EXPLORING CO-CURRICULAR INVOLVEMENT AMONG UNDOCUMENTED LATINO STUDENTS

A thesis submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
College Counseling and Student Services

By
Lesley Doricely Meza

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The thesis of Lesley Doricely Meza is approved:

_____________________________________________  __________________
Richard Cortes, Ph.D.  Date

_____________________________________________  __________________
David Wakefield, Ph.D.  Date

_____________________________________________  __________________
Merril Simon, Ph.D., Chair  Date

California State University, Northridge
DEDICATION

To all the resilient undocumented students, never give up on your dream to fulfill your amazing potential.

&

Para mi mamí, la quien cada día me inspira hacer una mejor mujer. Gracias por todo su apoyo y amor incondicional. La quiero con todo mi corazón.

To my mom, who everyday inspires me to be a better woman. Thank you for all your support and unconditional love. I love you with all my heart.
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ABSTRACT

EXPLORING CO-CURRICULAR INVOLVEMENT AMONG UNDOCUMENTED LATINO STUDENTS

By

Lesley Doricely Meza

Master of Science in Counseling,
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Drawing on Alexander Astin’s theory of Student Involvement and the literature on campus racial climate, this study examined the types of co-curricular involvement among Latino college students. Specifically, this study focused on undocumented Latino students and their co-curricular involvement in high school, college, and in their community. Additionally, the study explored the factors that motivated these students to join these clubs and organizations. In the spring and fall of 2009, a total of 169 Latino students participated in the study: 17 were undocumented and 152 were documented students. The findings of this study were consistent with other related studies in that the undocumented students reported high levels of involvement, especially during high school and college. However, the main reason for their involvement appeared to be related to gaining networking opportunities, and less for emotional support. The study concludes with a discussion of the limitations of this study, recommendations for future research, and implications for student organizations, college personnel, and faculty.
Chapter One

Introduction

Latinos are considered to be the largest minority group in the United States. The 2010 Census reported that out of the 308.7 million people living in the U.S., 50.5 million are Hispanics—16 percent of the nation’s population. The Census also reported that more than half of the 27.3 million representing the U.S. population growth in the last decade was due to the 43 percent increase in the Hispanic population (Ennis, Rios-Vargas, & Albert, 2010). The first wave of Latino immigrants in the early 1960s consisted primarily of wealthy Cubans. However, the current wave of Latino immigrants come from Mexico, Central and South America, and Puerto Rico, who “often live below the poverty line” (Rendón & Hope, 1996, p. 7). In 2009, it was reported that 46.2 percent of Hispanics earned less than $20,000 annually (Pew Hispanic Center, 2010).

As the Latino population grows, so do the political debates relating to immigration, immigrants, and citizenship opportunities for Latinos. Along with these debates come many anti-immigrant sentiments. Throughout U.S. history, racist nativism has excluded and marginalized various immigrant groups (Huber, 2010). Currently, this form of racism targets Latina/o immigrants as the cause of “the rise of crime rates, the health care crisis, lower educational standards, and other social ills” (Huber & Malagon, 2007, p. 856). Moreover, policies and media portrayals refer to undocumented immigrants as illegal, illegal aliens, criminals, among other pejorative terms.

According to Passel and Cohn’s (2009) report, an estimated 11.9 million undocumented immigrants lived in the United States in 2008, and 7 million (59%) of those undocumented immigrants were from Mexico. Of those, 1.5 million undocumented
immigrants were under the age of 18 years old (Passel & Cohn). Passel and Cohn further estimate that about 900,000 to 2.7 million undocumented immigrants are concentrated in four states: California, Texas, Florida and New York. Of those living in California, approximately 25,000 undocumented students graduate from high school each year, and less than 7,000 of these high school graduates enroll in community colleges, and even fewer enroll at the University of California and California State Universities’ campuses (Freedberg, 2006). Given that the path out of poverty has historically been through education (Castellanos & Jones, 2003), this is of particular concern.

**Statement of the Problem**

Undocumented Latino students typically encounter additional obstacles in higher education than the general Latino population (Pérez, 2009). Under Federal and California law, undocumented students are ineligible to receive federal financial aid (Oliverez, Chavez, Soriano, & Tierney, 2006). In other words, undocumented college students cannot receive federal grants, loans, nor work-study opportunities. As undocumented immigrants, these students’ legal working opportunities are very limited. As a result of the lack of financial assistance and employment opportunities, undocumented college students are typically forced to search for other means to fund their education; as Pérez describes, “many undocumented immigrants have no choice but to work in the cash-based economy, and the only option they have to fund their college pursuits is a limited number of private scholarship” (p. xix). One particular disadvantage that undocumented students face as a result of this lack of access to financial aid and greater need for external funding is their reduced availability to become involved on campus and feeling part of the campus culture.
In addition to not having employment authorization or government-sponsored financial assistance, undocumented students and family members may face deportation if discovered by the Citizenship and Immigration Services Bureau (CIS) (Oliverez, Chavez, Soriano, & Tierney, 2006). As a result, undocumented students may hesitate to make close connections with peers, faculty, and university administrators due to the potential negative consequences, such as deportation, if their undocumented status is revealed to authorities.

**Involvement on campus**

Extracurricular participation has demonstrated positive effect on academic performance (Camp, 1990; Fischer 2007), and student retention (Astin, 1999; Mahoney & Cairns, 1997; Pascarella & Terenzini, 2005; Tinto, 1993). Taking into consideration that co-curricular involvement is a key factor in a student’s academic success, a better understanding of undocumented students’ college as well as community involvement needs to be explored. This information can also provide information of undocumented students’ contributions in their college campuses and society.

**Purpose of the Study/Hypothesis Statement**

In response to the limited research on undocumented college students, and more specifically, on Latinos and their level of co-curricular involvement in college, this project is guided by the following research questions: In what types of co-curricular activities are undocumented college students involved on campus and in their communities? What aspect(s) of these clubs/organizations motivate these students to become involved?
With this in mind, the hypothesis is that undocumented Latino students involved in student organizations are highly attracted to clubs and/or organizations grounded in promoting the development of cultural and ethnic identity and often in political action and social justice.

This research will draw from a sample of Latino students enrolled at California State University, Northridge. The sample will consist of both documented and undocumented Latino students. The documented Latino students will serve as a comparison group. The data will be collected from an online survey through surveymonkey.com. The survey will focus on the types of high school, college, and community involvement of these two groups as well as the students’ motivation to join these clubs and organizations.

**Significance of the Study**

The experience of undocumented college students is severely understudied. This research will illuminate possible factors that are important for undocumented Latino students when deciding to join a club and/or organization; thus, providing insight into the trajectory of college student development of an extremely underrepresented group sorely lacking in the fields of higher education and college counseling.

The results of this research can be valuable to both research and California State University, Northridge’s counseling professionals and other college personnel professionals. As a counselor and student affairs professional in training, I feel that it is particularly important to understand any marginalized student population in order to help with an equal dedication every student achieve the most of their college experience.

Moreover, one of California State University, Northridge's value is to respect all people,
which consists of having an "inclusive and cooperative community” (www.csun.edu/academic.affairs/csunmission.htm). The results of this study can influence the creation and improvement of services and programs that address undocumented students' needs on this campus. By understanding undocumented student’s campus and community involvement, we will be fostering CSUN’s value to promote a campus culture of inclusiveness and cooperation as well as get one step closer to achieve equity in higher education.

**Terminology**

Definitions of terms are provided below that best describe the meaningful use for these terms in this research study.

*Campus Racial Climate:* “the overall racial environment of the university that could potentially foster outstanding academic outcomes and graduation rates for all students but too often contributes to poor academic performance and high dropout rates for Students of Color” (Yosso, Smith, Ceja, & Solórzano, 2009, p. 664)

*Critical Race Theory (CRT):* is centered on five tenets: (1) the intercentricity of race, racism, and other forms of subordination; (2) the challenge to dominant ideology; (3) the commitment to social justice; (4) the importance of experiential knowledge; (5) the use of interdisciplinary perspectives. These tenets provide a “focus on how the social construct of race shapes university structures, practices, and discourses from the perspectives of those injured by and fighting against institutional racism” (Yosso, Smith, Ceja, & Solórzano, 2009, p. 663)

*Co-curricular involvement:* “A form of involvement that occurs outside of the classroom. This has also been referred to as extracurricular involvement. The term co-
curricular has been chosen to reflect a cooperative rather than a supplementary form of involvement. Co-curricular involvement in this context includes organized involvement in campus groups or organizations as well as community organizations or groups” (Haber, 2006, p. 18).

Green card: also known as a resident alien card, is evidence of lawful permanent residency. It may have an expiration date but status, including employment authorization, is permanent (Oliverez, Chavez, Soriano, & Tierney, 2006).

Hispanic or Latino: “refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish speaking culture or origin regardless of race” (Ennis, Rios-Vargas, and Albert, 2010, p. 2). The terms “Hispanic” and “Latino” are used interchangeably in this study.

