate ESL class levels. Scott also used a placement test for mathematics, but it was in English.

The results of this math exam were very low. Based on these results, Scott felt that the students would not be able to complete the associate degree, and began to change the curriculum toward the completion of a certificate. They developed a sequential program in which students would take intensive ESL the first semester, and then begin with electronics in the second. Students were also kept together in the same classroom, because staff felt this would give the students a sense of security. Staff had not talked to students regarding their background in mathematics and electronics until Georgetown and Berkshire representatives had visited the college.

This change in the curriculum was the source of much of the students' confusion and frustration during the first term. Georgetown was alerted to the problem late in the semester, and entered into discussions with the school about the curriculum and other matters. As a result of these discussions, the college restructured the curriculum so that students would take ESL classes concurrently with electronics courses, and eventually be able to earn the associate degree. It appears that this decision had been made around the time of the site visit, after the second term had begun. The decision had not yet been communicated to the host parents, who were still concerned that their students were not earning the degree.

In the electronics course observed by the evaluator, an interpreter was no longer being used. The instructor reported that since the group varied in prior experience and training, he used the more advanced students to help the others. He said that using an interpreter had not been completely satisfactory. The interpreter was not very familiar with electronics, and the information was not always conveyed to the students in the appropriate language. It also took extra time, and he was not able to cover as much material as he would have liked.

### English as a Second Language Instruction

There was no ESL capability on campus when Scott took the contract to host CASP students. To their credit, in addition to part-time instructors, the college hired a qualified ESL

professional with several years of experience in ESL academic instruction, who had been the director of an intensive ESL program at a university prior to moving to Iowa. She designed the ESL program to include traditional academic preparation in the areas of grammar, speaking, listening, and reading and writing. She was not aware until later in the semester, after visits from Georgetown representatives, that the ESL program was to support the electronics program, and to be offered concurrently with electronics instruction. Concerned that there was no direction on how to assess the needs of the program, she had recommended to Georgetown that it develop its own tools and standards for assessing the ESL needs of the students.

The goals of the ESL program were then readjusted to help students attain a level of English needed to accomplish the goals of the specific electronics program. During the evaluation visit, the ESL Coordinator was meeting with a technical instructor in order to design English lessons that would prepare students for their electronics courses. She intended to have such meetings regularly with the technical instructors.

Based on the new goals of the ESL program, the ESL Coordinator believed that the students would be weak in the more academic reading and writing skills, those that are generally required at the college level, because they would be concentrating more on electronics and less on their English. She also noted that Scott's general TOEFL requirement of 550 had been waived for the CASP students. She felt there was some lack of motivation among students to learn English, because students did not have to meet any specific English proficiency criterion, and they knew they would study the academic component of the program regardless of their English proficiency. She was concerned about the meaning of the associate degree if all students did not have to meet English proficiency requirements to receive the degree.

### Student Performance

The faculty and administration's perception of student performance seems to have been affected by the low results of the math abilities examination. Students' grades from the first semester, however, were all passing. The electronics instructor noted that the students' performance in their first electronics course was good; three students had been awarded Cs, while the rest of the students had earned As and Bs. He appreciated the students' motivation, and wished that his local students were as eager to learn as the CASP students.

### Experience America

During the first semester, the CASP Coordinator had offered

a course called "Experience America." The new Coordinator understood the component to be the overall learning about language, culture, and political systems as well as developing leadership skills, and exposing students to volunteerism and community activities. She planned to involve the students in activities based on these goals. She also noted that the students were beginning to interact with American students. The CASP students had begun to move from classroom to classroom, which exposed them to other students and got them accustomed to a college schedule.

### Housing Arrangements

All students at Scott were living with host families. The host family network was developed through the contacts of CASP administrators, and mailings to churches, Hispanic groups, and faculty members. The families were screened through telephone interviews and home visits.

Some matching of students and families was attempted, but the former Coordinator said that the information in students' dossiers was not sufficient to make a very close match. Some of the host parents added that the college did not receive enough information from Georgetown about the students; a few commented that a few of the students did not seem to be economically disadvantaged or from rural areas, as they had expected.

### Program Costs

Because Scott made some "mistakes" in their personnel decisions, the college has had to subsidize some staff salaries. One administrator indicated that in order for the program to be cost effective, Scott needed two groups of students (32) on campus at the same time. Scott had only two Electronics instructors on the faculty, so Georgetown CASP agreed to give the college an additional \$20,000 to pay for a full-time lab assistant for one year, until the college receives its second group of students. Administrators also reported that they had underestimated transportation difficulties and costs. The school owned no vehicles to transport students.

## Major Findings and Recommendations

### Local Administration of CASP / Relationship between College and Georgetown

Findings. Scott had no infrastructure capable of handling international students prior to CASP (ESL capabilities; other foreign student services). Scott, which came into the program very late, did not have a sufficient amount of time to develop an infrastructure for CASP, and it initially did not receive clear guidelines from Georgetown in how to set up the program. The program seems to have been developed in a vacuum, since there was no early communication set up between Scott and other CASP schools. It was only after the program had been operating for a few months and several communication problems had developed that Georgetown CASP intervened to provide guidance in establishing the program.

Internally, Scott's CASP Coordinator had difficulty establishing lines of communication and authority within Scott's administration. CASP staff did not have frequent access to the administration, and the administration did not have much contact with the staff or the students. Both students and host families were left out of channels of communication, and were frustrated with the lack of answers to their questions.

Inappropriate math assessment tools were used by Scott to determine levels of prior education, and prior education and skills were not discussed with the students. Program decisions were based on the misleading results of these measures.

Georgetown is now providing guidance to Scott in setting up its program, and college representatives felt that the restructuring of the curriculum had set the program in the right direction. However, the problems which occurred at the school indicate that more guidance was needed at the outset.

Recommendations. Georgetown CASP should provide new schools with sufficient lead time to prepare for hosting groups of CASP students. It should provide more guidance at the outset in setting up all aspects of the program. At the colleges, clear lines of communication need to be set up between all those involved with the program.

To help schools establish an appropriate curriculum for the students, Georgetown CASP should provide more information to the schools about students' prior experience and training. Schools also need guidance in the appropriate tools to use to determine levels of prior education.

## English as a Second Language Instruction

Findings. Although Scott had no ESL capabilities prior to CASP, it hired a highly qualified ESL professional to develop and manage the ESL component. At the time of the visit, she was beginning to collaborate with technical instructors in order to provide ESL instruction relevant to students' technical coursework. She was having difficulty setting up the program, however, because the goals of the ESL program were not clear, and students did not have to meet any specific English proficiency requirement to get the degree. This model for teaching ESL also raises the question of whether students are earning a degree that is equivalent to other students, since not all students have to meet the same English proficiency requirements.

Recommendations. Criteria should be established for assessing the ESL needs of CASP students. In view of the fact that all students do not have to meet the same English proficiency requirements, CASP should also examine whether their students are earning a degree which is equivalent to other students at the community college.

## Program Costs

Findings. Scott's budget for CASP is predicated on having 32 students on campus at once. Scott has also had to subsidize the salaries of some CASP staff. Thus the current budget has not been sufficient to run the program, but this may have been due to some "mistakes" in personnel decisions. At the time of the site visit, it was not clear to the evaluator whether the college would be to operate within the budget when the next group of students arrives.

**4.15 St. Petersburg Junior College  
Clearwater Campus  
Clearwater, Florida**

**Methodology**

At the Clearwater campus of St. Petersburg Junior College, the evaluator interviewed the following people:

- o Provost of the Clearwater Campus of St. Petersburg Jr. College
- o CASP Coordinator
- o Two ESL instructors
- o Four Advisory Committee members
- o Three technical instructors
- o Three sets of host parents
- o Group of 16 students

**Overview**

St. Petersburg Junior College is the oldest in the state community college system and is alleged by many to be the best academically. The college offers two-year programs in areas such as nursing, computers, and business. CASP is new at St. Petersburg, having begun in August 1988. There are now 16 Cycle E students at the college, working toward an Associate of Science Degree in Clothing Construction. Two staff members indicated that St. Petersburg became involved with CASP through the interventions of their senator, who recommended the college to Georgetown CASP.

St. Petersburg Jr. College has a number of campuses throughout Pinellas County in Florida. The number of foreign students is relatively small on the Clearwater campus. Out of a student body of about 8,000, there are 41 international students, of which 16 are CASP students. CASP, therefore, comprises a significant fraction of the college's international involvement. Despite the small number of international students, the college has an International Student Advisor and an International Club.

The Provost commented that when the college accepted the program, administrators had been wanting to become more involved with international education for some time. CASP provided the college the opportunity to expose its students to persons from other cultures.

### Local Administration of CASP

CASP falls administratively under the Business Division of the college. The CASP Coordinator reports to the Provost of the college, and maintains close ties with the academic deans.

The CASP Coordinator, an extremely dynamic, dedicated, and effective Puerto Rican woman, has directed the program since it began. She works full-time for CASP. She has a master's degree in psychology, and has been involved with several programs at the college, including a program for women returning to study after several years out of college. She has lived in the community for several years, and is well connected with the community. Also working for CASP are a full-time administrative assistant, a part-time driver who assists with Experience America activities, a part-time Hispanic interpreter, and a part-time coordinator for the Experience America component. A Cooperative Education student from the college's Human Services Program is available, at no cost to CASP, to counsel students with personal problems.

It appears that the persons involved in the CASP training program comprise a "tight" network, so that information about a problem -- academic or personal, is passed on quickly. The CASP Coordinator is at the center at this network, and students most often went to her if they had problems. The Provost noted that much of the success of the program could be attributed to the selfless and competent efforts of the CASP Coordinator.

Advisory Board. St. Petersburg has an advisory board whose members were selected by the CASP Coordinator. The thirteen members include the mayor of Clearwater, an officer from the sheriff's department, a minister, an attorney, two investigators for the city of Clearwater, a city employee, the assistant county administrator, a banker, a trade specialist with the U.S. Department of Commerce, a physician, the foreign language supervisor for Pinellas County Schools, and a business person.

The board is viewed as a link between the program and the local community. Board members advise the Coordinator and help her with community relations and arranging activities for students. One board member had introduced the students to the American Human Rights movement; another is helping to set up practica for the students with local businesses, especially those with business relations in the Caribbean and Central America.

Several key members involved in the CASP program and in the local community are Hispanic, including at least five of the board members. The students were thus given considerable exposure to successful Hispanics functioning in the United States institutional setting. These Hispanics could be good role models for the students.

### Relationship between College and Georgetown

The CASP Coordinator reports directly to the Program Officer at Georgetown CASP, who visits the college each semester to monitor the program. The Coordinator reported that Georgetown CASP was supportive and always available. Georgetown CASP has also organized various training sessions for CASP administrators. The Coordinator has attended such sessions in Washington, D.C., Iowa, and Texas, and one is planned to take place at Clearwater. These sessions provide opportunities for interaction between schools. The Coordinator has also taken the initiative to communicate with other institutions through a newsletter which she publishes and sends to the colleges. She also maintains contact with other schools through telephone calls and printed materials.

One concern about Georgetown's administration of the program was cited by an administrator who felt that Georgetown sometimes did not provide enough lead time for the college to fulfill its requests.

### Selection and Admission of Students

Staff from St. Petersburg participated in the final selection process in Washington, D.C. One administrator commented that CASP had effectively selected economically disadvantaged students, but suggested other areas in which the selection of students could be improved. Administrators and faculty members were primarily concerned about the heterogeneity of the group of students. The CASP Coordinator and all faculty members said that the students should be more homogeneous in terms of motivation and academic and English preparation. Students took their courses together as a group, and instructors said that it was difficult to accommodate a single class of students with such a disparity of skill levels. One staff member also suggested that better selection might reduce the need to provide students remedial instruction. Instructors said that at least two students lacked motivation, showing no interest in Clothing Construction.

The CASP Coordinator felt that students should be young, and recent secondary school graduates. Younger students were more accustomed to studying, she thought, while those that had been out of school for a few years found it difficult to adjust to student life. She indicated that the students should also have certain character traits (they should be more outgoing, for example).

She added that students' medical backgrounds should be more carefully scrutinized. Two students arrived with health conditions which required special attention - one student had

severe diabetes and had to receive expensive treatments. Another was almost deaf, and the college had to obtain a hearing aid for him.

The CASP students met general admissions requirements, but the requirement of a score of 500 on the TOEFL was waived for this group. CASP students also took a placement test in Spanish, rather than the regular placement test normally required by the school.

### Instructional Program

Although the Clothing Construction program was designed for CASP students, most of the courses were already part of the curriculum for the Fashion Merchandising Program. Several skills courses were added for CASP students, such as tailoring, pattern design, and marketing. According to staff, these courses were determined by Georgetown to respond to development and job market needs in Central America. The colleges also added a few courses that it felt students should have, such as a basic course in computer usage, and a course on developing a business.

The program also provides students with "survival skills;" workshops are conducted in self-esteem and assertiveness, as well as in leadership and study skills (workshops of this type have been incorporated into the Experience America component at some of the other colleges). The college has also conducted workshops on health, dealing with issues such as venereal disease and sex.

The technical program seems to emphasize clothing construction rather than merchandising and marketing. In student interviews, some students indicated that they did not understand this division when they entered the program. At least one student was interested in clothing merchandising, not in construction.

CASP instructional personnel appeared to be somewhat divided with regard to the goals of the program. One faction thought the program should be more concerned with academic, or educational goals, while the other felt that it should give students practical, marketable skills.

A key technical instructor said that she did not have the equipment she needed to teach the courses. She lacked a large work table, and did not have enough sewing machines (eight machines for 16 students), so she had to rely more on theory. But practice is crucial in this field, she said.

Students took courses together as a group, regardless of their diverse English and academic skills. Other than in their physical education classes, students would not be mainstreamed

until they had been at the college for a year. This model does not take into account individual differences, and holding those back who have facility in English or in other skills.

One administrator was highly critical of the idea of mainstreaming new students immediately. According to her, many of the students lacked self-confidence and had poor self-esteem. She felt it was somewhat destructive to mainstream these students so soon, before allowing them to adjust to their new situation.

