



# **Fostering Undocumented College Student Excellence**

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# Outcomes:

1. Session participants will be able to identify the legal and social challenges of undocumented college students
2. Session participants will be able to utilize the study's findings to assess their current practice
3. Session participants will be able to employ a sociological approach to their work as related to fostering undocumented college student excellence

# Legal Challenges

- ▶ Immigration: a pressing issue





Text ALEJANDRAMUN444 to 22333

to join the session, then text a response.

# Practice Round



I'm having a

- A. GREAT day
- B. WONDERFUL day
- C. NO COMMENT

# I'm having a

GREAT day

WONDERFUL  
day

No Comment

# Who is an undocumented student?

An undocumented student is a foreign national who:

(A) entered the United States without inspection or with fraudulent documents;

(B) entered legally as a nonimmigrant but then violated the terms of his or her status and remained in the United States without authorization;

(C) has Deferred Action Childhood Arrival (“DACA”) status or has previously had DACA; or

(D) is otherwise currently in the process of legalizing.

(E) All of the above

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Undocumented students are eligible to pay in-state tuition and request state financial aid.

- A. True
- B. False
- C. It depends on the state
- D. I don't know

# Undocumented students are eligible to pay in-state tuition and receive financial aid.

True

False

It depends on  
the state

I don't know

## **State Policies Affecting Undocumented Students in Higher Education<sup>8</sup>**

<p>States offering in-state tuition through legislation</p> <p>*In-state tuition approved by Board of Regents instead of state Legislature</p>	<p>California, Colorado, Connecticut, Florida, Idaho, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oregon, Texas, Utah, and Washington</p> <p>*Hawaii, Michigan, Oklahoma, and Rhode Island</p>
<p>States offering state financial aid</p> <p>** Established through state legislation but privately funded *** Legislation passed but not currently in effect</p>	<p>California, Minnesota, New Mexico, Oregon, Texas, and Washington</p> <p>** Illinois *** Connecticut (will implement in 2020)</p>
<p>Prohibits in-state tuition for undocumented immigrants</p>	<p>Alabama, Arizona, Georgia, Indiana, Missouri, and North Carolina</p>
<p>Bans admission of undocumented students at some or all public colleges</p>	<p>Alabama, Georgia (university system only) and South Carolina</p>
<p>States without explicit legislation on tuition or state financial aid</p>	<p>Alaska, Arkansas, Delaware, Iowa, Kentucky, Louisiana, Maine, Mississippi, Montana, Nevada, North Dakota, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming</p>



Undocumented students can  
attend college in Arkansas with  
and without DACA

A. TRUE

B. FALSE

C. DON'T KNOW

# Undocumented students can attend college in Arkansas with and without DACA

A. TRUE

B. FALSE

C. DON'T  
KNOW



DACA stands for

- A. Dream Act for Childhood Arrivals
- B. Deferred Action for Childhood Arrivals
- C. I have no clue

## DACA stands for

A. Dream Act for  
Childhood Arrivals

B. Deferred Action  
for Childhood  
Arrivals

C. I have no clue

# Who is eligible for DACA?

Individuals who:

1. Were under the age of 31 as of June 15, 2012;
2. Came to the United States before reaching their 16th birthday;
3. Have continuously resided in the United States since June 15, 2007, up to the present time;
4. Were physically present in the United States on June 15, 2012, and at the time of making their request for consideration of deferred action with USCIS;
5. Had no lawful status on June 15, 2012;
6. Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and
7. Have not been convicted of a felony, significant misdemeanor, or three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

**Approximate Active DACA Recipients:  
Country of Birth  
As of July 31, 2018**

Country of Birth	Number (rounded)
<b>Grand Total</b>	<b>703,890</b>
Mexico	561,420
El Salvador	26,630
Guatemala	18,220
Honduras	16,730
Peru	7,240
Korea, South	7,170
Brazil	5,810
Ecuador	5,390
Colombia	4,920
Argentina	3,920
Philippines	3,800
Jamaica	2,610
India	2,590
Venezuela	2,430
Dominican Republic	2,340



DACA provides individuals with a path to citizenship.