Racist Nativism: “the assigning of values to real or imagined differences in order to justify the superiority of the native, who is perceived to be white, over that of the non-native, who is perceived to be People and Immigrants of Color, and thereby defend the native’s right to dominance” (Huber, 2010, p. 81)

Undocumented: a non-citizen who entered the U.S. without legal immigration status or who stayed after the period he or she was authorized (Oliverez et al., 2006).

U.S Citizen: A person born in the United States or a person who naturalized (Oliverez et al., 2006).

Visa: A document or stamp placed in a person’s passport issued by a U.S. consulate to a non-citizen to allow that person to enter the U.S. (Oliverez et al., 2006).
Bridge to the Review of the Research

Chapter One has presented an overview of the problem that undocumented Latino students are facing in society and in higher education as well as the focus and significance of this research. In Chapter Two, additional information will be provided about the current situation regarding Latinos in higher education, the characteristics and needs of undocumented college students will be reviewed, and relevant student development theories that guide this study and conceptualizes the importance of co-curricular involvement to the college experience of undocumented Latino students will be discussed.
Chapter Two

Review of the Literature

This literature review is divided into four sections. The first section is a brief description of the Latinos in higher education. The second section provides a description of the undocumented Latino students’ characteristics and needs. The third section will focus on federal and state laws and policies affecting undocumented students in college. The fourth section focuses on the theoretical framework of this study.

Latinos in Higher Education

Even though Latinos are considered the nation’s largest minority group, they are underrepresented in higher education. In 2008, the rate of Latino high school graduates (18-24 years old) who went on to college was 37 percent, compared to 40 percent for African American students graduating high school, and as high as 49 percent for Caucasian students graduating high school. Among all 18-24 year olds, the percentage of Latinos enrolled in college was even smaller when compared to their African American and Caucasian counterparts: 26 percent were Latinos, 32 percent were African Americans, and 44 percent were Caucasians (Snyder & Dillow, 2010). Furthermore, according to the Pew Hispanic Center’s (2010) statistical analysis for 2009, 22.2 percent of Hispanics obtained some college education, yet only 12.7 percent were college graduates. These statistics reflect the gap among Latinos and other ethnic groups to access higher education; unfortunately Latinos ranked among the lowest ethnic groups entering and graduating from college.

Both Latino and African American undergraduate students tend to come from low-income families and also are the first in their families to attend college, also known
as first-generation college students: 34 percent of Latino students and 39 percent of African American students (Aud, Fox, & KewalRamani, 2010). Taking into consideration that most first-generation college students have low-income backgrounds, a common characteristic these students often share is the lack of academic resources and academic preparation compared to their non-first-generation counterparts (Thayer, 2000). As a result, first-generation college students often begin college with limited knowledge and skills regarding successfully navigating the college experience. These students typically lack the knowledge college-educated parents and relatives share with their children and family members, which includes their first-hand knowledge of the overall college experience and expectations necessary for success (Thayer, 2000). Thus, even before setting foot on a college campus, the majority of Latinos are academically and economically disadvantaged compared to their non-first-generation college student peers.

Research has also identified other factors that affect the success and retention of Latinos in higher education including the limited ability to speak English proficiently, coming from a single-parent household, individual and familial financial difficulties, and domestic responsibilities (Rendón & Hope, 1996; Arellano & Padilla, 1996). Moreover, the institutional climate has been found in many cases to be part of the problem. Latino students have reported higher incidents of racial and ethnic discrimination in the classroom and heightened racial tension on campus compared to their Caucasian peers (Hurtado & Ponjuan, 2005). Not surprisingly, Latino students’ perception of a hostile campus environment negatively affects their sense of belonging to their college, which directly impacts their transition, persistence, and success in higher education (Hurtado, Carter, & Spuler, 1996; Hurtado & Ponjuan).
Undocumented Latino Students

The following section will consist of a description of the characteristics of undocumented Latino students, including their place of origin, social economic status, family structure, and emotional and financial challenges in higher education due to their immigrant status.

There is a dearth of literature identifying the specific characteristics of this population. However, as stated in Chapter One, it is known that most Latino immigrants come from Mexico (Fortuny, Capps & Passel, 2007; Passel & Cohn, 2009). They tend to be from low-income households (Protopsaltis, 2005); most are considered “working class” or “working poor,” as it is typically the case among immigrant communities (Gildersleeve & Ranero, 2010). Most children from these immigrant communities have been raised and have gone to school during a portion of their years in K-12 schooling in the United States (Gonzalez, 2007; Perez, 2009). The estimated 65,000 undocumented students that graduate from high school each year consist of students who have lived in the United States for at least five years (Passel, 2003). Taking into consideration that undocumented students were not born in the United States, it is reasonable to assume that they are international students and for some English may not be their primary language (Flores & Horn, 2009). Similar to the overall population of Latino college students, many undocumented students are first-generation college students (Gildersleeve, Ruman, & Mondragón, 2010).

Gildersleeve and Ranero (2010) discuss the organization of undocumented student families as being influenced by the family’s needs, resources, and each family member’s immigration status. It is unlikely for immigrant families to follow the nuclear
family model, in which the family consists only of the father, mother and children. Instead, these families are more likely to include extended family members, such as aunts, uncles, grandparents, and in-laws, that contribute economically in different ways to the whole family (Gildersleeve & Ranero). In addition, the immigration status for each member in the family might differ from person to person, for example, “older siblings may be undocumented, whereas younger siblings may hold U.S. citizenship” (Gildersleeve & Ranero, p. 22). Consequently, undocumented students may fear deportation for themselves and other members of their family.

Furthermore, several emotional challenges have been recorded among this population during their college experience as a result to their undocumented status, including the fear of deportation, loneliness, and depression (Dozier, 1993) as well as feelings of shame and discrimination (Pérez, Cortés, Ramos, & Coronado, 2010). Undocumented Latino college students may have to deal with emotional distress associated with the negative views and stereotypes of being (1) an ethnic minority, (2) undocumented, and (3) economically disadvantaged, which Pérez, et al. (2010) describe as the “triple minority status” (p. 39).

Due to their illegal status, these students are unable to legally work or qualify for most financial aid nor participate in federally and state funded college services programs (Gildersleeve, Rumann, & Mondragón, 2010). Thus, undocumented students have to resort to working long hours in low paying jobs to finance their education (National Immigration Law Center, 2006). Of those undocumented students who decide to continue on to college, “seven of eight undocumented students attend two-year colleges.”
likely because they are the most affordable higher education option.

Surprisingly, against all these social, emotional, and economical challenges that undocumented Latino students encounter, they demonstrate high levels of resilience (Pérez, 2009; Pérez, et al., 2010). It is admirable that these students overcome many obstacles to obtain a college degree, considering that as undocumented students they are currently unable to obtain a legal and higher paying job in their field even with a college degree (Spiros, 2005). At this point, the future of these students depends on changes in legislation that would grant them a path to legalization.

**Legislation Impacting Undocumented Students Access to Higher Education**

Although there are no federal laws prohibiting undocumented students from enrolling into public and private colleges or universities, each state has a different position on whether to grant or deny undocumented students in-state public college tuition. Consequently, affecting these students’ opportunities to go into and persist in higher education. Below, I will discuss several federal and state policies that impact the current rights of undocumented students living in the U.S., particularly in California.

**Federal Laws**

In the case of *Pyler v. Doe* (1982) the Supreme Court overruled a Texas law prohibiting undocumented students from receiving primary and secondary education. The Supreme Court declared that it is a fundamental right of all children to receive free public K-12 education regardless of their immigration status, which is also in accordance with the equal protection clause of the Fourteenth Amendment (Oliverez, Chavez,
Soriano, & Tierney, 2006). However, this case did not address whether post-secondary education was also considered part of the ruling.

In 1996 the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) and the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) prohibited states from providing “illegal aliens” with post-secondary education benefits or federal public benefit unless the same benefits were also granted to citizens or nationals living in another state (Badger & Yale-Loehr, 2002; Gildersleeve, Rumann, & Mondragón, 2010). These two federal statutes do not deny undocumented students the opportunity to enroll in higher education institutions; however, there is a lack of clarity and agreement among each state’s interpretation of the law, thus, making the admission and access for undocumented students into higher education unclear and inconsistent among each state (Gildersleeve, et al.). Currently, there are 12 states that provide in-state residency benefits to undocumented college students in public colleges and universities: California, Texas, New York, Utah, Washington, Oklahoma, Illinois, Kansas, New Mexico, Nebraska, Maryland, and Connecticut (Undocumented Student Tuition: State Action, 2011).

Once admitted and enrolled in a college or university, undocumented students’ right to privacy, such as immigration status, are protected. The Family Educational Rights and Privacy Act (FERPA) requires all schools funded by the U.S. Department of Education to keep students’ information confidential; moreover, higher education officials are not allowed to enforce immigration laws (Gildersleeve, Rumann, & Mondragón, 2010).
California State Law

Since 2001, California’s Assembly Bill 540 (AB 540) has provided undocumented students with the opportunity to pay in-state tuition as long as they meet the following criteria:

(1) complete at least three years of high school in California; (2) graduate from or receive the equivalent of a California high school diploma; (3) acceptance to a higher education institution; (4) file an affidavit stating that they will apply for legal status (Oliverez, Chavez, Soriano, & Tierney, 2006). The AB 540 law decreases some of the added barriers that undocumented students in California previously had when they had to pay higher tuition rates than their peers. With the exception of Texas and New Mexico who provide undocumented students with state-funded financial aid (Gildersleeve, Rumann, & Mondragón, 2010), under Federal and California law undocumented students are still ineligible to receive federal financial aid, such as federal student grants, loans, and work-study opportunities (Oliverez, et al.).