Both the academic and technical instructors and the students had difficulties with the courses during the first semester, due to insufficient amount of time students had to learn English (see English as a Second Language Instruction below). The instructors never knew whether students' difficulties lay with the language or the subject matter. An interpreter assisted both in and out of the classroom, but most found her efforts unsatisfactory, given the magnitude of the problem. Instructors described their attempts to explain such simple words as "scissors" or "tape measure." Students with better English helped the situation somewhat by translating for others, and students and instructors agreed that the second semester was going much more smoothly than the first.

#### English as a Second Language Instruction

St. Petersburg's ESL program is contracted out to the University of South Florida, which supplies a full-time ESL Coordinator. An intern from the University also works with the advanced group once per week.

For placement purposes, students have been given the Comprehensive English Language Test (CELT). At the time of the site visit, the students had taken the test twice. Based on the results of this test, students were placed in classes at four levels of ESL instruction.

The CASP Coordinator, instructional staff, and students themselves commented that the lack of time to prepare students in English was a major problem at the college. Since the duration of the program is for 21 months, students had only six weeks of intensive English at the beginning of their program. Thus, students had little time to learn English before beginning academic and technical courses. This was not enough time, and several community college personnel questioned why the program was only for this length of time. Everyone expressed relief that the next group of students were scheduled to stay for 24 months, so that a full semester could be devoted to intensive English.

ESL personnel complained that they would have been better able to prepare for the CASP students if they had had an idea of

students' levels of proficiency before their arrival on campus. Students' English abilities were diverse; some students placed at a high level of proficiency, while others had no knowledge of English. Yet after ESL instruction, all were placed in the same academic and technical classes.

### Student Performance

Several college representatives commented that the students were bright, highly motivated, and enthusiastic, but they did not have good study skills, and they exhibited "immature" behavior by American cultural standards. One administrator said that the students had been sheltered by their parents, were not "self-starters," and wanted to share notes rather than compete with each other in classes. These differences in student behavior are largely cultural.

### Experience America

Georgetown has given the college much flexibility to interpret and develop the Experience America component. The CASP Coordinator indicated that this component should be a function of the local community, and communities differed around the country. The program at St. Petersburg seeks to introduce students to the wider community in all its diversity -- including the Hispanic, Greek and black populations in the area. Visits have been arranged to museums, ethnic cultural events, and so on. Students have been introduced to police officials to see how police organizations operate. At the time of the visit, a trip was scheduled to Tallahassee to visit state government offices.

The cultural exchange between Central and North Americans works both ways. Students had spoken to local students and civic clubs, and were planning a Central American cultural event.

### Housing Arrangements

All CASP students are housed with host families. To recruit host families, the CASP Coordinator has used her community network and advertisements in local papers. She visits and screens the families, an activity which she said required much time. The Coordinator also made a concerted effort to match students with families. During the selection process at Georgetown, she noted students' interests listed in their student profiles, which she later used to help with the matches.

The evaluator met with three of the families. If representative of others in the program, these families suggest that the selections are extremely good. They seemed delighted to

have the students in their homes. All of the host parents said they considered their students as part of their families. They involved the students in their family activities, which included trips to Disney World, outings to the beach, and visits to other states. In the group meeting, the students also indicated that they were happy with their homestays, and when prompted for suggestions, not a single student suggested alternative arrangements. The students commented primarily on the "warmth" of the family environment and on the opportunities to know the country through outings with the families.

Transportation has been perhaps the second most pressing problem (after the limited time for English language acquisition) for the CASP Coordinator and for some of the host families. Host families are spread out throughout the community. Public transportation in the community is rudimentary; thus a van is necessary to transport students to and from school. The students are not within walking distance of anything, and host families sometimes found it be a burden to provide transportation for the students.

#### Program Costs

According to college representatives, Georgetown CASP provides funds in a timely fashion, and the college sends quarterly financial reports to Georgetown.

Staff at St. Petersburg said that the monthly costs per student would run about \$1385 per month per student between August 1988 and August 1989, and about \$1103 per month per student between August 1989 and May 1990. Since Georgetown pays the college \$1000 per month per student, staff estimated that it would have to pay about \$88,795 of its own funds over 21 months to maintain a quality program.

One staff member commented that the program was expensive to operate for a number of reasons. The college has had to purchase a van and hire a driver, and may need another van when a new group of students arrives. Students are charged full out-of-state tuition, textbooks are expensive, and the cost of living in Clearwater is high. With the exception of the salaries of the CASP Coordinator and her administrative assistant, and all but \$5000 for the purchase of a van, all administrative and program costs come from the funds received from Georgetown.

#### Students' Perceptions

Students discussed the images they held of the United States before they came and how those images had changed. Some students had seen America as the land of drugs and vice; others had the

notion that Americans were materialistic. The students agreed that these notions were simplistic; they commented that the America they had seen was more complex, and that Americans were kind and loving.

The students were unanimous in expressing their affection for the CASP Coordinator; they commented on her dedication to her job, and on her sincere concern for their well-being. They liked the program and its staff, and felt that it would help them on their return. Students were very positive about the host family program. The fact that students would learn English was clearly significant to them.

Several students said that they needed more English language instruction before beginning the academic work. Several wondered why the program did not provide for English instruction in their countries before they came. The students, some more than others, had had great difficulty with the academic /technical program the first semester because of their weak English.

## Major Findings and Recommendations

### Local Administration of CASP

Findings. With the help of other CASP administrators, the CASP Coordinator seems to be successfully implementing the various components of the program. The Coordinator has established a host family program which appears to be working very well, an active advisory board, a leadership component, and an extensive Experience America leadership program. The CASP Coordinator's connections with the community has helped her with some aspects of the program (establishing a host family network and an advisory board). She has also taken the initiative to communicate with other colleges through a newsletter which she publishes and sends to them. This administrator, as well as others involved in the program, has demonstrated a strong degree of dedication and commitment to CASP.

### Relationship between College and Georgetown

Findings. The college's relationship with Georgetown CASP appears to be satisfactory; community college representatives reported that Georgetown CASP has been supportive and always available to the CASP administration. However, one administrator echoed staff at a few of the other colleges in commenting that Georgetown did not always provide enough lead time for colleges to fulfill their requests.

Recommendations. Georgetown should provide the colleges enough lead time to fulfill requests or to take other actions.

### Selection and Admission of Students

Findings. Administrators and instructors felt that the selection process needed to be improved to provide the college with more homogenous groups of students. They indicated that the CASP students were very diverse in terms of academic preparation, motivation, and English language proficiency. Instructors found it difficult to target their classes to such a diverse group. Remedial instruction had also been required for those who did not have sufficient academic preparation for the program.

Recommendations. CASP should select homogeneous groups of students for which specific programs can be targeted.

### Instructional Program

Findings. Because of the language needs of the students, they would take classes together, almost entirely segregated from local students, for the first year of the program. This arrangement requires the use of interpreters, whose success has been limited. The arrangement does not take into account students' individual differences. Also, it appears that the college does not always have adequate facilities to provide courses for CASP students. One instructor said that she lacked equipment for her course; for example, there were not enough sewing machines for the students. These aspects of the program raise the question of whether CASP students are receiving an adequate technical program for their needs, and whether their associate degree program is equivalent to that of the local students.

Recommendations. To help reduce the need to segregate CASP students in classes and the need for interpreters, CASP should improve the English language component of CASP. Colleges also need to devote sufficient resources to ensure that the students are receiving quality programs. In selecting new institutions, Georgetown CASP should ensure that the institutions have these resources.

### English as a Second Language Instruction

Findings. Since the CASP program is only 21 months long, students had a very limited time to learn English. Community college representatives felt that this was not enough time for students to acquire English skills. During the fall semester, both instructors and students had major difficulties in their classes due to students' lack of English skills. ESL personnel also said that they would have been better able to prepare for the CASP students if they had had an idea of students' levels of proficiency before their arrival on campus.

Recommendations. Students should receive more ESL instruction, and CASP should offer some of this instruction in Central America. In addition, the college should establish criteria for determining when to mainstream students in classes taught in English.

### Experience America / Housing Arrangements

Findings. St. Petersburg seems to have developed an extensive Experience America program, and it also conducts leadership workshops for its students. Comments from families, students, and the CASP Coordinator indicate that the college has established a successful host family program. Host families help

to achieve Experience America goals by including their students in a variety of family activities.

Transportation for CASP students appeared to be a problem, however, since the community has limited public transportation.

Recommendations. In selecting new colleges, CASP should give more consideration to colleges in communities which have public transportation. For those colleges in communities which have limited transportation, CASP needs to ensure that the colleges have the resources to provide adequate transportation for the CASP students.

### Program Costs

Findings. The institution makes a financial contribution to the program. Staff estimated that it would have to pay about \$88,795 of its own funds over 21 months to maintain a quality program. Costs not covered by CASP funds include the salaries of the CASP Coordinator and her administrative assistant. With the planned arrival of 16 new students, the CASP staff may need to be expanded, and one administrator was concerned about the costs involved in doing so.

Recommendations. CASP should increase its budget of \$1000 per student per month at each of the institutions. The increase should be sufficient to allow schools to provide quality programs without the school's having to subsidize the program from institutional funds.

#### **4.16 Tri-County Area Vocational Technical School Bartlesville, Oklahoma**

##### **Methodology**

At Tri-County Area Vocational Technical School, the evaluator interviewed the Superintendent, the CASP Coordinator, the Director of full-time programs, and a Clothing Merchandising instructor. At Wesleyan College, which has a subcontract agreement with Tri-County, she interviewed the Dean of Academics, the Dean of Students, and the 22 students as a group. She also observed a Clothing Merchandising class and an English Composition class. During one evening of the visit, she attended a social gathering which included students, two host parents, and a Clothing Merchandising instructor.

##### **Overview**

Tri-County is a vocational technical school which serves an area of about 100,000 people. About 1,000 day students are enrolled in the college, and 3,000 to 4,000 students are enrolled in special evening programs.

Tri-County, which is not accredited to grant associate degrees, has a joint contract with Wesleyan College to provide an associate degree program for CASP students. The vocational-technical school provides all technical instruction, and Wesleyan, which has a sub-contract with Tri-County, offers all of the liberal arts courses. Students travel between the two institutions, which are about a 15 minute's drive apart, by a school bus provided by Tri-County.

Through this joint arrangement, Tri-County is currently offering two 21-month long-term programs, in Clothing Merchandising and Tourism. Sixteen Clothing Merchandising students, from Costa Rica, Guatemala, Honduras, and Panama, arrived in May 1988, and will return in February 1990. Six Belizean students are enrolled in the Tourism program scheduled to run from August 1988 through May 1990.

Tri-County has hosted CASP students since Cycle B (1986), when it offered a 16-month Electronics program in conjunction with Coffeyville Community College, about a 45 minute's drive from Bartlesville. In an arrangement similar to that with Wesleyan College, Tri-County offered the vocational-technical instruction, while Coffeyville provided the liberal arts courses and granted the associate degree.

Until hosting its current group of Cycle E students, Tri-County had not offered any long-term programs other than the 16-

month program for Cycle B Electronics students. It has offered a number of short-term programs, however, for students in Cycles C and D, in fields such as Hospitality Management, Occupational Therapy, Offset Printing, Banking/Finance, and Food Preparation. These programs have ranged from five to six months in length.

According to a general administrator at the school, Tri-County first learned about CASP through their congressman, as well as through a consulting firm in Washington which brought Tri-County to the attention of Georgetown.

Tri-County has offered special programs for other groups of international participants; for example, they had offered a short-term training program for foreign employees of Phillips Petroleum. The Superintendent reported that the school joined the CASP network program because they were interested in getting involved in development work in Central America. Representatives from Wesleyan, which has had only two or three foreign students prior to CASP, added that CASP students increased enrollment at the school, and that the students brought a "rich diversity" to the campus.

#### Local Administration of CASP

CASP is administered at Tri-County by a CASP Coordinator and the Director of Full-Time Programs, who both report to the school's Superintendent. The Director of full-time programs is responsible for the academic/technical component, and the CASP Coordinator handles Experience America and other "social" aspects of the program. Prior to CASP, the Coordinator was employed as the Curriculum Director at the school.

#### Relationship between College and Georgetown

Administrators at Tri-County said that Georgetown representatives were cooperative and helpful to the school. The school met its reporting requirements to Georgetown, and the monitoring visits by program officers went smoothly. One staff member indicated that the program officer had been especially helpful in providing technical assistance in the area of ESL. Other than for questions regarding issues such as health insurance, the school has not had to call on Georgetown very often for assistance. Two administrators commented, however, that Georgetown personnel were very familiar with academic programs, but seemed to have less of an understanding of vocational-technical programs.

## Selection and Admission of Students

One administrator at Tri-County commented on the differences between the short- and long-term students. The short-term students had been employed, tended to be older, could usually communicate better in English, and seemed to get more involved in the community. The current group of students was younger than any group school had hosted before, and he noted that they were frequently homesick.

The CASP students met Tri-County's general admissions requirements, but Wesleyan waived some of their requirements for this group. For example, Wesleyan normally requires SAT scores, and, for regular foreign students, a score of 500 on the TOEFL. Wesleyan received students' transcripts, but only after having students write home for them.

## Instructional Program

The school had the capability to offer Clothing Merchandising instruction prior to CASP, but it was being offered for CASP students for the first time. Through at least the summer, fall, and spring terms, the Clothing Merchandising classes were taught in English with the aid of an interpreter.

The Tourism program was a new offering at Tri-County. The school had applied to offer another program in Hospitality Management, but as late as April 1988 (the students arrived in August), Georgetown requested that the school offer a Tourism program. For this program, the school had to mobilize quickly to hire a new instructor to teach special Tourism classes.

Students were enrolled in English and math courses at Wesleyan based on the results of placement tests in these areas. While students were enrolled in regular courses for the associate degree, one instructor said that remedial instruction was necessary for some students, which it had not anticipated. For some, math courses were delayed until the summer.