- A. True
- B. False

# DACA provides individuals with a path to citizenship.

A.  
True

B.  
False



# The Dream and Promise Act of 2019



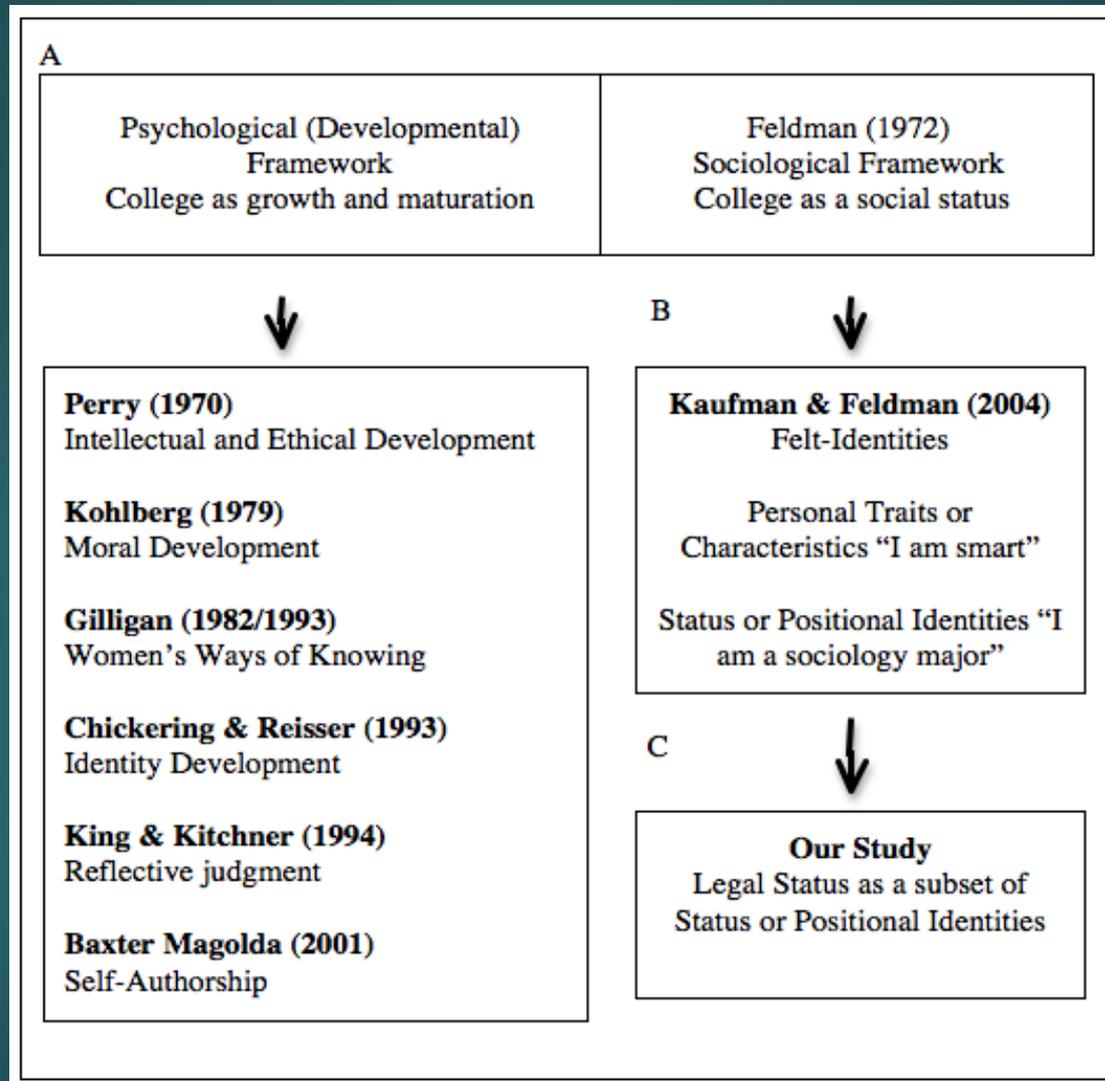
## Outcome 2:

Session participants will be able to utilize the study's findings to assess their current practice