The DREAM Act

At this point in time, the hopes of undocumented students rely on the Development, Relief and Education for Alien Minors (DREAM) Act that was first introduced in Congress in 2001. The DREAM Act would provide students who came to the U.S. at the age of 15 or younger, have lived in this country for at least five years, and have “good moral character” with a conditional residency. After six years with a conditional residency, these students would also be able to obtain legal permanent residency if they meet the specific requirements, such as graduating from a two-year community college, completing two years in a four-year university, or serving in the
military for at least two years (Olivas, 2008). Other potential benefits include undocumented students becoming eligible for federal financial aid, excluding Federal Pell Grants, and obtaining work authorization (Olivas).

However, even if the DREAM Act passes, it does not guarantee that every state will abide or put this legislation immediately into effect. There seems to be no clear answer or consensus at this point on any of the various DREAM Act revisions and versions or on any policies regarding immigration and legalization. Thus, it is undetermined as to how long the future of these students will remain uncertain.

**Theoretical Framework**

The following section will discuss the theoretical framework for this study, starting with an overview of Alexander Astin’s Student Involvement Theory, followed by relevant research on student involvement, and concluding with campus racial climate literature.

*Overview of Student Involvement Theory*

Alexander Astin’s Student Involvement Theory, which was originally published in 1984, was created from his longitudinal study of college dropouts in 1975 (1999). The study identified factors in the college environment that contributed to students remaining in college. The study found several significant factors that positively affected students’ involvement: student’s residence in campus residence halls, participation in extracurricular activities, having a part-time job on campus, attending a 4-year colleges versus a 2-year college, and the student’s ability to identify with the college environment (Astin, 1999). This research found that the amount of student involvement reflects the amount of student learning and personal development that the student will gain. This
long-term research found that involvement is a key factor in student retention, while lack of student involvement contributes to attrition (Astin, 1999).

In Astin’s Student Involvement theory, involvement is considered a behavioral component in which the individual’s actions determines involvement not necessarily his/her feelings or thoughts. Furthermore, student involvement is defined as “the amount of physical and psychological energy that the student devotes to the academic experience” (p. 518). The theory consists of five basic assertions: (1) The physical and psychological investment in various objects; (2) Involvement occurring along a continuum regardless of the object; (3) Involvement consisting of both quantitative and qualitative features; (4) The degree of student learning and personal development directly associated with the quality and quantity of involvement; (5) The effectiveness of educational practice directly related to the capacity of the practice to increase student involvement.

Astin (1999) lists several specific forms of involvement that he found to positively affect student retention. First, he pointed out that students develop a strong identification and attachment to the campus life by living in a campus residence. By living on campus, students are more likely to interact with peers, faculty, and staff as well as familiarize themselves with campus life. Secondly, Astin noted that involvement in academics, honor programs, and student governments help students develop a positive self-esteem, intellectual, and their artistic interests. Moreover, involvement in student government provides students with a pattern of relationships support, due to the regular interaction they have with their peers, it allows them to manage the changes associated with college life.
Next, Astin pointed out that when students regularly interact with faculty, referred to student-faculty interaction, their level of satisfaction of the college experience increases. Overall, the theory of student involvement emphasizes the active participation of students in their learning process as well as encourages educators to take a closer look on what the students are doing (Astin). Although this theory does not directly address the experience of undocumented students’ involvement, it provides a useful lens to explore their motivation, behavior, and types of involvement.

Research on Student Involvement

Research support the Student Involvement Theory and strongly suggest the positive influences that involvement in student organizations has on the students’ development and college experience. Kuh (1995) studied the out-of-class activities that seniors in college associated with their learning and personal development, and how the outcomes of these types of activities differed by the student’s gender, ethnicity, and type of institution attended. Two conceptual frameworks were used in this study. First, the involvement principle adapted from Astin’s (1999) Student Involvement Theory that consists of five basic assertions of involvement. Second, the impact model used to assess the change associated with college attendance, which looks at the outcomes associated with the interactions among the students and their college environment (Kuh).

Kuh’s (1995) study consisted of seniors in twelve different colleges using a semi-structured interview. A total of 149 students participated: 101 Caucasians, 30 African Americans, 6 Hispanics, 6 Asian Americans, and 6 international students. The transcripts of the interviews were analyzed using an inductive analysis procedure. The transcript analysis resulted in five outcome domains: Interpersonal Competence, Cognitive
Complexity, Knowledge and Academic Skills, Practical Competence, and Humanitarianism.

The findings from Kuh’s (1995) study support Astin’s Student Involvement Theory. Kuh found that about 85 percent of the participants identified one or more benefits from their out-of-class activities, including critical thinking, planning skills, organizing, and decision-making. In large and non-residential colleges, students were mostly involved in leadership activities and reported gains in interpersonal competence and practical competence; however, at public and non-residential institutions, students reported gains in humanitarianism. Ethnicity and gender were found to not have a significant influence and outcome on the students’ participation in out-of-class activities, according to Kuh, “what matters most is what [the student] does with [his/her] time outside of the class” (p. 146). However, the generalizability of this study may be limited due to the small size of the sample, especially that of Latinos.

On the other hand, Baker (2008) found that the type of student organization, the race, and gender of college students did have a diverse effect on their academic performance and involvement. The different types of student organizations examined in this study were athletic, Greek-letter, political, religious, arts, and minority-based student organizations. The sample consisted of 1,907 college students, 991 African American students and 916 Latino students, from 27 different selective colleges (Baker). Using the National Longitudinal Survey of Freshman (NLSF), the same cohort of students was surveyed from their freshmen year until their graduation.

The results from Baker’s (2008) study verify that is essential to take into consideration the types of organizations that minority college students are involved in
because there are differences in the impact that the various organizations have on the student’s academic success. It was found that the racial composition of the student organization had significant positive affects on the academic performance of Latinas but not African American females, African American males nor Latinos. With regard to involvement in Greek-letter organizations, Baker found that all students’ academic performance, with the exception of Latinas, was negatively affected.

In addition, involvement in political organizations was the only type of involvement that had a positive effect on Latinos and Latinas’ grade point average (GPA). Baker suggested that this may result in Latinos and Latinas having “an increased sense of empowerment and improve competency in school” (p. 290) due to the increased level of self-esteem and self-efficacy that may come from involvement in political organizations. Baker adds that due to the racial inequalities that currently exist, immigrant populations become politically involved in order to better their social circumstances.

In another study, Barajas and Pierce (2001) found other types of involvement that also contributed to Latino students’ development and academic success. Barajas and Pierce studied how race and gender impact Latino and Latina success in college. Data were collected during a two-year period from 1996 to 1998. The participants in this study were 45 college student mentors from ages 18 to 25, and 27 high school mentees. The data were derived from questionnaire, in-depth interviews, observations at local high schools, and school records.

Barajas and Pierce found that the strategies for success varied among Latinas and Latinos. In their study, Latinas sought connections with other Latinas in order to receive
support and a positive sense of ethnic identity. While Latinos success strategy was based on participation in athletics, which is more highly valued and encouraged for Latino men than women (Barajas & Pierce). Studying information about the general Latino student population is beneficial to understanding student involvement of minority groups and sub-groups, like undocumented immigrant students, given that there is limited research on these groups.

In response to the scarce research about undocumented Latino students’ involvement patterns, Pérez, Espinoza, Ramos, Coronado, and Cortés (2010) investigated the civic engagement of undocumented Mexican students. Civic engagement is defined in this study as volunteer or community service activities, differentiating from extracurricular activities which is “participation in the following activities: student council, sports, band/music/choir, drama/theater, newspaper/magazine/yearbook, cultural dance, clubs, YMCA/YWCA, Boys/Girls Club” (Pérez et al., 2010, p. 253). Their study investigated the civic engagement of 126 undocumented Mexican high school seniors, community college, university students, and recent college graduates. Participants were selected from a convenience sample that completed an online survey.

High levels of civic engagement were found among undocumented students- eight-nine percent reported participation in at least one civic engagement activity (Pérez et al., 2010). The civic engagement and extracurricular participation rates decreased in college in comparison to high school rates. Additionally, college students reported more involvement in political activism and in social services activities than their high school counterparts. Given the high levels of civic engagement from participants, Pérez et al.
(2010) call for research to re-examine minority student participation, especially that of immigrants.

Campus Racial Climate

Many Latino college students experience a hostile campus climate, centered on racial discrimination in higher education institutions (Huber & Malagon, 2007; Hurtado & Ponjuan, 2005; Yosso, Smith, Ceja, & Solórzano, 2009). The study by Yosso et al. examined the types of racial microaggressions experienced by Latino students as well as how Latino students respond to these racial microaggressions and to hostile campus racial climates. Microaggressions are defined in this study as “incessant, subtle, yet stunning racial assaults” (p. 660). A Critical Race Theory (CRT) framework is utilized in this study to expose the subtle, yet still present, forms of racism in higher education campuses (Yosso et al.). Thirty-seven Latino college students participated in the eight focus groups for this study. The participants attended three selective universities in the East, Midwest, and West coast (Yosso et al.).