Belizean and Spanish-speaking students were scheduled to take most of the same liberal arts courses together at Wesleyan. The groups were separated only for English: all of the Belizeans and perhaps some of the Spanish speakers were in English Composition, and most of the Spanish speakers were in Developmental English.

The Spanish-speaking students had ESL instruction for only one term, during the summer. In the spring semester, Belizean and Spanish Speaking students were enrolled together at Wesleyan in U.S. Government, general psychology, and English Composition or Developmental English. The six Belizeans were enrolled

together in an English Composition course, which included no other students.

According to an administrator at Wesleyan, the college had wanted to mainstream the students with local students sooner in the program, but some of the students were not ready. Thus, students continued to attend most classes together as a group. Another administrator indicated that the students were placed in many of the same sections because of scheduling limitations; classes had to be scheduled so that students spent a block of time at Wesleyan, and another block of time at Tri-County. At least one of the Belizeans had asked CASP administrators why she could not take classes with local students.

The administrator at Wesleyan felt that segregating students in classes provided some security for the students, and they tended to help each other with the coursework. This arrangement, however, does not take into account the students' individual differences; the more advanced students may be kept behind with others throughout the program. At least one of the Belizeans had asked CASP administrators why she couldn't take classes with local students.

An administrator from Tri-County said a weaknesses of the program was that students did not always know what they were coming to study. In the Clothing Merchandising program, for example, it seemed that "The Panamanians were told they would be in merchandising; the Costa Ricans were told they would be in a clothing design program." This was confirmed in the evaluator's group interview with the students, in which some complained that the program was not what they had expected.

It seems that administrators at Tri-County had been more comfortable offering short-term programs than long-term ones, but Georgetown had discontinued all short-term training. Two administrators said that the school was primarily interested in offering more specialized programs which were specifically tailored to fit students' needs. According to one, "We would like to package ourselves to offer programs to Georgetown." Another added, one, "These students have spent more time studying the old testament than on their technical skills. We could concentrate more on those technical skills if they weren't studying [other courses]."

### English as a Second Language Instruction

Neither Tri-County nor Wesleyan had ESL capabilities prior to CASP. Wesleyan hired a Spanish teacher from a local junior high school to teach ESL, and the courses were taught at Tri-County. According to administrators, he had prior experience teaching ESL in Venezuela. During the summer semester, the

Spanish-speaking students were enrolled in ESL classes for at least 15 hours per week. These classes counted as an elective applied toward the associate degree.

### Student Performance

Representatives from both institutions seemed satisfied with the students' overall performance, but their comments suggested that they had expected the students' level of English to have progressed further than it had. Two administrators from Tri-County agreed that the students were bright, but "sometimes language deficient." An instructor from Wesleyan said that the reading levels of some of the students was still "not as high as they should be."

### Experience America

According to the CASP Coordinator, the goals of Experience America were to allow students to participate in as many activities outside of the classroom as possible. These included outings to museums, a rodeo, sports events, concerts, state fairs, and so on. Students also learned about state and local government through attending city council meetings and visits to the state legislature. Local students had always been invited on these trips. She said that students had also made friends and gotten involved on their own with activities in the community, such as attending church.

One administrator had the impression that the Georgetown was de-emphasizing the technical training and placing more emphasis on liberal arts education and the Experience America component. "They get more concerned about Experience America," he said, "and less concerned about the technical aspects.... We're not interested in making Americans out of anyone. [We're] interested in what they do when they go back."

### Housing Arrangements

Tri-County has normally housed CASP students in apartments within walking distance of the school, while providing opportunities for shorter visits with families in the evenings and on weekends. At the time of the site visit, only a few students were living with host families, while the others were living in apartments. The superintendent said that he strongly disagreed with the six-month host family requirement. The community was spread out, and there was no public transportation in the town. He felt that students would be isolated with host families, "stuck out by themselves in a home." He also indicated that private homes did not provide the best study environment for the students.

### Program Costs

Administrators at Tri-County discussed the costs of CASP only briefly, reporting that Georgetown sent the funds on time, and that while the program cost the district money, the school was committed to CASP, and the program had many intangible benefits.

### Students' Perceptions

In the group meeting, students expressed some disappointment concerning their living arrangements and their technical program. Only a few of the 22 students were living with host families, but just over half of the students said that they preferred host family living situations to apartment living. Arrangements had been made for others to visit families on the weekends. One student said that she had expected to move in with a family when she arrived, and was surprised to find that this was not true.

Over 30 percent of the students (8) felt that the liberal arts courses they were required to take at Wesleyan College were not useful, while two of the students asserted that they enjoyed this aspect of the program. One of the Belizean students wondered why a school in Bartlesville, Oklahoma, had been chosen for Tourism. She had expected such a program to be offered in a more metropolitan setting. Another Belizean had heard that they would be able to enroll in as many courses as they wanted, but found that Wesleyan would not allow the students to do so.

Some students in Clothing Merchandising had varying expectations about what they would be studying. One student from Costa Rica said that she already knew much of the material she was learning at Tri-County. A woman from Panama thought she would learn more about selling clothing and designing window arrangements, and felt that she would not be able to get a good job based on what she was studying. Another student suggested that the school divide the Clothing Merchandising students into two groups and provide different types of instruction in each group -- one for those interested in clothing construction and design, and another for those who wanted more instruction in merchandising.

There was also a sentiment within the group of Clothing Merchandising students that CASP students "had it better" at other schools; one student said that the program in Wisconsin was better; this school allegedly offered more courses in Clothing Merchandising, and the students had heard that the Wisconsin students were given new sewing machines.

## Major Findings and Recommendations

### Relationship between College and Georgetown

Findings. The college has maintained a good relationship with Georgetown.

### Instructional Program

Findings. Instructors at Tri-County felt that they could deliver a program more specific to students' needs if they were not required to provide the associate degree. It also appears that the students were not well-informed about what they would be studying. Over a third of the students said that the program had not met their expectations; for example, one was interested in clothing merchandizing, while another preferred clothing construction or design.

Wesleyan had waived some of the admissions requirements (SAT and TOEFL scores; official transcripts) for CASP students, and were required to provide the students with some remedial courses. The special nature of the program requires students to be segregated as a group, regardless of English or academic ability.

These factors raise the question of whether the program is teaching what students want or need to know, and whether they are earning an associate degree equivalent to that earned by regular community college students.

Recommendations. To help improve the quality of the instructional program, Georgetown CASP should provide students more information about the programs they will be taking, and provide the schools with more information about students' prior experience and training.

ESL instruction should be improved, which may make it easier for schools to mainstream students in classes with local students earlier in the program. Students' individual differences should be taken into account when scheduling classes.

In view of the fact that certain requirements are waived for CASP students and not for others, CASP should also examine whether students are earning a degree which is equivalent to that of other community college students.

Finally, the importance of the associate degree should be deemphasized. This would allow schools to tailor more specific technical programs to their students' needs.

## English as a Second Language Instruction

Findings. Tri-County offered ESL instruction for only one term over the summer, taught by a high school instructor. Students then began taking some content-area courses solely in English. While few comments were heard about the program, it would seem that this is not enough time for students to acquire English skills. Students were described by instructors as being "language deficient." In addition, it is not clear whether this instructor was in fact qualified to teach ESL. The college was looking for a qualified ESL instructor at the time of the site visit.

Recommendations. Colleges need to provide quality ESL programs, which allow students enough time to acquire the English skills needed in their content-area courses.

## Experience America / Housing Arrangements

Findings. The college appears to have a varied and extensive Experience America component. However, students may have more access to members of the community if they lived with host families.

Tri-County currently houses most of its students in nearby apartments. Staff at the college disagree with the host family requirement, because they feel that students would be isolated in homes spread out throughout the community, and that homes do not necessarily provide the best environment for studying.

Over half of the students, however, preferred host family living arrangements. Also, this is an instance in which Georgetown has not been consistent in implementing policy guidelines. While Georgetown CASP has told other schools to house students with host families for six months, it had not enforced this requirement at Tri-County.

Recommendations. Because of its many benefits, the host family program should continue to be a part of CASP. But due to the fact that some colleges have difficulties or reservations about implementing a host family program, Georgetown should review, in cooperation with the colleges, the current rule to house students with host families at all locations for six months.

#### 4.17 University of Wisconsin Center (UWC) - Marinette

##### Methodology

At UWC-Marinette, the evaluator interviewed the CASP Coordinator, the Campus Dean, the Experience America Coordinator, the ESL Coordinator, a Spanish-speaking volunteer, three instructors, and the group of students. She observed a computer science and cultural anthropology class, and an ESL class.

The evaluator also held a focus group meeting with all but one of the host parents, which coincided with the school's monthly potluck for this group. The meeting was attended by all but one of the CASP administrators. Students were also present for the social portion of the evening, but left before the focus group interview began. One parent, who had been unable to attend the group meeting, made a special request to be interviewed by the evaluator by phone.

##### Overview

Marinette is a small community on the edge of Green Bay, north of the city of Green Bay, Wisconsin. It has a population of about 12,000. UWC-Marinette serves a wider population of 35,000 within a ten-mile radius of the town. UWC-Marinette is a member of the University of Wisconsin System, which includes, in addition to its four year institutions, 13 two-year institutions which are accredited to grant associate degrees. These two-year institutions are headed by a chancellor who resides in Madison, Wisconsin. Marinette is one of two CASP institutions in the UWC network; the other program is at UWC-Richland Center. There is also a Georgetown CAPS program at UWC-Marathon near Wausau, Wisconsin.

Marinette, a small school with about 300 full-time students, is new to the CASP network. It is hosting its first group of 16 computer science students (eight females and eight males) who began their studies in August 1988. The students are from five Central American countries; there were no Belizeans in this group.

Administrators at Marinette had been aware of the CASP and CAPS programs at Richland Center and Marathon, and were eager to have such a program on their campus. The program was brought to Marinette with the help of the Dean of UWC-Richland Center and the chancellor. Around the time that the cycle E group was being selected (Spring 1988), the Dean at Richland Center called Marinette's Dean to inform them that there was a strong possibility that Georgetown would consider sending students to Marinette in August. The students and the field of study had

already been identified. At some point in the negotiations, the Dean discussed the program directly with their senator, who had been in communication with CASP Georgetown. Georgetown CASP representatives visited the school for a day and discussed the program with them, and then Marinette submitted a description of their program and curriculum to Georgetown. The school has no continuing contact with this senator, nor with any other congressional representatives.

Among the anticipated benefits of CASP was to create some ethnic diversity on campus, exposing the school's local students to a world larger than Green Bay. Marinette is a predominately white community, with only four or five hispanic families and one black family living in the area. There had been no foreign students at Marinette prior to CASP. In addition to bringing CASP to Marinette, the school was also proud to be hosting a Fulbright scholar from Costa Rica.

#### Local Administration of CASP

The Campus Dean, the highest level administrator at the school, set up the program and is responsible for the budget. He also hosts one of the students. Staff hired to run the daily operations of the program are the CASP, Experience America, and ESL Coordinators. A Spanish-speaking woman from the community has also volunteered her time for the program. The responsibilities of these personnel are described below (those of the ESL Coordinator are described under "English as a Second Language Instruction."

The CASP Coordinator works 20 hours per week for CASP. She also teaches Spanish and has helped with some ESL instruction. She handles all of the administrative tasks for CASP, which include doing paperwork, communicating with Georgetown, and holding weekly staff meetings attended by the coordinators and the Dean. In addition, she reported spending a large amount of time talking with physicians and dealing with insurance. She also holds a weekly leadership class, which is a new component of CASP.

The Experience America Coordinator's official title is Continuing Education Coordinator for the Office of Outreach, which handles all non-credit courses and special outreach programs. She is paid to work ten hours per week for CASP, but estimated that she actually worked from 30 to 35 hours per week. In addition to holding an Experience America class, she coordinates all other activities for this component and is in charge of recruiting and managing the host family living situation.

The Spanish speaking volunteer works in the community as the site coordinator for migrant education. She has been an informal advisor for the students, and has helped with host family arrangements. For the next cycle of students, she will be hired part-time to help recruit host families.

### Relationship between College and Georgetown

The school's primary contact with Georgetown CASP is through their program officer. Staff described Georgetown CASP as being cooperative and timely. The program officer was viewed as a helpful resource; during a recent monitoring visit, the program officer had asked the school how Georgetown CASP could assist them with their program. When problems arise, the school attempts to resolve them in-house before calling Georgetown. Overall, the school was satisfied with the level of communication they had with Georgetown. Marinette also communicates closely with UWC-Richland Center, and at the time of the site visit, Marinette was in the process of planning a leadership retreat with other CASP institutions in Wisconsin and Iowa.

### Selection and Admission of Students

According to CASP staff, the CASP students met all admissions requirements, and were highly motivated. Most were well qualified to pursue computer science studies, but a few with limited math skills were not adequately prepared for this field, so these students were provided a remedial math course. One staff member said that one of the students appeared to be wealthy, and she suggested that the economic criteria be scrutinized more carefully. Staff also felt that the age range of their students (17 to 25) was too broad, and suggested that students should be selected at the lower end of this range.

### Instructional Program

Administrators reported that some of the goals of the computer science program were to teach students program languages and to give students hands-on experience with computer software. In addition to taking technical courses, summer internships of two weeks were planned for students at radio stations, banks, and other organizations. One administrator indicated that in the future, Georgetown CASP also wanted the school to offer a course in trouble-shooting. Staff members said that according to their program officer, these students were expected to get entry-level jobs in a variety of fields on their return to Central America.

During the first semester, students took one course in computer applications taught in Spanish, two physical education

courses, and had 25 contact hours of non-credit ESL. Four students were also enrolled in a pre-calculus math class. The school hired a professor from the University of Wisconsin, Green Bay, to offer a Spanish literature course taught in Spanish, enabling the students to receive 16 retroactive credits in electives. During the month-long break between the first and the second semester, students took interim courses in a computer operating program, ESL, and remedial math.

Prior to the second semester, students were segregated as a group in all classes except for physical education. Students were placed in classes with North American students in the second semester. This semester, students were taking 15 credits, which included a computer course, a math course, and a social sciences course. They also continued with eight hours of ESL instruction, and Experience America and Leadership classes.