# Literature Review

	Gildersleeve & Hernandez, (2012)	Kaufman & Feldman, (2004)	Abrego, (2011)	Our Study
<b>Element 1</b> Undocumented Students	✓	✗	✓	✓
<b>Element 2</b> College Context	✓	✓	✗	✓
<b>Element 3</b> Sociological Perspective	✗	✓	✓	✓

# Positioning The Study



# Conceptual Framework

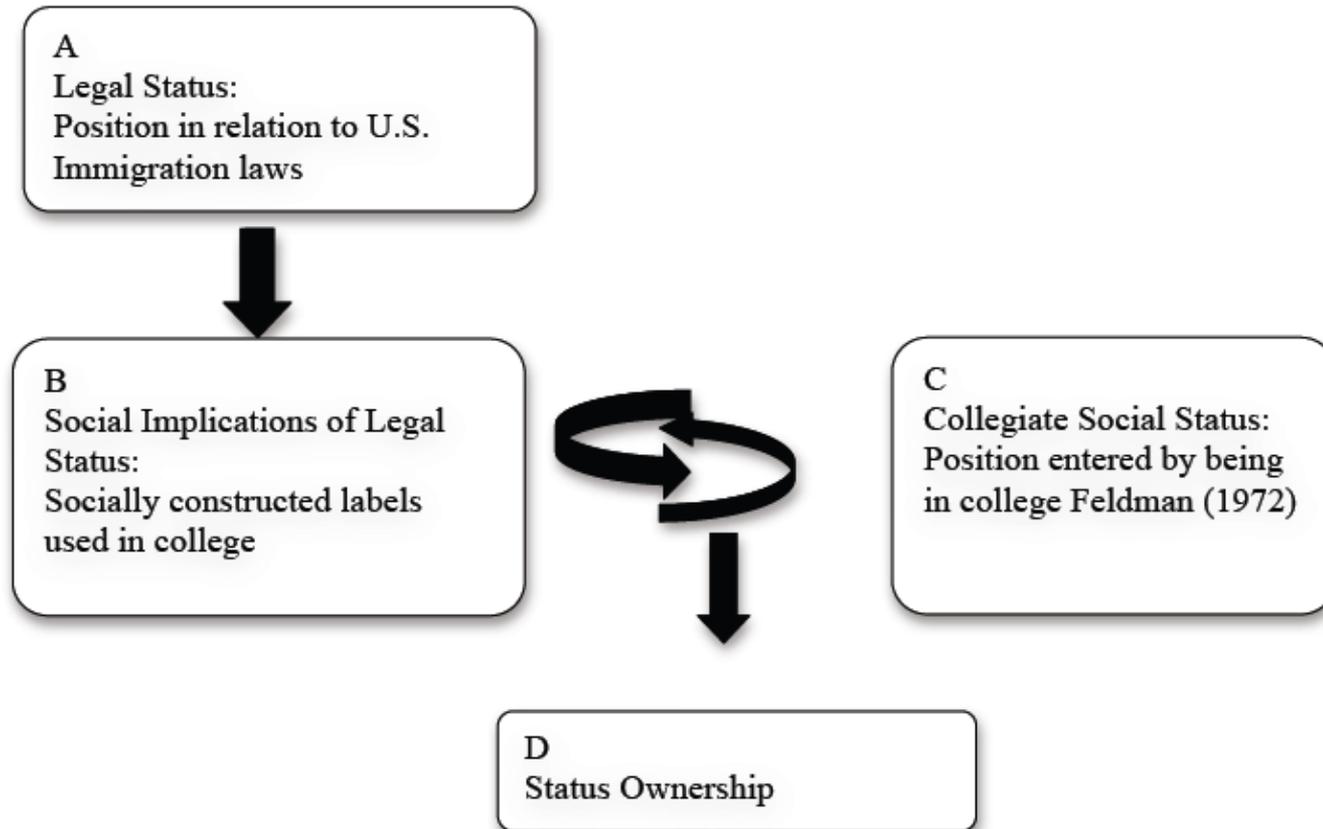


Figure 1: The Role of College in How an Undocumented Student Defines Status Ownership

# Research Question:

**What is the role of college in how an undocumented student defines status ownership?**

# Data Collection



- OPEN AND SEMI-STRUCTURED INTERVIEWS
- PICTURES AND REFLECTIONS
- PARTICIPANT SELECTION
- 8 PARTICIPANTS AT VARIOUS INSTITUTIONS ACROSS THE U.S.
- PARTICIPANT PROTECTION