The results of the study indicate that the participants experienced three types of racial microaggressions in their college campuses: interpersonal microaggressions, racial jokes, and institutional microaggressions. In addition, the study demonstrated that Latino students experience campus racial climate differently than that described by Vincent Tinto’s (1993) three stages of passage (separation, transition, and incorporation) (as cited by Yosso et al., 2009). Instead, the authors found that the Latino students engaged in the following stages: rejection, community building, and critical navigation between multiple worlds. According to Yosso et al., these students “responded to the rejection they face from a negative campus racial climate by building communities that represent
and reflect the cultural wealth of their home communities” (p. 680). Furthermore, Latino students learn to navigate between their multiple worlds of home, academia, and community (Yosso et al.).

Looking specifically at the experience of undocumented Latino students, Huber and Malagon (2007) studied the college experiences of undocumented Latina and Latino students in California’s public higher education. Through a Latina/o Critical Race Theory (LatCrit) framework, the study examined the additional and multiple levels of oppression undocumented students experience than that of the general Latino student population. LatCrit is an extension of CRT; both theories are centered on the same tenets. However, the LatCrit framework considers the intersectionality of various forms of oppression that CRT does not, such as immigration status and language (Huber & Malagon).

This study consisted of six in-depth interviews of Latino undocumented students conducted in the spring and summer of 2006: two students attended a California Community Colleges campus, and four students attended a University of California campus (Huber & Malagon). The students did not report being victims of any form of direct racism; however, the results did expose the students’ emotional reactions to racist nativism. The students described “feelings of fear, criminality, and invisibility [as well as] uncertainty about their futures” (Huber & Malagon, p. 855) because of their immigrant status.

Huber and Malagon argued that the racist nativism was enabled by the institutional climate and practices that failed to acknowledge these students presence on campus, and failed to meet their needs; hence, causing these undocumented students to feel
marginalized from their peers, staff, faculty, and the whole institution in general. Interestingly, the racist nativist climate that these students encountered on their campuses reflected the racist nativism found in the larger society (Huber & Malagon). This study specifically examined the college experience of undocumented Latino students; most importantly, it exposes the multiple levels of subordination these students encounter in higher education.

**Conclusion**

As a response to the limited research on undocumented Latino students, especially on the topic of involvement, this study focuses on exploring the various types of involvement in which undocumented Latino students participate while in college. Special focus is given to involvement in the college campus and in the students’ communities. The information presented in this chapter provides context to understanding the challenges that these students face in higher education as well as establishes a point of reference of the importance of studying the types of involvement of under-represented students.

**Transition to Chapter Three**

Chapter two has presented a thorough literature review of research related to undocumented Latino students in higher education. Within this review, Astin’s (1999) theory of Student Involvement and literature on campus racial climate was discussed. Chapter three will describe the methods and procedures incorporated in the study.
Chapter Three

Methods

The following sections will describe the research questions and hypothesis, sample studied, the instruments used, and the procedures followed.

Research Questions and Hypothesis

In light of the limited research on undocumented Latino college students, specifically, on their level of co-curricular involvement, this project is guided by the following research questions:

RQ1: In what types of co-curricular activities are undocumented college students involved on campus?

RQ2: In what types of co-curricular activities are undocumented college students involved in their communities?

RQ3: What aspect(s) of these clubs/organizations motivate these students to become involved?

With this in mind, it is hypothesized that:

H1: Undocumented Latino students involved in student organizations are highly attracted to clubs and/or organizations grounded in promotion of cultural and ethnic identity development and political action and social justice.

Sample

The study was conducted at California State University, Northridge (CSUN). CSUN is a large, diverse, urban, four year public institution located in Los Angeles' San Fernando Valley. It is one of the 59 Hispanic Serving Institution (HSI) in California (HACU, n.d.). As a HSI, CSUN's "total Hispanic enrollment constitutes a minimum of
25% of the total enrollment," including full-time and part-time undergraduate and graduate level students (HACU). According to CSUN’s university profile for Fall 2009 enrollments 10,375 (29.5%) were Latino students (Office of Institutional Research, 2009).

The sample was obtained via emails, classroom, and Latino student campus organizations. Additionally, during the Fall semester, the link to the online survey was posted on a couple of online social networks. Utilizing the snowball sampling method, participants were asked to forward the study and survey information to other students that met the criteria. The criteria were to be a self-identified Latino/a currently attending CSUN, and to be at least 18 years old.

A total of 169 Latino college students participated in this study, of those 17 identified themselves as undocumented. In Spring 2009, 61 students completed the Latino Student Involvement Survey of whom 8 were undocumented. The following fall semester, a total of 108 students, 9 undocumented, subsequently completed the Latino Student Involvement Survey.

**Instruments**

The Latino Student Involvement Survey (LSI) used in both Spring and Fall 2009 semesters (see Appendix A and B) is an online survey that was administered through www.surveymonkey.com. The LSI survey was created by the researcher of this study focusing on the students' type of involvement in high school, college, and in their local communities. The survey also included general demographic questions and closed and open-ended questions. However, the survey given in Fall 2009 included two additional questions: (1) Are you currently enrolled at CSUN? and (2) How did you hear about this
survey? Due to the fact that the link to the survey was displayed on online social networks in the fall, and thus, available to other students outside the CSUN community, it was critical to verify that all participants were CSUN students.

Due to the sensitive nature of the undocumented students’ immigrant status, it was critical to protect the participants' identity; thus, a number of precautions were taken to reduce any potential harm to the participants: (1) Participants were never seen face-to-face when completing the survey and participants did not provide any identifiable information. In order to protect the students' identity and privacy, the survey was administered online using SurveyMonkey; (2) the participants' anonymity was also protected when the participants’ responses were collected, the survey results did not include the respondent's personal information, such as their home or email address. The responses were obtained via SurveyMonkey.com's Web link collector option. Furthermore, access to the data were password protected; (3) participants were informed during the classroom presentations and repeatedly during the survey that they had the right to refuse participation without the risk of negative consequences or penalty.

Once students accessed the survey link, participants were asked to read an information form before completing the actual survey. The information form stated the title of the study, explained the purpose and criteria to participate in this study. Most importantly given the sample, it highlighted that participation in the study would be confidential, anonymous, and voluntary.

The first question on the online survey asked participants to state their citizenship or immigrant status. Next, the students were asked about their secondary academic background and experience. For example: years attended high school in California, high
school GPA, number of clubs and organizations involved, and the types of clubs or organization.

The following section of the survey examined students' involvement in college. Participants were asked to state the number of clubs and organizations involved; the types of clubs or organizations; to list the name(s) of the club(s) and organization(s) as well as the number of semesters involved; to identify the person and the aspect(s) of the club(s) or organization(s) that influenced them to become involved; to list all leadership positions held in on campus organizations; and to report what they hoped to gain from their campus involvement.

The next section of the survey focused on community involvement. Participants were asked about the number of organizations involved; the types of organizations; to list the name(s) of the organization(s) as well as the number of semesters involved; to identify the aspect(s) of the organization(s) that influenced them to become involved; to list all their leadership positions; and to report what they hoped to gain from their community involvement.

The survey included a section solely for undocumented participants. The format of the questions were both closed and opened-ended. The first question asked undocumented students to recall any unfair treatment due to their immigrant status. Additionally, undocumented students were asked the following questions: Are you open to others in your organization or club about your undocumented status?; Do you know of any other undocumented students who are also part of the same campus organization or club that you are a member of?
In the final part of the survey, all of the participants provided demographic information, including gender, age, nationality, class standing, enrollment status, grade point average, major(s), and the number of hours worked per week.

**Procedures**

During Spring 2009, after the institutional research board, known as CSUN Advisory Committee for the Protection of Human Subjects, approved the Human Subjects Protocol permission was obtained from the chair of the Chicano/a Studies department to contact instructors in the department to do short classroom presentations to promote the study. In addition, a list of student clubs and organizations was obtained from the Matador Involvement Center (MIC). Student officers from self-identified Hispanic and Latino on campus clubs and organizations, either by including the terms "Latino" or "Hispanic" in their name or in their mission statement description were contacted by email to request permission and availability to attend one of their general meetings to present to their members. The presentations made to the organizations were five to ten minutes long, and provided the students with the following information: (1) The title of the study; (2) Description of the study; (3) Criteria to participate in the study; (4) Reiteration that participation in the study would be confidential, anonymous, and voluntary; and (5) The link to the online survey. In Spring 2009, presentations were administered to about seven Chicano Studies classes and five student clubs or organizations.