Students had complained of the number of liberal arts courses they were required to take, having expected to enroll in more computer courses. The school had responded to this complaint by providing the students the option of attending more computer classes and receiving a certificate, instead of taking all of the required courses for the associate degree. About half of the students had opted for the certificate. The Dean added that the school had recently established new requirements for the associate degree, which obliged students to take more prerequisite courses than were formerly required. The school had petitioned to allow CASP students to complete the associate degree under the old requirements, but had not yet heard a decision on this.

Staff and instructors recommended that in their orientations, students should receive more thorough information about the academic degree requirements of the schools. To avoid confusion about course requirements in the future, they also saw the need for thorough career counseling as soon as the students arrived on campus.

Staff were pleased that Georgetown CASP had decided to change the length of the program back to 24 months, because "It's difficult to earn an associate degree in 21 months," even for their local students. With the 24-month program, they intended to continue to offer the certificate as an option for CASP students.

Only two courses had been taught in Spanish, and no interpreters had been used at Marinette, but it was apparent that instructors and staff were making a special effort to ensure that students understood the course material. Instructors reported that students had the most difficulty with vocabulary and taking notes, and one instructor added that the students took a long time to read their textbooks. A variety of strategies were used

to help students in these areas. The ESL Coordinator sat in the anthropology course, taking notes later used as part of ESL instruction. She had also sent out a memorandum to instructors, advising them on what they could do to assist students with language comprehension (using simple vocabulary, writing words on the board more frequently, asking questions to verify comprehension, and so on). During the first semester, she had also asked students to sit in lecture classes to improve their listening comprehension.

The CASP Coordinator offered a three-week Spanish course for all faculty and staff to help prepare them for CASP students. The computer instructor used some Spanish to help students understand the material. One instructor put his lectures on reserve for students, and a sociology teacher made tapes of his lectures available to students. A few instructors remarked that students also assisted each other with comprehension by translating material for each other.

Both content-area courses observed by the evaluator were integrated with CASP and North American students. There were about seven CASP students in a large anthropology class ("Peoples of Central America") taught by the Costa Rican Fulbright scholar. The ESL coordinator was taking notes in the class. The CASP students rarely spoke in this lecture-oriented class.

Central Americans and local students were almost evenly distributed in the Computer Science class (ten CASP students, eight local students). The CASP students clearly dominated the computer science class, frequently shouting out answers without raising hands, indicating that they understood the course material. Two of the female students were observed chatting in a friendly manner with two North American women. The teacher later reported that he enjoyed teaching these students, and that their influence may help motivate the other students. But, he said, the students also tended to talk more than their regular students, slowing the class down a little. When asked about this, a few of the local students said that they did not mind the liveliness of the class.

### English as a Second Language Instruction

Marinette had hired a consultant (a professor of linguistics from the University of Wisconsin at Green Bay) to get advice on setting up their ESL program. Based on her advice, an ESL instructor with a Master's degree in ESL was hired. Before she was hired, this instructor spent some time writing to the institutions in the CASP network and visiting two of the CASP institutions to find out how they were handling the ESL component. The ESL instructor at Berkshire Community College was

also consulted to find out what textbooks had been the most effective with this population.

For placement purposes, the students were tested on the Test of English Proficiency Levels (TEPL) when they arrived, an exam that assess both oral and written English proficiency. If students passed the TEFL, they were given another test to determine if they were ready for regular English composition courses. The students emerged into three levels: four were advanced, some were at an intermediate level, and four were beginners.

During the first semester, students received 25 hours of intensive ESL per week. The ESL Coordinator began instruction with one section of CASP students, and two more part-time instructors were hired later in the semester to help teach ESL in different skill areas. One of these instructors had been an ESL teacher in China; the other was an English Teacher studying for a certificate in ESL. The CASP Coordinator also assisted with a listening comprehension class in the afternoon, and tutors were used with students who had more difficulty with English.

The two additional ESL instructors did not work beyond the first semester. During the second semester, ESL instruction was reduced to eight hours per week. The ESL coordinator taught the students together in a multi-level class, providing instruction in grammar and preparation for academic writing and study skills. (In the class observed by the evaluator, students were getting practice in note-taking).

For the third semester, the ESL coordinator hopes that most students will be prepared to enter English composition courses. Next year, the school anticipates receiving 12, rather than 16 students. The ESL Coordinator thought that the school would probably use only one ESL instructor for this group.

While standardized tests were used to help place students in ESL levels and to determine when students were ready to go into regular English classes, there was no tool for assessing when students were ready to be mainstreamed into courses taught only in English. For those who had more difficulty with English, tutors were also used.

The ESL coordinator said that in traditional intensive ESL programs, students normally took ESL for up to one year before taking regular academic courses. Yet she felt that "mainstreaming has worked as well as it could, considering the constraints." It is evident that this and other instructors (as described under "Instructional Program" above) have strived to make the model work. In addition, three or four host parents credited the ESL program for the progress they had seen in their

students, and noticed that their students' English proficiency had gone up since students had been mainstreamed.

### Student Performance

Instructors noted that it was too early to generalize about how well students were doing academically, although grades from the first semester indicate above average performance. All had GPAs of 3.2 or higher. Eleven students had GPAs of 3.7 or above, and four of these at GPAs of 4.0. It should be kept in mind, however, that these grades are based on only one or two technical classes, a literature class taught in Spanish, and two physical education classes. It remains to be seen whether these grades are indicative of future performance.

### Experience America

CASP staff viewed the Experience America component as primarily providing students the opportunity to learn about U.S. government at all levels, educational systems, history, and democracy. Students have taken excursions twice a month to visit various schools and the University of Wisconsin at Green Bay, businesses, hospitals, the American Legion, museums, historical and cultural sites, and so on. They have given presentations, organized an international fiesta, visited an Indian pow-wow, and have gone cross-country skiing, to the theatre and to the ballet. They also participate in some volunteer activities. Staff would like to provide even more activities, but are limited by budget and transportation restrictions.

Students are occasionally asked to contribute small amounts from their personal allowances for some events. This is usually for food which would otherwise have been provided at their homes. The most that students had been asked to contribute was \$18 for an upcoming event.

The ESL Coordinator provided a cross-cultural course for students when they arrived, and continues to incorporate cross-cultural activities in her ESL classes. Students also attend Experience America and Leadership training classes each week. The goals of the leadership component of Experience America are to help students attain more self confidence, and to develop skills in time and stress management, communication, finding a job, and so on. The CASP Coordinator reported that she had been especially trained by Georgetown CASP to provide this training.

Staff indicated that some friendships had developed out of a buddy system that was initiated when the CASP students arrived, in which the students were paired with North American students to facilitated interaction between the two groups.

One host parent presented a dissenting view of the Experience America component. She complained that students were required to participate in too many Experience America events, especially those which were volunteer activities, or those for which students had to contribute from their personal allowances. She cited an instance where students had returned from a ski trip, and were asked to serve tea at a function 45 minutes later. "I get the feeling that the kids are being used," she said, and added that students were afraid of being sent home if they did not comply with these kinds of requests. Students should sometimes have the option of saying no, she felt.

If others (students and family members) also feel that students are "being used" through Experience America activities, then some aspects of this component should be carefully scrutinized. The Experience America program might have a better chance of achieving its goals if the institution took into account, as much as possible, students' preferences and interest when planning events.

#### Housing Arrangements

All students stay with host parents for six months, who are paid \$150 to provide food and lodging. The host family program was described as going well. At the time of the site visit, only three students had been transferred to other families because of transportation difficulties or for reasons of incompatibility. Communication between the families and the institution is maintained through monthly potlucks attended by the families, students, and CASP staff.

The families commended the CASP staff for their work in setting up and maintaining the host family network. The monthly potlucks organized by CASP staff were reportedly successful in providing opportunities for students, families, and CASP administrators to get to know one another and to maintain good lines of communication. All were pleased that they had opted to host students, and most said that they treated their students as part of the family.

The main concern that emerged among host families was the difficulty they occasionally experienced in providing transportation for the students, especially for evening classes. The town does not have a public transportation system.

#### Program Costs

One of the largest costs of the program was for out-of-state tuition, which the school was required to charge by state law.

Yet one administrator indicated that Marinette might be able to negotiate some "tuition remission," whereby a portion of this non-resident tuition would be remitted to the school.

This administrator estimated that the institution made an additional contribution of \$6,000 worth of services for each CASP student. For example, the institution contributed additional staff time and access to the computer lab and other facilities. In order to hire two ESL instructors which had not originally been anticipated, the school had to contribute some institutional funds, as well as to reallocate some CASP funds which had been budgeted for other aspects of the program.

Regular students also received more services than what their tuition paid for; the administrator estimated that for every dollar a student paid in tuition, he received about 25 to 30 percent more from the state. But he was concerned about the extent to which state money should go toward services for CASP students, especially since the University of Wisconsin would soon be placing limits on student enrollment. It might be difficult, he felt, to defend bringing students to the institution from other countries, if the state's resources could not sufficiently cover the needs of local students.

The administrator reported that he would like funding for the program increased to cover certain costs. He wanted to increase allowances for families, to purchase a van for students' transportation, and to provide more computers for the students. (There were not enough computers for all of the students to use terminals at the same time). Additional funds were also needed for staffing, especially in the area of ESL.

### Students' Perceptions

All 16 students were present for the group interview. The primary concern among over one-half of the students was that the computer science program had not met their expectations. Ten participants voiced their disappointment with the technical program, while stressing that staff was doing all that they could to improve the situation. Students felt that the program was inadequate because they had expected a more specialized program in computers, and they thought that more computers would be available. One student strongly disagreed with the others, whose primary goal for coming here, he said, was to learn English.

Students reported that the administrators had been receptive to their concerns, and had responded by giving the students the option of taking more computer courses to receive a certificate rather than the associate degree. The school was also planning to purchase another computer for the students. The participants were pleased with the administration's response, but were

somewhat disappointed that they could not have both the associate degree and a strong specialized program. Ten students had opted for the certificate, saying that this choice would make them more eligible for computer jobs back home. Those who opted for the associate degree felt that this degree was more important, and claimed that credits from the degree would be transferable to institutions in some Central American countries.

Two or three students expressed some uncertainty about why they had been offered the opportunity to study in the U.S., and added that their host families were also not sure why the students had come. One feared that the United States wanted something from her in return for her scholarship, perhaps even a payment of some kind.

## Conclusions and Recommendations

### Instructional Program / Local Administration of CASP

In Marinette's case, the students and the field of study had been identified before the school was chosen. The fact that the school did not have enough computers indicates that it was chosen for reasons other than any strong capability to provide instruction in this field. The school did not have any services for foreign students or capability to provide ESL instruction prior to CASP.

Despite this lack of experience, the school can be credited for making some wise and cautious decisions while setting up the program. The institution has established an administrative staff which appears to be large enough to operate the various components of the program (three Coordinators, paid with CASP funds, and the Campus Dean). The institution sought out people with expertise in ESL to set up a program appropriate for the students, and devoted more resources to this component than had been anticipated. The school was flexible enough to alter the technical program when they found that it was not meeting students' needs and expectations. All staff members have demonstrated a strong degree of dedication and commitment to the program.

Participants were pleased with the administration's flexibility in allowing some to attain a certificate, but were somewhat disappointed that they could not have both the associate degree and a strong specialized program.

Even though the institution has established a large staff to implement CASP, it has also relied on the help of a volunteer, and at least one representative reported working overtime to accomplish her CASP responsibilities. An administrator also indicated that they would like to have more resources to implement the Experience America program.

Recommendations. To help improve their technical training programs, CASP should select colleges that demonstrate the capability to offer specific fields of study. CASP should help institutions currently in the network to establish such a capability. For example, Marinette needs adequate resources to provide a sufficient number of computers for its CASP students.

To Marinette's credit, it has deemphasized the associate degree and allowed students the option of taking more technical courses to attain a certificate. The entire CASP program should follow this example and deemphasize the importance of this degree, which is not transferable for credit in most Central American countries. If schools were not required to deliver the

associate degree, they would have more flexibility to design programs that more closely met the students' needs.

Finally, as shown here, operating a quality CASP program is the job of more than one "CASP Coordinator." Yet even if the school has a large staff to administer the program, persons find themselves working additional hours to accomplish their responsibilities. Institutions not only need to hire a sufficient number of personnel to administer CASP, but the schools should also devote sufficient resources to support these staff persons.

### Relationship between College and Georgetown

Findings. Administrators at Marinette indicated that through their program officer, they had established a good positive relationship with Georgetown CASP.

### Selection and Admission of Students

Findings. While the group of students at Marinette appeared to be somewhat homogenous, there were a few who were less prepared for Computer Science studies because of limited math skills. In addition, a staff member indicated that one of the students seemed to be wealthy, and another thought that the age range of the students was too broad.

Recommendations. CASP should select groups of students with similar backgrounds, skills, academic preparation, and levels of English proficiency for which specific programs can be targeted.

### English as a Second Language Instruction

#### Findings.

The ESL instructors, technical instructors, administrators, and host parents have made a concerted effort to ensure the success of the ESL program at Marinette. The institution has hired three ESL instructors to provide a very intensive program during the first semester, and ESL instructors and technical instructors have worked together to ensure that these components are mutually supportive. All parties have demonstrated a strong interest in helping the CASP students to learn English.

Still, the school did not have an ESL program before CASP, and it did not have enough instructors to provide separate sections for students at different levels of proficiency, and staff member indicated that only one ESL instructor would be employed to teach ESL to the next group of students. Also, no

measure had been established to determine when students should be mainstreamed in classes taught in English.

Recommendations. The school should continue to offer their intensive ESL program, and collaboration between ESL and technical instructors should continue. The school needs to hire enough ESL instructors to accommodate the students' different levels of proficiency, and criteria should be established to determine when to mainstream students into classes taught in English.