Name	Institution	Classification	Country of Origin	Gender	Major
Paola	Large,Public, South	Sophomore	Mexico	F	Government Spanish minor
Andrea	Private, Prestigious Northeast	Junior	Mexico	F	Psychology Edu. Minor
Natalie	Private, Prestigious Northeast	Senior	Mexico	F	Psychology Educational Studies
Sophia	Medium, Public, South	Senior	Argentina	F	Communications Sciences & Disorders
Julieta	Medium, Public, South	Senior	Mexico	F	Biology
Juanita	Large, Public, South	Freshman	El Salvador	F	Allied Health
Yovanna	Small, Catholic, Midwest	Junior	Mexico	F	Political Science Criminal Justice
Jasmine	Medium, Community College, West	Sophomore	Mexico	F	Sociology

# Findings



- I. Direct Interactions with Staff & Peers
- II. Indirect Interactions:  
Environmental & Social
- III. Status Ownership



# FINDING #1: DIRECT INTERACTIONS STAFF AND PEERS

“It actually makes me feel good just because for so long, I didn't know what it meant to be undocumented, and I was ashamed of it at first. So, now being able to go and inform the campus about, you know, even though I am undocumented, I still have all these different possibilities that I'm able to achieve.”

-Sophia

“I had never traveled before. I had never gotten on a plane. I had never left the state, and I remember that I wasn't going to go because I was like ‘I can't do that.’ I have this perception that I can't do anything sometimes, and I was not going to go on that trip.”

-Jasmine





“A few months ago, I went to the career services and asked them to help me edit my resume....  
...before I had the work permit, I used to work just as a cashier at my mom's place, my mom's work. She works at a cleaners. And small things like that, just babysitting. So the person who was editing my resume, she looked at me, and she was like, ‘you can't do better than that?’ and I was, ‘I don't know.’ I wanted to tell her but, you know, at the same time just, like [sigh], ‘you won't understand me.’”

-Andrea



“...the center of campus.... represents how I feel in comparison to when I’m at [Latin American theme house]....alone. Despite [prestigious institution in the Northeast] being so beautiful, sometimes I feel alone. I can’t completely share or be who I am, and it’s frustrating because there are occasions when I can’t explain my situation so I’d just rather people think whatever they want.”- Andrea

# FINDING #2

## INDIRECT INTERACTIONS: ENVIRONMENTAL

Enclosed physical locations (residence halls, offices, auditoriums, spiritual spaces)

Events structured around the topic of immigration





“WHEN I'M IN CLASS I FORGET THAT I'M UNDOCUMENTED”

-ANDREA

# FINDING #3

## STATUS OWNERSHIP

Students conceptualized and expressed status ownership chiefly in two ways:

By developing a voice

By contributing to society

# The Role of College Environment on Status Ownership

“You're not afraid to say that you're undocumented, so I guess I would say that I don't own my status [chuckles] most of the time, especially at school. Like, it's easier to like here in [large city in the South] to say ‘I'm undocumented’ because a lot of people are undocumented. But in [small Northeast town] there's not a lot of us [pause] so it's harder to say that you don't have that documentation.”