In an effort to increase the number of participants, the study continued through the fall semester. In Fall 2009, instructors and student officers were contacted in the same manner as in the spring. In addition to Chicano Studies classes, courses from other
disciplines were also contacted, including the U100 Freshman seminars. In the fall, presentations about the study and survey were administered to one Child and Adolescent Development class, six Chicano Studies classes, seven U100 Freshman seminars, and seven student clubs or organizations. The link to the survey was also posted on two social networks: Facebook and Myspace.

Data Analysis

The focus of this study was to explore the types of co-curricular activities that undocumented Latino students are involved in college and in their communities. In addition, the study examined the aspects of the clubs and organization that motivated these students to become involved. Based on the hypothesis of this study, undocumented Latino students were expected to be involved in clubs and organizations that are grounded in the development of cultural and ethnic identity and in political action and social justice.

Given the limited number of respondents, especially of undocumented Latino students ($n = 17$), no statistical analysis was used to interpret the results. The closed-ended responses were analyzed by frequencies and percentages. Moreover, content analysis and thematic coding was used for the open-ended responses.

Transition to Chapter Four

Chapter three has included an overview of the methods used in this study. The research questions, hypothesis, sampling, instrument, procedures, and plan to analyze the data have been reviewed. The subsequent chapter will discuss the results for the hypothesis.
Chapter Four

Results

The purpose of this study was to explore the types of co-curricular activities that undocumented Latino students are involved in on campus and in their local communities and the aspect(s) of the campus clubs and community organizations that motivated undocumented Latino students to become involved. The following sections will discuss the demographics of the sample, the results for the hypothesis, and the overall findings of this study.

Demographics

Although the main focus of this study is on undocumented Latino students, data for documented Latino students were also collected in this study; therefore, the results from both groups will be analyzed. The students considered to be documented are those who indicated U.S. citizenship or to have a permanent visa or ‘green card’.

Eighteen of the surveys were omitted due to the participants not meeting the criteria of being Latino descent or failing to identify their immigrant status. As a result, the total sample of this study was 169 Latino students: of whom 17 were undocumented students and 152 were documented students.

Six out of 15 undocumented respondents were male, 9 were female, and two did not indicate their gender; the 27 out of 139 documented respondents were male, 112 were female, and 13 did not indicate their gender. The average age of the undocumented participants was 20 years old and 21 years for the documented students. The nationality of the undocumented participants was the following: 12 were Mexicans, one was Salvadoran, one was Colombian, and three did not state their nationality. Of the
documented students, nine were Americans, 69 were Mexicans/Chicanos/Mexican-Americans, 14 were Salvadorans, three were Guatemalans, 36 of the documented respondents indicated other nationalities, and 21 did not state their nationality (see Table 1).

Under the high school section of the survey, participants were asked to state the number of years they had attended high school in California and their high school grade point average (GPA). Sixteen of the undocumented students indicated to have attended high school in California for four years and one undocumented student indicated three years. One hundred and forty-five out of 149 documented students indicated to have attended high school all four years, one student indicated three years, two indicated two years, one indicated one year, and three did not respond to this question. Regarding high school grade point average, Six undocumented students reported to have had a 3.50-3.99 GPA, seven reported a 3.00-3.49 GPA, four indicated a 2.50-2.99 GPA; while, five documented students reported to have had a 4.00 or higher GPA, 45 reported a 3.50-3.99 GPA, 59 reported a 3.00-3.49 GPA, 30 reported a 2.50-2.99 GPA, 11 reported a 2.00-2.49 GPA, and two reported a GPA less than 2.00.

Furthermore, participants were asked to indicate their current college class standing, enrollment status, grade point average, major, and whether or not they were transfer students. Of the undocumented respondents, five were freshman, three were sophomores, five were juniors, two were seniors, one was a graduate/post-bachelor student, and one did not specify. As for the documented participants, 37 were freshman, 21 were sophomores, 41 were juniors, 31 were seniors, eight were graduate/post-bachelor students, and 14 did not specify (see Table 1).
Fourteen undocumented participants reported to be full-time students, and three did not report their enrollment status. One hundred and twenty-five documented participants reported to be full-time students, 11 were part-time students, and 16 did not report their enrollment status. Self reported GPAs indicate that five undocumented respondents had a GPA of 3.50-4.00, while the others reported the following: one had a GPA less than 2.0, one between 2.00-2.49, four between 2.50-2.99, four between 3.00-3.49, and two did not indicate their college GPA. Of the documented respondents, three had a GPA less than 2.00, 20 had a GPA of 2.00-2.49, 42 had a GPA of 2.5-2.99, 46 stated having earned a GPA of 3.00-3.49, 22 indicated their GPA to be 3.5-4.00, and 19 did not indicate their college GPA (see Table 1).
### TABLE 1

**Demographics of the Undocumented (n= 17) and Documented (n= 152) Sample**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Undocumented</th>
<th></th>
<th>Documented</th>
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</tr>
</thead>
<tbody>
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<td>n</td>
<td>%</td>
<td>n</td>
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<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Male</td>
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<td>35</td>
<td>27</td>
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<tr>
<td>Female</td>
<td>9</td>
<td>53</td>
<td>112</td>
<td>74</td>
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<td>12</td>
<td>8</td>
<td>13</td>
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<tr>
<td><strong>Nationality</strong></td>
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<tr>
<td>American</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>6</td>
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<tr>
<td>Mexican/Chicano/</td>
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<tr>
<td>Mexican-American</td>
<td>12</td>
<td>71</td>
<td>69</td>
<td>45</td>
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<tr>
<td>Salvadorans</td>
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<td>14</td>
<td>9</td>
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<tr>
<td>Colombian</td>
<td>1</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Guatemalans</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
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<td>-</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
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<td>18</td>
<td>21</td>
<td>14</td>
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<td>Junior</td>
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<td>Senior</td>
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<td>8</td>
<td>5</td>
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<tr>
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<td>14</td>
<td>9</td>
</tr>
<tr>
<td><strong>Enrollment Status</strong></td>
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<td>-</td>
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<td>7</td>
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<tr>
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<td>3</td>
<td>16</td>
<td>11</td>
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<tr>
<td><strong>GPA</strong></td>
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<tr>
<td>Less than 2.00</td>
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<td>6</td>
<td>3</td>
<td>2</td>
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<td>13</td>
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<tr>
<td>No Answer</td>
<td>2</td>
<td>12</td>
<td>19</td>
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</table>
Four undocumented participants were majoring in Psychology, two were undecided, two majored in Spanish, two reported in Accounting, one in Microbiology, one in Journalism, two in Business Marketing, one in Biology, one was double majoring in Psychology and Child Development, and one did not specify a major. The most popular majors among the documented participants were Business \((n = 22)\), Child Development \((n = 21)\), Psychology \((n = 16)\), and Chicano Studies \((n = 12)\). Four out of 16 undocumented students and 33 out of 133 documented respondents stated that they had been community college transfer students.

In addition, students were asked if they received any type of scholarships as well as if they were currently employed, and, if so, how many hours per week did they work. Ten out of 16 undocumented students and 48 out of 132 documented students indicated to have received a scholarship. Eight out of 16 undocumented students reported to be employed, and of those respondents, two worked 16-20 hours per week, two worked 21-25 hours per week, one worked 26-30 hours per week, and three worked more than 30 hours per week. Seventy-seven out of the 133 documented students that reported to be currently employed, five worked less than ten hours per week, 15 worked 10-15 hours per week, 27 worked 16-20 hours per week, 12 worked 21-25 hours per week, eight worked 26-30 hours per week, nine worked more than 30 hours per week, one did not specify.

**Results for the Hypothesis**

As stated earlier, the hypothesis for this study suggests that undocumented Latino students are highly attracted to clubs and organizations that focus on cultural and ethnic identity development, and engage in political and social action.
Co-curricular Involvement in High School

The majority of the participants from both groups stated to have been involved in an organization during high school: Fourteen out of 17 undocumented students, and 119 out of 152 documented students. Of those who were involved in high school organizations and clubs, eight undocumented students, and 49 documented students reported to have been involved in three or more organizations. While the rest of the respondents reported the following: six undocumented and 46 documented students reported to have been involved in two organizations in high school, and 24 documented students reported to have been involved in one organization.

Moreover, 11 undocumented students and 71 documented students indicated to have been involved in sports clubs in high school. Nine undocumented and 60 documented students were involved in academic type clubs, nine of the undocumented and 57 documented students were involved in social clubs, five undocumented and 37 documented students were in cultural clubs, none of the documented and 17 documented students were in political clubs, one undocumented and 11 documented students were in religious clubs, and six undocumented and 19 documented students were involved in other types of clubs (see Figure 1).
Participants were asked about their involvement in clubs and organizations in college, specifically the number and types of club(s) and organization(s), and the length of their involvement. Most respondents reported to have been involved in campus clubs or organizations: 13 out of 17 undocumented students and 87 out of 151 documented students that responded to this question.

Of those undocumented respondents that indicated involvement in college, four were involved in one organization; three were involved in two, four were involved in three or more campus clubs and organizations, and two did not specified. As for the documented students, 34 were involved in one club or organization; 26 were involved in two, 24 were involved in three or more campus clubs and organizations, and three did not respond to this question.