### Experience America

Findings. Marinette has established a varied and extensive Experience America and leadership development program. CASP administrators have demonstrated enthusiasm for this component, and indicate that their program has been successful. While no complaints were heard from the group of CASP students about Experience America, one host parent felt that students were occasionally "being used." They were required to participate in too many Experience America events, she felt, especially those for which students had to volunteer. She was also concerned that students sometimes had to pay for activities from their personal allowances. This resentment toward different aspects of Experience America has been expressed by students at at least three other schools.

Recommendations. If students, families, and others involved with CASP feel resentful toward the Experience America component, the component may not achieve its intended goals. The Experience America program might have a better chance of succeeding if the colleges took into account, as much as possible, students' preferences and interests when planning events and facilitating students' participation in the community.

### Housing Arrangements

Findings. Marinette appears to have established a successful host family program, and communication between families and the institution has been facilitated through monthly potlucks. At the time of the site visit, all students were living with families, and families and students were generally pleased with the arrangement. Transportation continues to pose a problem for those who live far from campus, however, since the town has no public transportation system, and the school does not currently have funds to purchase a van for the students.

Recommendations. When selecting training institutions, CASP should give more consideration to colleges and communities that have public transportation. Those currently in the CASP network

that do not have public transportation need adequate resources to provide transportation to their students (by purchasing a van, or by providing families with additional funds for transportation services, for example).

### Program Costs

Findings. The need to contain costs at Marinette may detract from the quality of the program. According to staff, the institution contributes approximately \$6,000 worth of services per student beyond the amount it receives to operate the program. Staff have contributed additional time to CASP. The institution has had to contribute additional funds to hired ESL instructors that were not originally anticipated, and may have to cut back on the number of ESL instructors it employs for the next group. Additional funds will be required to purchase a computer, to increase the payment currently provided host parents, and to purchase a van. One staff member indicated that more resources were needed for the Experience America component.

Recommendations. CASP should increase its budget of \$1000 per student per month at each of the institutions. The increase should be sufficient to allow schools to provide quality programs without subsidizing the program from institutional funds.

#### **4.18 University of Wisconsin (UWC)-Richland Center Richland Center, Wisconsin**

##### **Methodology**

At UWC-Richland Center, the evaluator interviewed the Campus Dean, the CASP Coordinator, the ESL Coordinator, the Chairman of the Department of Economics and former CASP Coordinator, five instructors (in Computer Science, Math and Education), and three host parents. She also interviewed a group of 11 CASP students and observed classes in History and English Composition.

##### **Overview**

UWC-Richland Center is one of 13 two-year institutions in the University of Wisconsin system. The school is in Richland Center, a town of about 5,000 people located approximately 60 miles west of Madison, Wisconsin. The center has about 350 to 400 full-time local students, and serves all of southwest Wisconsin.

Richland Center has been involved in CASP since Cycle B (1986), when it hosted a program in Computer Programming. It has also hosted Cycle D (1987) programs for students from different Central American countries in Computer Science (16), Community Health (1), Visual Arts (1), and Physical Education (1).

This institution is currently offering a special 19-month program in secondary teacher training for 15 Honduran students from the Escuela Superior del Profesorado "Francisco Morazan," an institution which trains all of the secondary school teachers in Honduras. This program has been characterized by one staff member at Richland Center as an "experiment within an experiment." According to administrators, Georgetown CASP had been interested in offering a program which would help to create institutional links between the Escuela Superior and a two-year institution in the United States. Richland Center, which had originally been a normal school, thus agreed to host a special program for students from this school. Both Georgetown CASP and administrators at Richland Center believed that this arrangement would accelerate the student's overall educational program.

Richland Center learned about CASP through the Campus Dean, who had known the CASP Director at Georgetown for about 25 years. Aware that Georgetown was setting up the program, he contacted the director and proposed that Richland Center offer a program.

Prior to CASP, the school had no foreign student services, and administrators estimated that Richland Center had perhaps one foreign student on campus. The community is predominately white,

with few blacks in the community or on campus. Representatives at Richland Center indicated that having CASP students on campus exposed their local students to other cultures, and provided the school the opportunity to become more involved in international projects.

### Local Administration of CASP

At Richland Center, the CASP Coordinator and the ESL Coordinator reported to the Campus Dean, who was the overall manager of the program. Until recently, The CASP and ESL Coordinator both worked full-time on CASP. To contain costs, the CASP Coordinator's position was reduced to 70 percent of full-time, and the ESL Coordinator's position was reduced to 80 percent. Both coordinators speak Spanish.

According to the CASP Coordinator, the Dean and his wife devoted a great deal of energy and commitment to the program. He worked closely with CASP staff, and frequently met privately with students to discuss personal matters. He has conducted meetings with students in his home, and has also been available for the program on weekends. A few months after the site visit, the Campus Dean had been hired for a management position with Georgetown CASP in Washington.

Despite the two coordinators' reduction in hours, both reported working 40 hours per week for CASP. The CASP Coordinator handled paperwork and writing, helped and interpreted for the two academic advisors, counseled students, took students to doctor's appointments, managed the Experience America component, and advised the Dean on day-to-day aspects of the program. She said that there was no job description for her position, and indicated that Georgetown CASP should provide a guide outlining the Coordinator's general responsibilities. In addition to conducting all ESL instruction, the ESL Coordinator handled students' visas and insurance, and provided informal counseling for the students. Both coordinators reported that the dental insurance for CASP students was insufficient.

Richland Center found it difficult to establish a program that could meet the expectations of the Escuela Superior and of the students themselves. There seems to have been a lack of communication between the institution in Honduras, the students, and Richland Center in terms of what this program was to accomplish. Richland Center found, for example, that many of these students had already taken courses that administrators from both schools had agreed Richland Center would offer. Richland Center had attempted to transfer credits from the Escuela Superior for seemingly equivalent courses taken there, but found that the content of these courses was not comparable to those offered at Richland Center. Richland Center, which had usually

received transcripts for their CASP students, had difficulty getting transcripts for this group. Richland Center has also had to reduce the length of its 21-month program to 19 months, so that students could return to Honduras on time to begin their next term at the Escuela Superior. Administrators said that the Escuela Superior had not informed Richland Center that the original length of the program did not fit in with the Escuela Superior's academic schedule. Because of the lack of planning, organization, and communication with which this program has been plagued, administrators at Richland Center said that they would not offer this type of program again.

There was a general sense of disappointment among the students on this campus, as evidenced in student interviews. The low morale of the students, as well as their low level of motivation and poor performance, may have been symptomatic of the program's lack of planning and limited relevance to their needs. In early 1989, all of the students had submitted a letter to the Dean complaining of almost all aspects of their training program: their living conditions, health care, activities and excursions, coursework, and financial matters. In this letter, students directed much of their dissatisfaction toward the CASP Coordinator. At the time of the site visit, staff indicated that at least some of these issues had been resolved.

#### Relationship between College and Georgetown

Administrators reported that their relationship with Georgetown was excellent. The Campus Dean said that the school's primary contacts with Georgetown were two of its program officers, but the Dean also maintained regular communication with higher levels of administration at Georgetown CASP. The Dean has also been involved in managing CASP activities outside of Richland Center. He has given a week-long seminar in Washington for the Belizean scholarship recipients from St. Johns College, and has conducted an orientation for these students in Belize.

#### Selection and Admission of Students

The selection process for the students from the Escuela Superior differed from the normal CASP selection process. Two representatives from Richland Center were sent to Honduras to interview candidates, with the help of the Country Coordinator and the director of the Escuela Superior. According to one administrator, this selection process was "weak in the knees." The two representatives left the country after interviewing only 16 or 17 students, with the understanding that the interviewing and selection process would continue after their departure. To their surprise, those students who arrived at Richland Center were, for the most part, only those they had interviewed. While

these students tended to come from rural and economically disadvantaged backgrounds, they did not have academic qualifications comparable to those of past groups. One staff member said they only about three or four students in the group were "scholarship material."

### Instructional Program

Teacher Training. The special program for the Hondurans had been originally designed a 21-month associate degree program. But due to the reduced length of the program and the students' generally poor performance in their math courses (discussed under Student Performance below, most students will not receive the degree.

At the time of the site visit, the CASP students were enrolled in liberal arts classes such as Physical Geography, History of Western Civilization, Introduction to Politics, and Educational Psychology. During their first semester (Spring 1988), students took ESL, a non-credit remedial math course, and were integrated with other students in a physical education course. In the summer semester, students continued with English, computer science, and a sociology class taught by a bilingual instructor. The students were integrated with local students in classes by Fall semester, 1988.

Computer Science. Staff members reported that Richland Center was the first CASP school to offer a Computer Science program which blended technical training with a liberal arts education. On completion of this program, Cycle D students earned either an Associate of Arts or an Associate of Science degree. In this program, students learned to do some programming and a number of computer languages. Students had an internship toward the end of the program. Staff reported that the school was not set up to provide courses in computer repair. According to administrators, all of Richland Center's alumni have gotten jobs related to their field of study.

Computer Science instructors indicated that during the first semester, the students were segregated in their technical classes. These instructors had to slow their pace down for CASP students, but said that they were still able to cover all required material. A bilingual instructor had been used for one course in economics.

Development Needs in Central America. The Campus Dean remarked that community college people should travel to Central America to learn more about the environment from which their students came. He said that community colleges should be required to send someone to Central America sometime within their first year of operating the program, but that Georgetown did not

necessarily need to fund this. The Dean has been to Belize five times, and on a recent excursion to that country, 13 administrators and faculty members had the opportunity to follow up on some of their students. A similar trip to Costa Rica was planned.

To enhance the relevance of the computer science program, the program officer had asked the instructors to teach more COBOL and applications classes. Computer Science instructors still felt that the program could be improved if they received more feedback from returned trainees about the job market in Central America. They suggested that rather than having college administrators visit Central America, the technical instructors should be sent to investigate the job market there. The math instructors added that academicians should be more involved in the selection process, to ensure that students had the academic skills needed to pursue certain fields of study.

### English as a Second Language Instruction

The ESL instructor has a master's degree in ESL from the School for International Training in Brattleboro, Vermont. She has taught both ESL and high school Spanish, and at the time of the site visit, was conducting a Spanish class for faculty members at Richland Center. She and a part-time ESL instructor taught ESL to the Cycle E students in the Spring and summer semesters.

During the Spring semester, the Cycle E students received 15 hours of ESL instruction. In the summer, students enrolled in ESL for eight hours per week. Students with different levels of English proficiency were taught together in one section. The instructor felt that this was manageable, but that there should be two levels for groups of more than 15 students.

For placement purposes, students had been tested on the Comprehensive English Language Test (CELT), a standardized English proficiency test. Although the TOEFL requirement (a score of 550) for foreign students was waived for this group, the CASP students had been given the TOEFL as well. The instructor intends to use a standardized test from the University of Michigan for the next group.

Students in Cycle D were mainstreamed in classes taught in English by the second semester. Those in Cycle E were mainstreamed after the Spring and Summer semesters. No criteria had been established for determining when to mainstream students. According to the ESL instructor, students were mainstreamed because it was "that time of year."

The ESL instructor reported that the model of teaching ESL concurrently with content-area classes worked well. She has worked closely with other instructors to monitor students' progress, and she indicated that these instructors frequently made themselves available for additional help. Instructors occasionally had their tests translated into Spanish, or gave oral, rather than written examinations. CASP students received additional assistance from student tutors and their host parents. Students also helped each other out, translating information for each other. This collaborative approach among students also had its negative side; while she understood that students helping each other in this manner was partly a cultural phenomenon, faculty members viewed it as copying, and students had been asked about it on a number of occasions.

### Student Performance

Academic records for coursework taken through Fall semester, 1988, show that the performance of the Cycle E students was lower than that seen at other campuses for which academic records were available. Only one student had a GPA of 3.4; the others had GPAs ranging from 2.1 to 2.9.

Staff members remarked that the students from the Escuela Superior were generally at a lower academic level and had less motivation than those of previous groups. The ESL instructor indicated that the students often forgot to bring their textbooks and notebooks to class. The students were enrolled in an eight-week continuing education course in study skills taught by the CASP Coordinator, but attendance in this class was poor. The students' academic advisor said that students neglected to sign up to see him when they needed to schedule classes. Most of the students were not able to pass their math courses, and did not seize the opportunity to take remedial math when it was offered. A few had lower math skills than the level of the remedial math course. Due to the length of the program and the students' poor performance in math, most were not likely to receive the associate degree.

At the time of the site visit, administrators were discussing the possibility of allowing two or three students, who had done well in their math classes, to remain an extra semester to receive the degree. Thus, the program, initially planned for 21 months, would last 19 months for most students, and 24 months for a few of them.

### Experience America

At Richland Center, staff view Experience America as part of a larger Leadership Development program, which includes

leadership and transition seminars, community service, and various student activities and excursions.

Leadership seminars, conducted bi-monthly by the CASP Coordinator, cover such topics as leadership qualities, students' community service potential, conflict resolution, and leadership within students' professional fields. Students also learn time management, study, and job search skills in these seminars. At the time of the site visit, the school also planned for a regional leadership retreat with the other six Wisconsin and Iowa schools. A bi-monthly transition seminar was also conducted in the Dean's home for returning CASP scholars, in which reentry and readjustment issues were discussed.

CASP students take part in regular student activities and those sponsored by the Student Senate. Students have attended student movies and dances, athletic events, and International Day activities. One CASP student had performed in a school play, while another had been in the Student Senate. One student, a fireman in his own community, regularly attended meetings and staff training at the local fire department.

Special excursions were also planned for CASP students; among those planned for 1989 were shopping trips, a four-day trip to observe high school classes in another town, a visit to the state capitol in Madison, and trips to Eau Claire, Milwaukee, and Chicago. At least two volunteer activities were planned: providing assistance at a soup kitchen, and ushering at a theatre production. Students occasionally have been asked to contribute from their personal allowances to cover the cost of trips. The anticipated cost to students for the Chicago trip was \$55.

The ESL instructor had also designed an ESL/History project that helped to bring the students in touch with community members. Based on interviews with members of the community, the students developed a booklet on the history of UWC-Richland Center and the town.