-Andrea

# Status Ownership

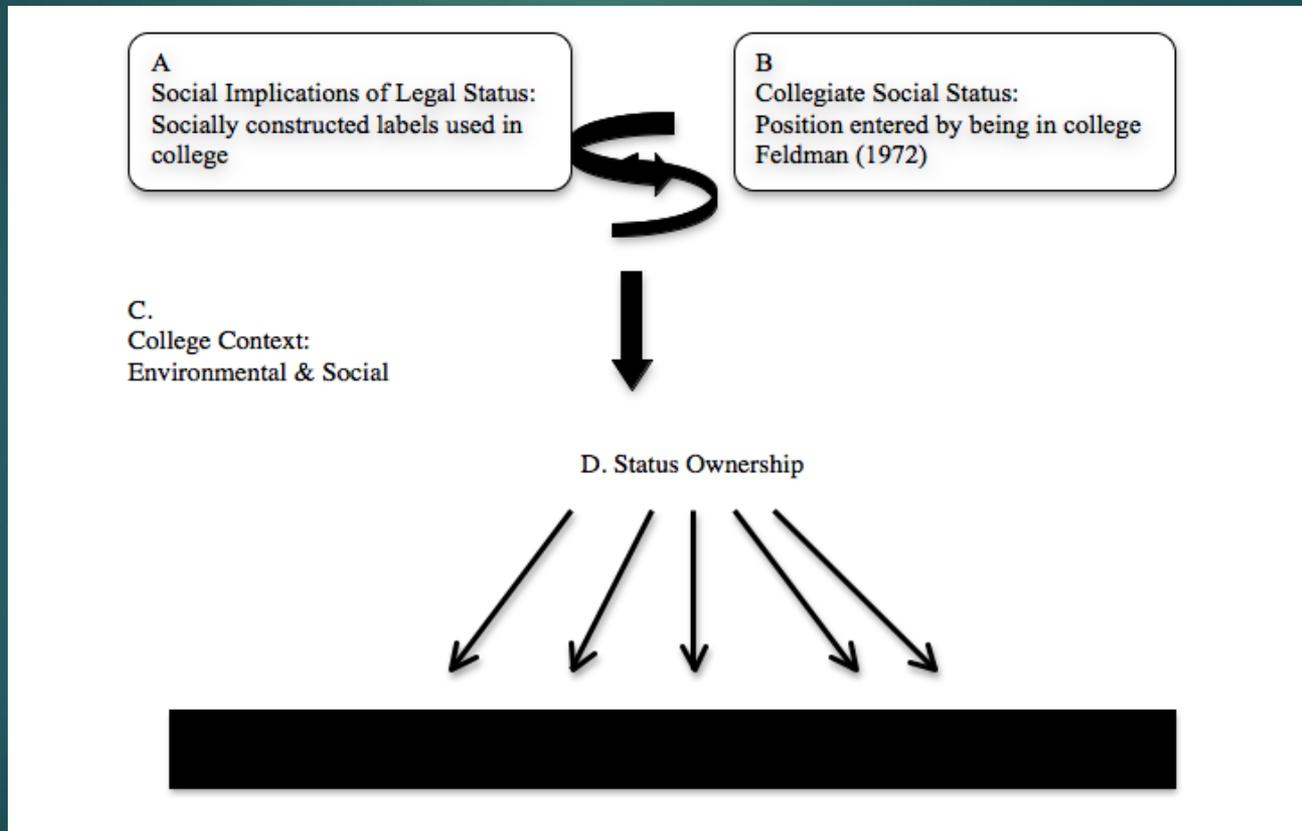


“What am I doing to kind of earn my place in a sense in the U.S...Being something positive for society and then, even though you did something illegally, you're still a blessing to your community and not bringing your community down. That's what comes to mind when, status ownership. Owning your status by making a positive impact.”

-Paola

# Status Ownership

“Once you’re in that place, I feel like you own it.” Yovanna



# Common Issues

- ◆ Fear of deportation
- ◆ Limited financial aid
- ◆ Lack of education, misconceptions of the law and different personal attitudes on the issue creates a hostile learning environment
- ◆ Feelings of: *Isolation, Anxiety, Loneliness, Shame, Meaningless*
- ◆ Classified as international students

# Assess Your Practice

How do you foster  
undocumented student  
excellence?

# How do you foster undocumented student excellence?



## Outcome 3

Session participants will be able to employ a sociological approach to their work as related to fostering undocumented college student excellence

# Implications for practice



- ▶ Faculty & Staff
- ▶ Visibility: Cultural Spaces & Diversity Divisions
- ▶ Undocumented Student Ally Safe Space Training at Loyola University Chicago, and the DREAMzone Ally Certification Program at Arizona State University
- ▶ Undocumented Student Centers v. International Office
- ▶ Create undocumented-friendly offices/spaces

# Foster undocumented student excellence

On April 18<sup>th</sup> National immigrant resilience day

United We Dream is inviting educators and faculty to commit to being allies for undocumented students and make their classrooms welcoming spaces for undocumented communities. They will provide everyone with the tools you need and walk you through the process (e-mail)

# Contact Information

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