The majority of the respondents for both groups indicated to have been involved in academic, social, and cultural clubs and organizations. One undocumented and eight
documented students reported involvement in sport clubs and organizations, seven undocumented and 44 documented students were involved in academic clubs and organizations, seven undocumented and 55 documented students were involvement in social clubs and organizations, seven undocumented and 46 documented students were involved in cultural clubs and organizations, five undocumented and 24 documented students reported involvement in political clubs and organizations, one undocumented and three documented students reported involvement in religious clubs and organizations, and eight documented students reported involvement in other types of clubs and organizations (see Figure 2).

Eight of 12 undocumented students indicated to have been involved in a campus club or organization for one semester, four indicated two semesters, seven indicated three semesters, five indicated four semesters, and two indicated five semesters. While 55 out of 79 documented students reported to have been involved in one of their campus club or organization for one semester, 41 reported two semesters, 25 reported three semesters, 21 reported four semesters, seven reported five semesters, and 20 reported six or more semesters of involvement.
Factors that Contributed to the Students’ Involvement in College

Respondents were asked to state the individual(s) who influenced them to get involved, the most attractive aspect(s) of the organization(s), whether they had held any leadership positions, and what they hoped to gain from their campus involvement. Of the undocumented respondents, 5 stated that no one influenced them to become involved, eight stated that a friend did, three stated a counselor, and one stated a professor. As for the documented respondents, 31 out of 83 stated that no one influenced them to become involved, 44 stated a friend, 11 stated a counselor, 19 stated a professor, and 13 selected other.

The majority of the respondents from both groups indicated that the purpose and/or mission of the organization were the most attractive aspects of the club(s) and organization(s) when they were considering getting involved: 10 undocumented and 68 documented students. While nine of the undocumented and 59 documented students indicated the relationships with other members in the organization, five undocumented
and 45 documented students stated the academic aspect, five undocumented and 62 documented students stated the social aspect, six undocumented and 45 documented students stated the cultural aspect, one undocumented and 22 documented students stated the political aspect, one undocumented and two documented participants stated the religious aspect, one undocumented and three documented students stated other (see Figure 3).

With regard to leadership positions on campus, seven undocumented respondents reported that they had held a leadership position in a campus club or organization, while five reported they had not, and one did not respond to this question. Forty-five documented respondents reported that they had held a leadership position in a campus club or organization, while 39 reported they had not, and three did not replied.

Lastly, a large percentage of participants indicated that they hoped to gain networking opportunities from their campus involvement: 12 undocumented and 74 documented students. Ten undocumented and 71 documented students sought campus involvement in hopes of gaining leadership skills, nine undocumented and 40 of the documented students stated emotional support, seven undocumented and 64 documented students stated community service experience, and one undocumented and 10 documented students stated other.
The results show that the hypothesis of this study is not supported. Undocumented students were not highly attracted to the cultural and political aspects of a club and organization when they were considering getting involved on campus.

**Co-curricular Involvement in the Community**

Respondents were asked about their involvement in clubs and organizations in their communities, specifically the number and types of club(s) and organization(s), and the length of their involvement. Only 5 out of 16 undocumented and 52 out of 148 documented students indicated that they were involved in a club or organization in their community.

Of those respondents that indicated that they were involved in a community club or organization, three undocumented students were involved in two organizations, one was involved in one, and one did not specified. As for the documented students, 30 were
involved in one club or organization, nine were involved in two, three were involved in three or more clubs and organizations, and 10 did not respond to this question.

With regard to the types of clubs and organizations that the participants were involved in their communities, one undocumented and seven documented students reported to have been involved in sports clubs, one undocumented and 10 documented students reported involvement in academic clubs and organizations, two undocumented and 12 documented students indicated social clubs and organizations, and 14 documented students indicated cultural clubs and organizations (none of the undocumented students reported involvement in cultural clubs or organizations), two undocumented and 12 documented students indicated political organizations, and seven documented students reported involvement in religious organizations (none of the undocumented students indicated religious organizations), two undocumented and three documented students reported other types of organizations (see Figure 4).

One undocumented student indicated to have been involved in a club or organization in the community for one semester, three indicated two semesters, and one indicated four semesters. While 12 documented students reported to have been involved in their community for one semester, 16 reported two semesters, six reported three semesters, seven reported four semesters, three reported five semesters, and 11 reported six or more semesters.
Factors that Contributed to the Students’ Involvement in the Community

Participants were asked to identify the aspects of the organizations that attracted them to become involved as well as to whether they had held any leadership positions. In addition, participants were asked to indicate what they hoped to gain from their community involvement. All of the undocumented (n = 5) and 37 of the documented students who indicated involvement in their communities reported that the purpose and mission were the aspects that most attracted them to their organizations. While three undocumented and 23 documented students indicated interest to relationships with other members in the organization, one undocumented and nine documented students reported the academic aspect, three undocumented and 18 documented students reported the social aspect, 15 documented students reported the cultural aspect, one undocumented and eight documented students reported the political aspect, seven documented students indicated the religious aspect, and one documented student indicated other (see Figure 5).
Over half of the respondents had not held a leadership position in a community organization. One undocumented respondent reported having a leadership position in a club or organization in the community, while four reported they had not. Fourteen documented respondents reported that they had held a leadership position in a club or organization in the community, while 34 reported that they had not.

Most undocumented participants hoped to gain networking opportunities from their community involvement, while a slightly larger number of the documented students hoped to gain leadership skills from their involvement. Four undocumented and 35 documented students stated that they hoped to gain leadership skills from their community involvement, one undocumented and 16 documented students indicated emotional support, all of the undocumented ($n = 5$) and 28 documented students indicated networking opportunities, four undocumented and 34 of the documented students indicated community service experience, and three documented students said other.

Once again, the hypothesis of this study was not supported. The results of undocumented students’ community involvement did not indicate these students to have a high attraction to cultural and political clubs and organizations.
Undocumented Latino Students Experiences Based on Legal Status

There was a section in the survey specifically for undocumented students, in which the participants were asked to describe any experiences, if any, in which they felt mistreated because of their immigrant status. Nine undocumented students reported to have been mistreated due to their immigrant status, seven said they had not, and one did not respond to this question. The types of mistreatment that the respondents experienced due to their immigrant status were the following: four students noted that they were unable to receive financial assistance, four shared the frustration of not obtaining a job legally, and one student reported that his immigrant status was exposed in public when he was questioned by an admissions office staff person about his immigrant status and not having a green card.

Note. The data presented on this chart are percentages.
Additionally, 10 out of 15 of the undocumented students indicated that they were open to others in their club(s) and organization(s) about their immigrant status, while five undocumented students replied that they were not, and two students did not respond to this question. Furthermore, 11 out of 16 respondents stated that they knew other members in their club(s) and organization(s) who were also undocumented students.

**Transition to Chapter Five**

This chapter presented the results of this study including demographic of the survey sample and data as they pertained to the hypothesis. Chapter five will discuss the research results and provide a summary and conclusion for this study including limitations and recommendations for future research.
Chapter Five

Discussion and Conclusion

Chapter One presented the context for the research study, the statement of the problem, and purpose of the study. The key terms used throughout the thesis were also defined in this chapter.

Chapter Two provided a review of literature as it pertained to the thesis topic. This included an overview of Latinos in higher education, undocumented Latino students’ needs and challenges, and legislation impacting undocumented students access to higher education. In addition, Alexander Astin’s Student Involvement theory was presented as the theoretical framework for this study. The campus racial climate affecting Latino students was also discussed in this chapter.

Chapter Three outlined the methodology utilized in this study and reviewed the research questions and hypothesis. In addition, the sample, instrument, procedures, and description of the data analysis were presented.

Chapter Four presented the results of the study including the demographics of the sample, and data pertaining to the hypothesis. The current and final chapter will summarize the thesis study. It will begin with a restatement of the purpose of the thesis, followed by a summary and discussion of the data analysis presented in Chapter Four. It will then discuss the limitations of this study, provide recommendations for future research, and implications for college personnel, faculty, and student organization leaders.
Purpose of the Thesis

The purpose of this study was to contribute to the understanding of undocumented college students. Specifically, this study focused on undocumented Latino students and their co-curricular involvement in college and in their community. Additionally, the study explored the factors that motivated these students to join clubs and organizations while in college.

The hypothesis for this study was that undocumented Latino students involved in student organizations are highly attracted to clubs and/or organizations grounded in promoting the development of cultural and ethnic identity or those promoting political action and social justice. Due to their legal and social marginalization, it was hypothesized that undocumented Latino students may be more likely to participate in co-curricular activities that foster a positive self-identity and take action in political change, given that their future relies on changes on legislation.

Discussion and Summary of Data Analysis

In this section, the demographics and the results of the study will be summarized and analyzed.

Demographics

The common demographic profile for undocumented Latino students in this study was a Mexican female, 20 years old, with freshman or junior class standing, full-time enrollment, an overall GPA of 3.50-4.00, majoring in Psychology, recipient of a scholarship, and worked more than 30 hours per week.

Moreover, the common demographic profile for documented Latino students in this study was a Mexican/Chicano/Mexican-American female, 21 years old, with junior
class standing, full-time enrollment, an overall GPA of 3.00-3.49, majoring in Business, and working 16-20 hours per week.