### Housing Arrangements

According to administrators, Georgetown CASP had originally viewed the host family program as an opportunity for students to visit with families in the evenings and on weekends. Staff said that Richland Center was the first CASP school to have an in-house rule that students should stay with host families for six months.

For the first six months of the homestay, the institution provides families with \$220 per month to lodge students. After the six months, students who remain with host families receive this amount, which they are expected to give to their host

parents. One staff member said that students sometimes "negotiated their own rate" with the families, and sometimes got "good deals." After six months, students had the option of finding other living arrangements. About half of the students had chosen to stay with their host families. Every other week, the CASP Coordinator meets with the students to discuss housing and personal issues.

There is little public transportation in Richland Center. Students who live with families receive an additional \$15 in their personal allowances which is to be used to reimburse families for any transportation that host parents provide. (The fact that some students received this extra amount was an issue that students complained of in their letter to the Dean.) Students are also encouraged to walk, or to use bicycles whenever possible.

Richland Center has developed a process for recruiting, interviewing, selecting host families, and matching the families with students. Families also attended an evening orientation prior to the arrival of the students. To maintain communication between the families and the CASP administration, Richland Center organizes potluck meetings every six weeks. The host family network also serves as the school's advisory committee. The three host parents who met with the evaluator indicated that they were content with their living situation, and treated their students as part of their families.

Despite having established this organized approach to setting up a host family network, the CASP Coordinator indicated that it was difficult finding families because they had a small pool of families from which to draw. The program has used almost 30 different families, and she hoped to find some "repeats" from among this group.

#### Program Costs

Staff reported that the benefits of the program outweighed the costs, but the school was barely breaking even with the funds it was provided by CASP, and it has had to use overhead monies to balance the budget. The budget for CASP has been based on having at least 30 students on campus. Since 19 students had recently left, the school has had to contain costs by cutting back on staffing. The two full-time CASP employees had been cut back to 70 percent and 80 percent time. Past groups of CASP students had formerly been charged only two-thirds of full out-of-state tuition, but the institution is now required to charge full out-of-state tuition for these students.

One administrator suggested that Georgetown CASP review its budget of \$1000 per month per student. He suggested that \$1300

per student per month would allow the program to run more comfortably.

### Students' Perceptions

Students primarily talked about their impressions of Americans, about the technical program, and of their concerns about the local management of CASP. Two students reported having lived with families which, they felt, had not treated them well.

Two students remarked that there were poor people in the United States, something that many Central Americans did not realize. Two participants found American students to be unfriendly, and felt that they made fun of the CASP students' English. According to one participant, "some students smile behind me when one of us asks questions." Another said that North Americans tended to feel superior to other cultures, and "even if you try [to speak English], they don't accept you."

Three students had other negative impressions of Americans. According to one, "People here don't feel; they're materialistic." One remarked that Americans seemed to know little about Central America. He said that people would ask him, "Do you live in trees?" One student was surprised that Americans did not seem to participate in the democratic processes. "Nobody goes to vote," she said; "in our country, everyone votes - it's a holiday."

Three students were disillusioned about their special program, which they felt was too short. The experimental nature of the program was clear to one student, who commented, "Sometimes I feel like we are like an experiment, like rabbits."

Two students felt that until recently, the school had evaluated the students as a group rather than as individuals. These two had performed well in their classes, and hoped that the school would allow them to stay an extra semester to earn the degree.

Five students expressed their dislike for the CASP Coordinator, whom they felt was disorganized and unreceptive to their needs. Four indicated that they came to the ESL instructor if they had issues to discuss.

## Major Findings

### The Special Program

Findings. The special experimental program for Hondurans from the Escuela Superior suffered from a lack of planning, organization, and communication between the two participating institutions. This resulted in the selection of students who were not academically prepared for the program at Richland Center, and in the development of a program of limited relevance to these students. It may explain, at least in part, the students' various grievances about the program and their general lack of motivation toward their studies.

Recommendations. Georgetown CASP and the participating institutions must plan much more extensively before launching programs of this type. Clear communication between all parties is essential, and the goals of the program need to be clearly stated and understood by all involved. Institutions must have mechanisms in place for accommodating special programs of this type, such as capabilities for evaluating coursework for transfer credit. If CASP continues to attempt to create institutional linkages of this type, it should choose institutions that are experienced with such exchanges. If sufficient care is not taken in planning these programs, it is the students who will suffer the most.

### Other Instructional Programs

Findings. In general, administrators at Richland Center have made a concerted effort to find out about the job market and development needs in Central America. The administration has attempted to follow up on returned scholars through a visit to Belize, and is planning to visit Costa Rica as well. Despite these efforts, technical instructors reported they wanted more feedback about returned students which would help them to better tailor their programs to students' needs. They suggested sending instructors, rather than administrators, to Central America to gather this information.

Recommendations. To help institutions provide an appropriate curriculum for CASP students, Georgetown CASP should provide more feedback to the institutions about the job market and development needs in Central America. Administrators at the institutions need to ensure that this information is transmitted to those delivering the programs.

## Relationship between College and Georgetown

Findings. Staff reported that it had an excellent rapport with Georgetown CASP.

## English as a Second Language Instruction

Findings. The ESL Coordinator was a qualified ESL professional. Students with different levels of proficiency were taught as a group in one section, but the instructor found this manageable. No criteria had been established to determine when students were prepared to be mainstreamed in classes taught in English. Overall, the ESL instructor found that the current model for ESL instruction worked well, due to the close monitoring and assistance the students received from the staff.

Recommendations. Institutions need to establish criteria for determining when to mainstream students. Collaboration between ESL and technical instructors should continue so that the two components can be mutually supportive.

## Experience America

Findings. Richland Center has an extensive and varied Experience America program, which seems to be working well. A few students, however, commented that they were not well-received by their North American classmates.

Recommendations. Richland Center should continue to offer its Experience America program, and more attention might be given to facilitating interaction between North American and CASP students. This might be handled through orientations for both groups.

## Housing Arrangements

Findings. Richland Center has established a host family program which seems to be working well. It may have difficulty finding new families, however, because the pool of potential new families is small. Students living with families receive payments different from those received by those living in more independent situations. These differential payments have confused and angered some students, and may have an unintended influence on students' choice of living arrangements.

Recommendations. Richland Center should continue to operate its host family program. However, to minimize confusion among students about differential payments, money intended for host parents should go directly to the parents.

### **Program Costs**

**Findings.** Richland Center's budget for CASP has depended on the number of students it has on campus at one time, and on the fact that it has been able to reduce tuition for CASP students. It has recently had to contain costs by cutting back on staffing for CASP, which may possibly have an effect on the quality of the program. Staff estimated that it could run the program more comfortably if it received \$1300 per student per month.

**Recommendations.** Georgetown needs to increase its budget for CASP at the training institutions.

#### **4.19 Waukesha County Technical College Pewaukee, Wisconsin**

##### **Methodology**

At Waukesha County Technical College, the evaluator interviewed the following people:

- o District Director/President
- o Director of Contracts and Development
- o Administrator in charge of the budget
- o CASP Coordinator
- o ESL Coordinator and ESL instructor
- o Five Home Economics instructors
- o Four Marketing/Supervisory Management instructors in the area of fashion design and merchandizing
- o Three Machine Tool instructors
- o Eight family representatives
- o Group of 32 students

The evaluator also observed an electronics class, a clothing merchandising class, and an ESL class.

##### **Overview**

Waukesha County Technical College is located in Pewaukee, Wisconsin, a city of about 15,000 people, about an hour's drive from Milwaukee. The college is currently hosting 32 Cycle E CASP students pursuing studies in Fashion Merchandising and Machine Tool. The 16 Machine Tool students (5 females and 11 males) arrived in May 1988, and the second group of 16 students arrived in August. The students are from Costa Rica, El Salvador Guatemala, Honduras, and Panama.

Waukesha, one of the first institutions in the CASP network, was recommended to Georgetown by a staff member at Kirkwood Community College. Administrators reported that the school has had eight years of experience in development work and in conducting various international exchange programs, and its president was recently named Vice-Chairman of the Board of Directors of Community Colleges in International Development (CCID). Waukesha County has few minorities; for example, the black population is less than one percent. Prior to having CASP students on campus, Waukesha had been interested in offering a program which would provide their local students, faculty, and community with a positive exposure to different cultures; CASP has helped to meet this goal.

Since 1985, Waukesha has offered a variety of short- and long-term programs in a variety of fields. In its first year,

the college offered one long-term and one short-term program in Machine Tool for Cycle A students. In 1986, the institution offered short-term programs in Hospitality Management, Food Preparation, and Nursing for Cycle B students, and a long-term program in Clothing Merchandising for Cycle C participants. In 1987, a group of short-term Cycle E Belizean students were enrolled in four-month programs in several different fields (Appliance Services, Food Preparation, Industrial Diesel Mechanics, Office Equipment Repair), and four Belizeans participated in a four-month Teacher Training Program in 1988. The college provided its last short-term program for a five-month period in 1988, to a group of 15 Hondurans studying Computer Assisted Drafting.

### Local Administration of CASP

CASP is administered out of the Office of Contracts and Development in conjunction with the Division Chair of Academics. The Office of Contracts and Development is responsible for finding external sources of revenue for the college. The Director of this office reports directly to the President. The Director's staff includes a full-time CASP Coordinator, a part-time driver, and two part-time translators, all paid with CASP funds. There is also a typist for the office who handles some tasks related to CASP. The CASP Coordinator said she worked several overtime hours working for CASP, and, at the time of the site visit, the ESL Coordinator was also volunteering about 10 to 15 hours per week to help the Coordinator with Experience America activities.

One staff member added that Waukesha was the first school to establish an advisory committee. Largely inactive for the last two years or so, it has recently been re-activated. Its purpose will be to help students get involved in community volunteer activities, and to help find mentors and internships for students in their fields of study.

### Relationship between College and Georgetown

Administrators reported that they had a comfortable and friendly relationship with Georgetown CASP, and that all their reporting requirements went smoothly with Georgetown. Staff found that the program monitor's visits had been helpful. They noted in the past that the program monitors had been "student advocates," but they now seem to have developed a more balanced view. Administrators felt, however, that Georgetown or USAID still did not have a good understanding of occupational education. They felt that Georgetown CASP needed to help them provide a better "fit" between the programs they were offering

and the development needs of the countries of the students they were serving.

Representatives also suggested that Georgetown have more specific policies for medical emergencies. In the last semester, a CASP student had developed a serious medical problem, and the school would have preferred more direction from Georgetown on handling it. They also indicated that they would prefer to receive records and information from Georgetown in a more timely manner.

The college has also communicated frequently with other schools in the CASP network. Waukesha had recently received calls from three new schools asking how they operated the program, and representatives from one of these schools had visited the campus to gather information. The schools in Wisconsin and Iowa were also planning a leadership workshop for the spring.

### Selection and Admission of Students

Administrators indicated that CASP students met admissions requirements. They would prefer to have more information on students' academic backgrounds, however; one staff member said that "some of the material we receive is sketchy." He admitted that even if the students' dossiers were complete, the college had difficulties interpreting their academic records.

The Machine Tool instructors found that the overall performance of their current students was better than that of the last group, and that their math skills were good. One instructor noted, however, that some had no experience working with hand tools, some as basic as a hammer.

The Clothing Merchandising instructors said that the skill level of the current group was less varied than that of the last group. This indicates that more homogenous groups are possibly being selected for Clothing Merchandising.

### Instructional Program

Students in the machine tool program were scheduled to receive a Vocational Diploma in Industrial Maintenance Mechanics, and those in Clothing Merchandising were to receive an Associate Degree in Fashion Merchandising / Clothing Construction. The programs are designed so that students enroll in "hands-on" technical courses early in their course of study. Interpreters are usually used in technical classes through the second semester, and students are segregated from local students in classes for about the first year of the program. In both

programs, some classes are especially tailored for CASP students. Machine Tool instructors indicated that on Georgetown CASP's request, the school geared the focus of the Machine Tool program more towards repair and maintenance.

In the Clothing Merchandising program, students are involved in several activities to bring them in contact with the community, such as various opportunities to showcase the items they have made. Activities of this nature were not seen in the Machine Tool program.

CASP students were together as a group in all three technical classes observed by the evaluator. An interpreter was present in two of these classes. Machine Tool and Clothing Merchandising instructors indicated that using interpreters, especially during the first semesters when students knew little English, tended to slow down their classes. Even the two interpreters suggested that it might be more practical to hire bilingual instructors for the initial instruction.

Instructors in both programs said that they made an effort to follow up on their students. The Fashion Merchandising instructors said they had heard from some returnees who were finding jobs in their fields. The Machine Tool instructors, on the other hand, had not received much feedback about their students. They pointed out that they did not decide what courses to offer the students; they received directives from administrators outside the department on what to offer. These instructors felt they could develop better programs for CASP students if they knew more about their academic preparation, previous work experience, and job expectations prior to their arrival in the United States, and about the employment situation upon return to Central America. The instructors suggested that they be sent to Central America to learn about the job market and development needs there.

### English as a Second Language Instruction

According to an administrator who had worked with participant training programs in the past, at the beginning of CASP, Waukesha had suggested to Georgetown that students did not need "refined English" to succeed in a technical program. Administrators had suggested that the program could operate successfully with the help of interpreters and bilingual instructors, and through providing "hands-on" courses in the beginning of the program.

Despite this administrator's view, Waukesha has a well-established ESL program which seems to be serving the CASP students well. The college had an ESL program prior to CASP, which currently has nine ESL instructors and serves from 80 to 90

students. The ESL classes are normally taught on another campus, so two special classes for CASP were arranged on the Pewaukee campus. The two CASP ESL instructors reported that they had master's degrees in Adult Education with an emphasis in ESL, and 37 cumulative years of experience teaching in this field. This experience showed up in the class observed by the evaluator, where the instructor used ESL teaching techniques.