Co-curricular Involvement

Based on the findings, the hypothesis of this study was not supported. It appears that undocumented Latino students in this study were not highly attracted to culturally and politically affiliated clubs and organizations. Perez et al. (2011) stated, “as a result of their legal limbo, some youth might develop a weak affection for a system where they feel treated like an outsider and may disengage completely from civic action because of their feelings of marginalization” (p.249). Similarly, the participants of this study may have not wanted to participate in clubs and organizations focused on activism, as their undocumented immigrant status may be exposed, thus, putting them in a vulnerable position for deportation or discrimination by others on campus or in the community.

On the other hand, the results of this study were consistent with other related studies in that the undocumented students reported high levels of involvement, especially during high school and college. However, the main reason for their involvement appears to be related to gaining networking opportunities, and less for emotional support.

Furthermore, undocumented Latino students reported that one of the major types of mistreatment they have experienced due to their immigrant status was that they were ineligible to receive financial assistance for their college education. This has been consistently reported in other studies as a major concern for undocumented student populations (Huber & Malagon, 2007; Oliverez, Chavez, Soriano, & Tierney, 2006; Pérez, 2009; Pérez, Cortés, Ramos, & Coronado, 2010).
Fortunately, in the near future, undocumented students will have access to state public funds for higher education given the recent changes in California state law. On October 8, 2011, Governor Jerry Brown signed the Assembly Bill 131 into law, granting “access to state financial aid at public universities and community colleges” (McGreevy & York, 2011, ¶ 1) to undocumented students who meet state residency requirements, effective January 2013 (McGreevy & York). Earlier this year, another bill known as the Assembly Bill 130 became a law. This law will go into effect in January 2012, and it will allow undocumented students to apply for privately funded university grants and scholarships (De Melker, 2011). Both Assembly Bill 131 and the Assembly Bill 130 make up the legislation known as the California Dream Act (De Melker). The California Dream Act will address one of the major financial concerns undocumented students currently have to fund their higher education. It will grant undocumented students with the opportunity to receive state and private aid.

**Limitations of the study**

Although the results of this study provide some insight into the types of co-curricular involvement of undocumented Latino students, these findings may not be representative of the larger population of undocumented Latino students given the small sample size. A common limitation in research examining the experiences of undocumented students is the small sample size as a result of the sensitive and potential consequences to this population. Many undocumented students may not have chosen to participate in this research study due to the fear of potentially exposing their immigrant status. This may be particularly true given that the study was conducted while political debate and discussion occurred regarding the Dream Act; hence, some potential
participants may have declined to participate or censored their responses due to the socio-political climate.

In addition, considering that the *Latino Student Involvement Survey* was only available online, it might have excluded any participants who did not have computer or internet access. Without a personal computer, students would have been forced to use a public computer, at a computer lab or library, or borrow one from a peer; to an undocumented student this would mean another potential risk of others finding out about his/her immigrant status.

Moreover, the study failed to provide relevant research that demonstrated the impact that student involvement can have on a student’s cultural and ethnic identity development, especially for minority students like undocumented Latinos. This information is useful in order to better understand how student involvement can foster a student’s positive self-identity.

**Recommendations for Future Research**

This research was an exploratory study; future research is needed to examine in depth the various types of co-curricular involvement of undocumented students including a larger sample size to get a better understanding of the patterns of undocumented students’ co-curricular involvement on campus and in the community.

In addition, future research may consider exploring various social, cultural, and political factors influencing these students’ involvement, as well as factors that discourage them from getting involved (i.e., family pressures and responsibilities, and negative campus climate). It also is important to look at the influence that faculty, staff,
and other college personnel can have to encourage undocumented students to become involved.

Given the recently passed state legislation of AB 130 and AB 131, longitudinal research focusing on the impact that the California Dream Act and other potential legislative changes might have on the overall academic and personal development of undocumented students in higher education appears warranted. For example, how will these new laws impact the amount of support undocumented students receive in higher education institutions? Will the campus climate in public colleges and universities for these students be positively or negatively impacted?

Implications

Drawing from the research and results of this study, the following implications are provided for student organization members and leaders, college personnel, and faculty to better encourage and support undocumented students in higher education.

Undocumented students are affected by the racist nativism found in society as well as in college campuses. In order for colleges and universities to provide a safe and supportive environment to undocumented students, these institutions first need to openly acknowledge these students presence on campus by providing them with support services that directly address their needs and concerns. It is equally important for these institutions to properly educate faculty and staff about the needs, rights, and effective ways to support this population. For example, student support services, such as the Career Center and involvement center, can create handouts highlighting resources that these students can take advantage of on campus. In addition, campus involvement centers could create a list identifying all the student organizations that are openly
supportive of undocumented students thereby increasing the sense of support and safety for these students.

Although this study focuses on undocumented Latino students, it is important to acknowledge that not all undocumented students are Latinos. Members of student organizations, alongside campus personnel, can play a vital role in creating a supportive environment for these students by recognizing the diversity within this population and the sensitive nature of their situation. Leaders and members of student organizations can make a conscious effort to outreach to these students by visibly and openly showing their support. This can be done through a formal or informal discussion or lecture about undocumented students during one of the club or organization’s weekly meetings as well as by collaborating or supporting an event put on by a self-identified undocumented student support group. These recommendations can provide colleges and universities the opportunities to create supportive and inclusive environments for undocumented students and other underrepresented student populations.

**Conclusion**

This thesis has explored the co-curricular involvement of Latino college students, specifically that of the undocumented Latino students. The study explored the different types of co-curricular involvement these students engaged in high school, college, and the community as well as the aspects of the organizations that attracted them to become involved.

This chapter began with a general summary of all the preceding chapters. It also reviewed the purpose of this study, summarized the participant demographics, and analyzed the results of this research. This chapter concluded with a discussion of the
limitations of this study, and provided recommendations for future research and implications for college personnel and students.
References


Appendix A

Latino Student Involvement Survey

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
UNDERSTANDING CO-CURRICULAR INVOLVEMENT OF UNDOCUMENTED LATINO COLLEGE STUDENTS PROJECT
INFORMATION FORM

This study, conducted by Lesley D. Meza, examines the types of involvement and reasons for involvement in particular clubs and organizations among Latino college students at CSUN, as part of the requirements for the M.S. degree in College Counseling and Student Services.

The research will contribute to the limited literature, which exists on undocumented college students, and more specifically on the level of involvement among these students. From this research, we hope that the study can be valuable for research, CSUN’s student affairs professionals and educators who can incorporate the information to create services and programs to better address Latino college students’ needs and concerns, especially those of undocumented students.

Participants must be Latinos currently attending CSUN and must be at least 18 years old. The study consists of completing an online survey, which is confidential, anonymous, and voluntary. The risks from participating in this study include possible exposure of immigrant status. However, no personal identifiable information, such as name or address, will be asked.

Any information that is collected in this study will remain confidential and will be disclosed only with your written permission or if required by law. The cumulative results of this study will be published, but neither the names nor the identity of subjects will be made known. Also, the real names of the clubs/organizations mentioned by the participants will not be published, instead pseudo (fictitious) names will be used in order to protect the organizations' real identity and to ensure each participant's confidentiality. All data collected as part of this project will be kept on file by the researcher at the conclusion of the study.

The Participants will not receive monetary compensation for participation in this study. There are no direct benefits to participants of this study. However, the voluntary participation in this study can further the knowledge of student affairs professionals, educators, the campus community, and the greater society in addressing the needs of Latino college students.

If you wish to voice a concern about the research, you may direct your question(s) to Research and Sponsored Projects, 18111 Nordhoff Street, California State University, Northridge, CA 91330-8232, and by phone at 818-677-2901. If you have specific questions about the study.
you may contact Dr. Pete Goldschmidt, faculty advisor, 18111 Nordhoff Street, Northridge, CA 91330, and by phone at 818-677-4601.

As stated previously, participation in this study is completely voluntary, and you may decline to participate or withdraw from the study at any time without jeopardy. Likewise, the researcher may cancel this study at any time.

I have read the above and understand the conditions outlined for participation in the described study.
Note: This survey is voluntary, and all the information is confidential. Participants have the right to refuse to participate in this study without any penalty. Participants may exit the survey at any time.

IF YOU HAVE COMPLETED THIS SURVEY ALREADY, PLEASE DO NOT FILL IT OUT AGAIN.