The ESL instructors reported that when students arrived, their level of English proficiency was at or around "0." To determine students' levels of proficiency on arrival, students were tested on the reading portion of the Test of Adult Basic English (TABE), as well as on a standardized English proficiency test for non-native speakers. The ESL instructors explained that while they were aware that the TABE is not designed for non-native speakers, the state required that all students be tested with this measure, and certain grade levels in reading as measured on the TABE are prerequisites for some classes at Waukesha. In addition, using it in conjunction with the standardized test for non-native speakers helped others to interpret the English proficiency levels of CASP students. The ESL instructors indicated that students' reading scores on the TABE and ESL instructors' subjective assessments were some of the criteria used to evaluate students' readiness to take courses taught in English only. Thus, the college did have criteria for determining when to mainstream students in classes.

Students took intensive ESL in their first and second semesters, and were enrolled in their third semester of ESL at the time of the site visit. During the first semester, students had 15 hours of ESL in addition to their technical courses taught with an interpreter. ESL instruction is reduced to ten hours in the second semester, and six hours in the third. The students have been kept together in two sections each semester. The ESL instructors reported that they managed the multi-level classes by giving the higher-level students extra work.

The instructors reported that this model for ESL instruction seemed to be successful. One of the ESL instructors said that she regularly collaborated with the technical instructors, and incorporated students' technical material into her instruction. The 21-month program, however, did not allow enough time for students to learn English. One instructor said that six hours per week in the third semester was not enough time, and that she had to push the students more to cover the material.

One instructor was frustrated that the burden seemed to be on the ESL instructors to make sure that students succeeded. According to her, there was an expectation among other instructors that "ESL teachers are going to work miracles for everyone."

### Student Performance

According to one administrator, it had been anticipated that the first groups of cycle A students would receive certificates. The college found, however, that the all of the long-term students from that group were capable of earning technical diplomas. Twelve of the first 16 were granted two diplomas, and a few earned three.

The academic performance of the Cycle E CASP students discussed below is based on academic records for the Machine Tool students' summer and fall 1988 coursework, and on the Clothing Merchandising students' studies in the fall.

The Performance of over 80 percent of the students (26) has been above average. These 26 have maintained GPAs of 3.0 or above, while six students have GPAs ranging from 2.3 to 2.9. Machine Tool instructors indicated, however, that some students still struggled with English, especially with the technical vocabulary used in class. One student in Machine Tool almost failed one of his courses because of his poor English proficiency.

### Experience America

Administrators reported that the goal of Experience America was to provide students an insight into American culture and society through learning about different levels of government, education, and through experiencing life with American families. They indicated that the approaches to accomplishing Experience America goals had shifted over the years. At one point, Georgetown CASP required the school to offer an American History class, which the students had strongly rejected.

The college has developed a formal program designed to accomplish these goals, of which Leadership Development is a part. The CASP and ESL Coordinator offer a weekly non-credit class which covers Experience America and Leadership topics. There are also organized CASP events, and students are involved in regular student activities, such as membership in an international club. Students are occasionally asked to contribute from their personal allowances for organized CASP events, but administrators report that these amounts are minimal.

Administrators reported that their ESL Coordinator had developed most of the guidelines and materials for the Leadership Development/Experience America class. Georgetown CASP had borrowed some of these materials, which were now widely used at other institutions in the network. Indeed, the evaluator saw similar materials being used at least three other sites.

Activities that are intrinsic to the clothing merchandising program have also helped to meet Experience America and leadership goals. These are events such as fashion shows, competitions, and fundraising events. The machine tool program did not appear to have activities of this nature built into its program.

Two high level administrators at the college expressed their frustration with the lack of specificity in how Experience America should be implemented, and the emphasis that should be placed on it. They were uncomfortable with the fact that Georgetown seemed to place a lot of emphasis on evaluating their program based on "how good" this component was, but there were no specific guidelines or criteria for evaluating it. As with the regular courses offered at Waukesha, they wanted to see a set of competencies developed for Experience America which students were required to accomplish. These administrators indicated, however, that they preferred to devote more of their limited resources to the students' technical training.

Instructors and host families said that there did not seem to be much interaction between the CASP students and the local students, but instructors were impressed at the cooperation and friendship exhibited among students from different Central American countries. The Clothing Merchandising instructors said they planned to establish a "buddy system" to facilitate more interaction between the local students and CASP students.

### Housing Arrangements

The college currently has students stay with host families for at least six months. Prior to the six-month homestay requirement, Waukesha had housed students in apartments across from the college. Two high level administrators (one of whom was a host parent) said that they were not totally in favor of the six-month homestay requirement. They felt that having students stay in "middle class" American homes offered students a too narrow view of American life. They insisted that students living in apartments were exposed to a broader range of American classes and lifestyles, and that students interacted frequently with Americans in this living situation.

The CASP Coordinator reported that she had been successful in finding appropriate families, and eight host parents indicated that they were satisfied with this living arrangements. The Coordinator had matched students with families through the use of students' essays and questionnaires for prospective host parents. One administrator suggested that the matching process could be improved if students were required to fill out questionnaires for this purpose during their orientation in Central America.

Parents mentioned that transportation sometimes became an issue, and the Coordinator said that there were plans to hire an additional driver for the school van, which is used to transport CASP students to and from school, as well as for shopping trips and other errands. A few parents indicated that some students were surprised at how uninformed Americans appeared to be about Central America. One parent suggested that perhaps more groundwork needed to be done for the students in cross-cultural communication.

One parent noted that the students tended to stay together too much, and that the school would better serve the students if they deemphasized this "togetherness." Another observed that those who had been placed with families initially, had created bonds between themselves and their host parents.

### Program Costs

According to administrators, the institution has made a financial contribution to operate CASP, primarily in indirect costs. One staff member estimated that CASP cost approximately 36 percent more than the amount they were provided to run the program. CASP tends to be expensive, in part, because from the \$1,000 per student per month provided by Georgetown CASP, the college is required by the state to deduct full out-of-state tuition, which is significantly more than in-state tuition. In addition, one administrator remarked that to operate a quality program, it was necessary to hire top quality staff persons, and good staff people were expensive. Having large numbers of CASP students on campus does not necessarily help to recuperate costs. The more students in the program, the more services the college needed to provide, such as additional special classes and transportation.

Two high level administrators indicated that the budget for CASP has required the college to cut back on some costs. Given the need to contain costs, if more emphasis were placed on Experience America, they would be required to devote more resources to this component, and fewer resources to the technical component. The college has already had to contain some training costs; for example, they have had to put a cap on the number of classes students can take. In addition, it has had to scale down on the number of tools and supplies it can provide the CASP students. In the past, each student was given a tool kit which cost \$1100; students now receive kits worth \$400. The school has developed an extensive Experience America program, but given the option, these administrators indicated that they preferred to devote more of their resources to the students' training, noting that the students themselves placed primary importance on this.

This administrator indicated that whether the program could continue at the current funding level depended on what academic/technical program the institution provided. Some programs were more expensive than others, and he suggested that the amount provided the schools should reflect what it actually cost each school to operate its program. Another staff member noted that Georgetown CASP expected the schools to provide a lot of services, and were currently asking schools to develop leadership and mentor programs. Yet, the colleges were not receiving additional funding to provide these additional services. Staff were frustrated that the amount provided institutions had not increased since the beginning of CASP. One administrator recommended that CASP increase this amount to \$1200 to \$1300 per month per student.

### Students' Perceptions

In the group meeting, the students spoke primarily of their impressions of the United States and Americans, and about their Experience America activities. A few students added that their ESL classes were "excellent" and that they liked their teachers.

The students eagerly expressed their pride in some of the extra-curricular activities they had been involved in, showing the evaluator a plaque they had won for a championship in soccer. One student praised a fellow student who had been elected vice president of student government. Students also indicated that they had been involved in parades, church events, Girl Scouts, and had spoken at local high schools. The Clothing Merchandising students had recently won ten medals at a competition in Madison, Wisconsin.

Students were evenly divided on their feelings about their Experience America / Leadership class. Half of the students found it "boring," while the others felt that it was useful. Two students volunteered that it provided students an opportunity to meet important people, learn "many things," and to talk about their feelings. Those who found it boring wanted to participate in more experiential activities, such as visiting factories related to their field of study. Several students indicated that they wanted to be more involved in the community, but their 21-month program did not allow them enough time to do so. One student pointed out that the students in Machine Tool did not have as many opportunities as those in Clothing Merchandising to take part in events outside the classroom.

The students' comments indicate that the Experience America component has a better chance of achieving its goals if it is interesting and relevant to the students. At Waukesha, students were enthusiastic about "Experiencing America," but had individual preferences about how they could best do this, whether

it be through a class by that name, or through more experiential activities. Whenever possible, administrators should take into account students' enthusiasm and individual preferences when facilitating students' involvement in the community.

## Major Findings and Recommendations

### Relationship between College and Georgetown

Findings. College administrators felt that their relationship with Georgetown was good, They mentioned that program monitors had been primarily advocates for the students in the past, but had developed a more balanced view over the years.

College representatives also felt that more specific policies were needed for handling medical emergencies. They also noted that Georgetown was not always timely in providing records or other information.

Recommendations. Georgetown should establish specific policies regarding medical problems.

### Selection and Admission of Students

Findings. Machine Tool instructors that the selection process could be improved to ensure that students had the necessary skills to pursue the program. One instructors commented that at least one student had to be taught how to use a hammer. The Clothing Merchandising instructors felt that the skill levels of their group of students were less varied than those of past groups.

Recommendations. Georgetown should select students who demonstrate the necessary skills needed to pursue a particular program.

### Instructional Program

Findings. General administrators were proud of the programs they could provide, but were concerned that the "fit" between development needs and training. They also felt that Georgetown should have a better understanding of vocational-technical education. Instructors felt that they could improve their programs if they received more feedback about the development and job market needs in Central America. Finally, instructors and the interpreters themselves felt that using interpreters in the classroom was less than satisfactory.

Recommendations. Georgetown should establish mechanisms to ensure that colleges receive information about the job market and development needs in Central America.

Georgetown should improve ESL instruction to help reduce the need for interpreters.

## English as a Second Language Instruction

Findings. Waukesha's ESL program has several strengths. The college had an established ESL department prior to CASP. Two highly qualified ESL instructors were responsible for teaching CASP students. The college had established some criteria for determining when to mainstream students into classes taught in English. However, even though students were enrolled in ESL for three semesters, one ESL instructor said that there still was not enough time for the students to acquire English skills. Machine Tool instructors added that even though most students were performing well in their classes (which is also shown in their academic records), some students still struggled with English.

Recommendations. Georgetown CASP should explore the degree to which the measures that Waukesha uses for determining when students should take certain classes has been successful, and determine whether criteria similar to these might be used at other training institutions.

Georgetown should provide more ESL instruction for CASP students, and some of this should take place in Central America.

## Experience America

Findings. It seems that Experience America goals are being met not only by the activities planned by CASP administrators, but the Clothing Merchandising program offers opportunities for students to experience various aspects of American culture. Unfortunately, activities of this type are not intrinsic to a Machine Tool program.

Students expressed pride about their activities in the community. About half the students liked the Experience America / Leadership class offered by the college; the other half found it uninteresting, but provided suggestions of other activities they would prefer to be involved in.

One host parent felt that the CASP students spent too much time together, and were not interacting with Americans enough.

Two high level administrators felt that Georgetown seemed to evaluate much of their program based on how "good" this component was, but there seemed to be no specific guidelines or criteria for evaluating it. They suggested establishing a set of competencies or criteria for Experience America which students were required to accomplish, as they did for their regular courses. Given the option, they indicated that they preferred to devote more of their resources to the students' training, noting that the students themselves placed importance on this.

Recommendations. Wherever possible, colleges should take advantage of opportunities to meet Experience America goals by integrating them with class activities, like those offered in the Clothing Merchandising program. In addition, administrators should take into account students' enthusiasm and individual preferences when facilitating students' involvement in the community.

### Housing Arrangements

Findings. The college seems to have established a successful host family program, as indicated in comments by the CASP Coordinator and the host parents themselves. Transportation was occasionally a problem for host parents. College administrators, however, were not convinced that host families offered the best living arrangements for the students, saying that students living in apartments were exposed to a broader range of American classes and lifestyles. It should be noted that prior to the host family requirement, students were housed in dormitories across the street from the school, which may have been a convenient arrangement for the college.

### Program Costs

Findings. The college has found it expensive to operate CASP for a number of reasons (cost of out-of-state tuition, the need to hire top quality staff persons, for example). The college has had to contain costs by putting a cap on the number of courses students can take, and on the amount of supplies they bought the students. They were also relying on the volunteer time of the ESL Coordinator to help implement Experience America. Administrators noted that the colleges were being asked to provide additional services (Leadership and mentor programs), but the funding had not been increased. One administrator suggested that the amount provided the schools reflect the actual costs to each school to run the program. Staff recommended that CASP increase the current budget to \$1200 to \$1300 per month per student.

Recommendations. CASP should increase the current budget of \$1000 per month per student at each of the colleges. The increase should be sufficient to allow colleges to provide quality programs. In addition, it should consider providing funding based on a scale that reflects regional costs.

## **4.20 West Hills College Coalinga, California**

### **Methodology**

At West Hills College, the evaluator interviewed the acting co-presidents: the Dean of Students and the Dean of Administrative Services. She also interviewed the CASP Coordinator, the Dean of Instruction, two technical instructors (one of these was the students' academic advisor in the business / computer science division), three English instructors, three host parents, and the group of 16 CASP students. She observed computer science and biology classes, and a self-paced class in remedial English.

### **Overview**

West Hills College's main campus is located in Coalinga, California, a town of about 7,300 people. The college has another campus in Lemoore, a town about a 45-minute drive from Coalinga. The college currently has 552 full-time students, and about two-thirds of these attend the Coalinga campus. A large number of Spanish speaking students attend the college. CASP students attend most of their classes in Coalinga, while some take a few classes at Lemoore. A bus provides transportation between the two campuses.

West Hills is hosting its second group of CASP students in a long-term computer science program. Sixteen Cycle E students (8 males and 8 females) have been attending West Hills since late May, 1988. These students come from all participating Central American countries except Belize and El Salvador. Before CASP, West Hills had few foreign students on campus, and no special services for foreign students. One administrator felt that the college's experience with CASP may help it to attract other foreign student programs.

Before CASP came to West Hills, administrators had been aware of the program at Modesto Junior College and at Kirkwood Community College, and were very interested in becoming a CASP institution. The Dean of students had contacted Georgetown CASP directly to request to be part of the program. West Hills is in the same congressional district as Modesto Junior College, and the congressman in this district had helped to bring CASP to Modesto. Staff indicated that at some point during the negotiations to bring CASP to West Hills, there may also have been some communication between this congressman's office and Georgetown.

Administrators reported that West Hills had originally proposed to offer a program in agriculture, as the college had a lot of expertise in this area. However, West Hills agreed to offer a computer science program, one of two fields Georgetown CASP was looking for (the other was a program in textiles). The arrival of CASP students gave the college the opportunity to launch a computer science program which had never been offered before, although the school had been granted state approval to provide the program since 1971.

One of the perceived benefits of CASP has been the opportunity for local students to be exposed to students from Central America. One staff member said that the CASP students served as role models for their regular students.

#### Local Administration of CASP

CASP is administered out of the division of student services. Technical instruction and academic advising is provided through the division of computer science and business. The Dean of Students is the program administrator for CASP, devoting from five to ten hours per week on CASP responsibilities. The CASP Coordinator reports to this Dean. A part-time employee paid with CASP funds, she handles all of the daily operations of the program. She has no assistants to help with these responsibilities.

The Coordinator's responsibilities included housing and counseling students, handling insurance and other paperwork, taking students to physician's appointments, conducting bimonthly meetings with the students, and organizing Experience America activities.

It appears that CASP administrators lacked the time, administrative support, and financial resources to fully implement all of the components of the program. The Coordinator reported that she sometimes put in 40 hour weeks and worked on weekends, and she appeared to be extremely busy during the site visit. Unlike other colleges with larger staffs to manage CASP, there were no regular meetings with host families to maintain communication between families and the school. Due to her part-time status, students had access to the Coordinator on campus only in the mornings. One student had remarked that he wished she were more available. In addition, faculty members indicated that there were fewer structured Experience America activities for the Cycle E students than for the first group.

## Relationship between College and Georgetown

According to administrators, West Hills has an excellent relationship with Georgetown CASP, and the college's communication with Georgetown has been sufficient. Through its program officers and other administrators, Georgetown has provided support and facilitated communication with other schools in the program. Staff members have also appreciated the training seminars Georgetown has conducted for community college representatives.

## Selection and Admission of Students

Students meet all admissions requirements, except for the score of 450 on the TOEFL required of other foreign students, and the requirement for official transcripts. The college has received unofficial copies of most of the students' transcripts.

According to one instructor, the college had no mechanism in place for accepting foreign course work. This became a problem when a student from Cycle D wanted to change his major to engineering. The student apparently paid to have his transcript evaluated, and he also had to take a number of tests to challenge some of the course requirements. The instructor wanted to know who normally paid for transcript evaluations under these circumstances. The instructor added that he had heard that current students had been asked to call home for official transcripts, but he did not know who had requested this, nor of the details of this request.

According to college representatives, the Cycle E group tended to be less prepared academically than the Cycle D students. Also, more Cycle E students appeared to come from rural and economically disadvantaged backgrounds than those in Cycle D.

One instructor indicated that it would be helpful to know more about students' backgrounds before they arrived. Typing had been a prerequisite for some computer courses, but they did not know whether Cycle E students had these skills.

## Instructional Program

Administrators reported that the general goal of the program is to prepare students for an entry-level position in the computer field as a programmer or an analyst, or for a technical maintenance position. One staff member cited the additional goal of providing students with English skills that would enable them to read and write at least at the twelfth grade level.

During the summer session, Cycle E CASP students took intensive ESL classes plus a course in computer literacy. Fall and Spring semesters, students took more technical and academic courses, and remedial English or English composition courses.

The academic advisor had made a conscious effort to mainstream the Cycle E students in classes with local students as early as Fall semester. By Spring semester, CASP students were mainstreamed in all but one class and a lab. The Cycle D students had been segregated in classes during their first year; both Georgetown CASP and the students themselves felt that students should be mainstreamed earlier. One instructor said that CASP students spoke less Spanish when they were integrated with other students.

West Hills uses pre-established criteria and instructors' recommendations to help determine whether students are prepared to be mainstreamed in courses taught in English. In order to take some classes at West Hills (both in English and in content areas), students must score at the eleventh grade level on the Nelson Denny reading test. Faculty members allowed CASP students to take computer courses without meeting this requirement, because they were deemed less language-dependent.

One administrator said that while their computer science instructors were all capable, it was difficult to recruit from the immediate area the best qualified instructors to teach computer science. At least one bilingual instructor has been used for CASP students; interpreters and bilingual aides have also been used. In the computer literacy course, the translator was a Cycle D student.

Three faculty members indicated that they wanted to have a better idea of whether students were finding jobs on their return to Central America, but the college received no feedback about this unless they received letters from the students. One instructor thought that some in the first had jobs lined up before they left the United States, while another had heard from three recently returned participants from Panama who had not found jobs. It was suggested that the program provide funding to send a representative from the college to Central America to research the types of skills that were needed in businesses there. An instructor also suggested that it would be helpful to know how job search activities were conducted in Central America (i.e., how to write resumes, letters of recommendation; how interviews were conducted).

### English as a Second Language Instruction

West Hills had no ESL program before CASP, although some ESL was taught off-campus for members of the local population,

primarily Spanish-speaking. For CASP students, West Hills has relied primarily on part-time instructors. Members from the English department reported that one ESL instructor had been certified to teach ESL; the others were English teachers, a Spanish teacher, and teachers of other disciplines. The college was planning to hire a qualified ESL Coordinator for the fall of 1989.

Administrators and faculty members said that they were able to provide more English instruction to the Cycle D students than to their current CASP students. Because the Cycle D group was in a 24-month program, the college was able to provide two semesters of ESL. The Cycle E group, on the other hand, received only one summer session of intensive ESL instruction.

West Hills had consulted Berkshire Community College for advice on developing an ESL program for Cycle D CASP students. Berkshire had recommended a total immersion program, so West Hills offered 25 hours per week of intensive ESL during the students' first semester.

Cycle E students also received intensive ESL, but it was for a shorter period of time. During the 12-week summer session, Cycle E students had six hours of ESL per week for five days a week. Two regular English teachers taught the English courses, with the help of four bilingual aids. The students were grouped into three ability levels in one class. The aides reportedly helped to handle these multi-level classes by providing individualized instruction for those at different levels. After the summer session, all Cycle E students were placed in remedial English or English composition courses, as determined by their scores on the Nelson Denny Reading exam.

Students must attain a certain score on the Nelson Denny test to be admitted into a core English course which is required for the associate degree. The academic advisor said that two students may not meet this course requirement because of their lack of progress in English. One host parent (who was also an English teacher) and three students did not feel it would be fair to withhold the associate degree from students who demonstrated competence in other courses, but who were unable to meet this course requirement. They questioned the appropriateness of keeping students in remedial English classes until they could pass the reading test.

One of these remedial courses was observed. It is a course designed primarily for students who lack literacy skills in their first language. The instructor of the course, while having taught non-native students before, had no training in teaching ESL. In this class, students were completing vocabulary-building exercises. The course did not seem appropriate for CASP

students, who are literate in their own language, and who tend to be high achievers.

For the next group of students, the college plans to return to providing two semesters of ESL instruction. Administrators also felt that students should receive some ESL instruction in-country before arriving in the United States, a suggestion that had been made at a recent seminar in San Antonio for CASP community college representatives.

### Student Performance

Faculty members indicated that there were distinct differences between the performance of the Cycle E students and that of the Cycle D students. The Cycle D group tended to be better prepared academically, and generally had a higher level of English proficiency when they arrived. Of the Cycle D students, 13 were granted the Associate of Science Degree, and three were granted certificates. One of those who attained the associate degree had transferred to a program in engineering. Of those who received the degree, ten were on the Dean's list.

Most of the cycle E students were performing above average; 12 students had GPAs of 3.0 or above, and two of these had GPAs of 4.0. Four students were not doing as well, with GPAs of 2.9 or below. Two of these were reportedly having problems with English.

One faculty member noted that CASP students "have poor study habits," and that they should receive instruction in study skills. He said that students tended to stay up until three or four o'clock in the morning to study for tests, which was counter-productive.

### Experience America

The CASP Coordinator reported that students were required to get involved in three activities per semester. Students have visited prisons, a chemical waste management plant, other colleges, and a feed lot to see how cattle are raised. Students have spoken at service clubs and have attended school dances. The coordinator also strongly encourages students to take a student government class. At least one other class helps to achieve Experience America goals; CASP students are enrolled in a geography class integrated with American students, which offers a field trip to Death Valley.

The Coordinator has also organized a CASP Club which meets once every two weeks. In this class, students take part in decisions about Experience America activities. Three students

said that one of the club activities was to plan fund raising events for the activities they wanted to do.

Two administrators indicated that the Cycle D students had more structured activities than the second group, and that the Cycle D students had received more attention from faculty and community members. For example, the first group of students had monthly birthday parties, picnics, family outings, softball games, and a trip to Yosemite.

A few administrators had noticed that CASP students did not tend to interact with Spanish-speaking students any more than with "Anglo" students. A staff member and a host parent remarked that CASP students did not want to be associated with Mexican American students.

One administrator said that Georgetown CASP needed to provide more specific guidelines for Experience America. He felt that CASP needed to clarify whether the primary goal of the program was to "create political allies," or to educate students. With the program shortened to 21 months, he felt, something had to give - either Experience America or technical instruction. More specific program goals would help to clarify which of the these components should take priority.

#### Housing Arrangements

While most of Cycle D students had stayed in dormitories on campus, the Cycle E students were placed with host families for six months. Host families receive \$250 for room and board. Those providing lunch during the weekdays receive an additional \$95 per month. At the end of the six month period, students have the option of staying with their families or moving into the dormitories. At the time of the site visit, all students were staying with host families, except for two who had moved to the dormitories.

The CASP Coordinator matched families with students with the help of information provided in the students' dossiers. Host parents reported that the CASP Coordinator had difficulty recruiting host parents. These parents added that during the six-month home stay, they communicated informally with the CASP Coordinator and with other families. Host parents wanted to see more formal channels of communication established between the families and the school. The parents who were interviewed did not view transportation as a problem. Some students had acquired bicycles to get to and from school.

### Program Costs

The administrator in charge of the budget said that there were many benefits involved in hosting CASP students. He supported the program and had been a host parent for two students. But he felt that CASP was a "money losing proposition," and he was opposed to taking any more CASP students on these grounds.

He added that the state of California lost money whenever out-of-state students were accepted. The out-of-state tuition charged for CASP students was \$91 per unit, but the real cost per unit was \$149.

The administrator said that it would be less expensive to run the program if the college weren't required to offer special services for CASP students, such as a CASP Coordinator, ESL instruction, and special classes for CASP students who remained together as a group. "They are not just filling out empty classroom spots," he said. The current budget did not justify hiring a full-time CASP Coordinator; yet the Coordinator contributed extra hours to operate the program. The college had also lost money with the first group of students, who had taken more than 61 units.

The representative said that the college could continue operating the program at the current funding level as long as it was willing to subsidize the program. Assuming students took 61 units or fewer, this administrator estimated that the college needed at least \$15,000 per year per student to operate CASP without subsidizing the program.

### Students' Perceptions

The major issue that emerged during the group interview was the students' unanimous dissatisfaction with having to take a number of required general education courses for the associate degree. Students complained about these requirements for two reasons. First, most were having difficulty understanding their instructor's lectures in a required biology class, a course in which CASP students were integrated with local students. Second, students preferred (and had expected) to take more courses in their specialized area, computers.

## **Major Findings**

### **Local Administration of CASP**

**Findings** The level of staffing (one part-time CASP Coordinator; some help from administrators) appears to be insufficient to adequately implement all of the components of the program. The College's current budget for CASP does not allow for a full-time Coordinator or other CASP administrators.

**Recommendations.** If the college receives additional financial resources for CASP, more of these resources should be devoted to the daily operation of CASP.

### **Relationship between College and Georgetown**

**Findings.** Administrators indicate that West Hills has established an excellent relationship with Georgetown CASP.

### **Selection of Students**

**Findings.** The college has no mechanism in place for evaluating foreign student academic records. This capability is needed to determine whether students can receive credit for courses they have taken in Central America.

**Recommendations.** Georgetown CASP should establish the capability of evaluating students' academic records.

### **Instructional Program / Selection of Students**

**Findings.** The college was not chosen for any demonstrated capability to provide a computer science program, since it had not provided this program before.

Students wanted a more specialized curriculum in computers, but the requirement to take academic courses for the associate degree kept them from taking more computer courses.

Faculty members wanted information on the job market in Central America, and about students' skills and academic preparation before arriving in the United States. This information would help the college design a curriculum that was more appropriate for the students. It seems that the school had not received any formal feedback from Georgetown CASP about the job market for returned CASP participants.

### **Experience America**

**Findings.** It seems that there was a stronger emphasis on Experience America with the first group of CASP students than with the second. This might be due to the fact that the program was shortened to 21 months. One instructor felt that the college needed more specific guidelines to determine how much emphasis to place on Experience America.

**Recommendations.** CASP needs to provide colleges with more specific guidelines about Experience America.

### **Housing Arrangements**

**Findings.** West Hills houses students in homes for six months. Host parents expressed a desire for more formal communication between the parents and the school.

**Recommendations.** The college should establish a formal network of communication between the host families and CASP administration.

### **Program Costs**

**Findings.** The funds provided for CASP appear to be insufficient to operate the program without financial contributions from the institution. The program was characterized as expensive because of the cost of tuition, and salaries for the CASP Coordinator and instructors of special classes offered to CASP students. Recommendations were made to increase the funding to \$15,000 per year per student.

**Recommendations.** Funds provided schools to operate CASP need to be increased. This increase should be sufficient to allow colleges to provide quality programs.