1. Please specify your immigrant status:
   ___ U.S. Citizen
   ___ Visa/Green Card
   ___ Undocumented
   ___ Decline to answer

The following questions are related to your high school experience:

2. How long did you attend high school in C.A.?
   ___ 1 year
   ___ 2 years
   ___ 3 years
   ___ 4 years
   ___ Other (please specify):_____________

3. High school grade point average:
   ___ less than 2.00
   ___ 2.00-2.49
   ___ 2.50-2.99
   ___ 3.00-3.49
   ___ 3.50-3.99
   ___ 4.00 or higher

4. Were you involved in any club(s) or organization(s) in high school?  ___Yes ___No

5. How many organizations were you involved in during high school?
   ___ 1
   ___ 2
   ___ 3 or more

6. Please specify ALL the types of clubs and organizations that you were involved in during high school: (Choose all that apply)
   ___ Sports
   ___ Academic
   ___ Social
   ___ Cultural
   ___ Political
   ___ Religious
   ___ Other (please specify): _______________
The following questions are related to your college experience:

7. Are or have you been involved in any club(s) or organization(s) in college?  
   __Yes ___No

8. How many organizations are or were you involved in college?  
   __1  
   __2  
   __3 or more

9. Please specify ALL the types of clubs/organizations that you are or were involved in college: (Choose all that apply)  
   __Sports  
   __Academic  
   __Social  
   __Cultural  
   __Political  
   __Religious  
   __Other (please specify): _________________

10. Name the club(s)/organization(s) that you are or were involved with in college:  
11. How long have or were you involved in each of the clubs/organizations: (Options: 1 semester to 6 semesters or more)  
1.  
2.  
3.  
4.  

12. Who influenced you to get involved in the club(s)/org(s)? (Choose all that apply)  
   __No one  
   __Friend  
   __Counselor  
   __Professor  
   __Other (please specify) _________________

13. Which aspects of the club(s)/organization(s) were most attractive to you as you were considering getting involved? (Choose all that apply)  
   __Purpose and/or mission of the club/organization  
   __Relationships with other members in the club/organization  
   __Academic  
   __Social  
   __Cultural  
   __Political  
   __Religious  
   __Other (please specify): _________________
14. Have you held any leadership positions in club(s)/organization(s) in college?
   __Yes  __No

15. List the position(s) you hold or have held in the campus club(s)/organization(s):
   1. ________________________
   2. ________________________
   3. ________________________
   4. ________________________

16. What do you hope to gain from your campus involvement? (Choose all that apply)
   __Leadership Skills
   __Emotional Support
   __Networking Opportunities
   __Community Service Experience
   __Other (please specify): _______________

The following questions are related to your community involvement:

17. Are or have you been involved in any club(s) or organization(s) in your community while in college?  __Yes  __No

18. How many organizations in your community are or were you involved in while in college?
   __1
   __2
   __3 or more

19. Please specify ALL the types of clubs/organizations that you are or were involved in the community: (Choose all that apply)
   __Sports
   __Academic
   __Social
   __Cultural
   __Political
   __Religious
   __Other (please specify): _______________

20. Name the community club(s)/organization(s) that you are or were involved in:

   1. ________________________
   2. ________________________
   3. ________________________
   4. ________________________

21. How long have or were you involved in each community clubs/organizations:
   (Options: 1 semester to 6 semesters or more)

   1. ________________________
   2. ________________________
   3. ________________________
   4. ________________________

22. Which aspects of the club(s)/organization(s) were most attractive to you as you were
considering getting involved? (Choose all that apply)
__Purpose and/or mission of the club/organization
__Relationships with other members in the club/organization
__Academic
__Social
__Cultural
__Political
__Religious
__Other (please specify): _______________

23. Have you held any leadership positions in the club(s)/organizations in your community?  __Yes  __No

24. List the position(s) you hold or have held in the club(s)/organization(s) in your community:
1. _____________________
2. _____________________
3. _____________________
4. _____________________

25. What do you hope to gain from your community involvement?
__Leadership Skills
__Emotional Support
__Networking Opportunities
__Community Service Experience
__Other (please specify): _______________

26. The following section has questions ONLY for undocumented students
__Yes, I want to continue to this section
__No, I want to skip this section

27. As an undocumented student, have you experienced any unfair treatment in college due to your immigrant status?  __Yes  __No

28. Please describe the experiences in which you were mistreated due to your immigration status:

29. Are you open to others in your club/organization about your undocumented status?  __Yes  __No

30. Do you know any other undocumented students who are also members of the same club(s)/organization(s) to which you belong to?  __Yes  __No

Demographic information:

31. Gender:  __Male  __Female
32. Age: _______________

33. Nationality: _______________

34. Class Standing:
   __ Freshman
   __ Sophomore
   __ Junior
   __ Senior
   __ Graduate/PostBachelor

35. Enrollment Status:
   __ Part-time student
   __ Full-time student

36. Current grade point average:
   __ Less than 2.00
   __ 2.00-2.49
   __ 2.50-2.99
   __ 3.00-3.49
   __ 3.50-4.00

37. Major(s): _______________

38. Are you a transfer student?  
   __ Yes  __ No

39. Have you received any type of scholarships?  __ Yes  __ No

40. Are you currently employed?  
   __ Yes  __ No

41. How many hours per week do you work?  
   __ Less than 10 hrs
   __ 10-15 hrs.
   __ 16-20 hrs.
   __ 21-25 hrs.
   __ 26-30 hrs.
   __ More than 30 hrs.

This is the end of the survey. Thank you for your participation.
Appendix B

Latino Student Involvement Survey (Fall 2009)

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
UNDERSTANDING CO-CURRICULAR INVOLVEMENT OF UNDOCUMENTED LATINO COLLEGE STUDENTS PROJECT
INFORMATION FORM

This study, conducted by Lesley D. Meza, examines the types of involvement and reasons for involvement in particular clubs and organizations among Latino college students at CSUN, as part of the requirements for the M.S. degree in College Counseling and Student Services.

The research will contribute to the limited literature, which exists on undocumented college students, and more specifically on the level of involvement among these students. From this research, we hope that the study can be valuable for research, CSUN’s student affairs professionals and educators who can incorporate the information to create services and programs to better address Latino college students’ needs and concerns, especially those of undocumented students.

Participants must be Latinos currently attending CSUN and must be at least 18 years old. The study consists of completing an online survey, which is confidential, anonymous, and voluntary. The risks from participating in this study include possible exposure of immigrant status. However, no personal identifiable information, such as name or address, will be asked.

Any information that is collected in this study will remain confidential and will be disclosed only with your written permission or if required by law. The cumulative results of this study will be published, but neither the names nor the identity of subjects will be made known. Also, the real names of the clubs/organizations mentioned by the participants will not be published, instead pseudo (fictitious) names will be used in order to protect the organizations' real identity and to ensure each participant's confidentiality. All data collected as part of this project will be kept on file by the researcher at the conclusion of the study.

The Participants will not receive monetary compensation for participation in this study. There are no direct benefits to participants of this study. However, the voluntary participation in this study can further the knowledge of student affairs professionals, educators, the campus community, and the greater society in addressing the needs of Latino college students.

If you wish to voice a concern about the research, you may direct your question(s) to Research and Sponsored Projects, 18111 Nordhoff Street, California State University, Northridge, CA 91330-8232, and by phone at 818-677-2901. If you have specific questions about the study
you may contact Dr. Pete Goldschmidt, faculty advisor, 18111 Nordhoff Street, Northridge, CA 91330, and by phone at 818-677-4601.

As stated previously, participation in this study is completely voluntary, and you may decline to participate or withdraw from the study at any time without jeopardy. Likewise, the researcher may cancel this study at any time.

I have read the above and understand the conditions outlined for participation in the described study.
IF YOU HAVE COMPLETED THIS SURVEY ALREADY, PLEASE DO NOT FILL IT OUT AGAIN.

Note: This survey is voluntary, and all the information is confidential. Participants have the right to refuse to participate in this study without any penalty. Participants may exit the survey at any time.

1. Are you currently enrolled as a CSUN student? __Yes __No

2. Please specify your immigrant status:
   __ U.S. Citizen
   __ Visa/Green Card
   __ Undocumented
   __ Decline to answer

The following questions are related to your high school experience:

3. How long did you attend high school in C.A.?
   __1 year
   __2 years
   __3 years
   __4 years
   __Other (please specify):_______________

4. High school grade point average:
   __less than 2.00
   __2.00-2.49
   __2.50-2.99
   __3.00-3.49
   __3.50-3.99
   __4.00 or higher

5. Were you involved in any club(s) or organization(s) in high school? __Yes __No

6. How many organizations were you involved in during high school?
   __1
   __2
   __3 or more

7. Please specify ALL the types of clubs and organizations that you were involved in during high school: (Choose all that apply)
   __Sports
   __Academic
   __Social
   __Cultural
   __Political
The following questions are related to your college experience:

8. Are or have you been involved in any club(s) or organization(s) in college?
   ___Yes ___No

9. How many organizations are or were you involved in college?
   ___1
   ___2
   ___3 or more

10. Please specify ALL the types of clubs/organizations that you are or were involved in college: (Choose all that apply)
   ___Sports
   ___Academic
   ___Social
   ___Cultural
   ___Political
   ___Religious
   ___Other (please specify): _______________

11. Name the club(s)/organization(s) that you are or were involved with in college:  

    | 1. | 2. | 3. | 4. |
    |----|----|----|----|
    |     |    |    |    |

12. How long have or were you involved in each of the clubs/organizations: (Options: 1 semester to 6 semesters or more)

    | 1. | 2. | 3. | 4. |
    |----|----|----|----|
    |     |    |    |    |

13. Who influenced you to get involved in the club(s)/org(s)? (Choose all that apply)
   ___No one
   ___Friend
   ___Counselor
   ___Professor
   ___Other (please specify) _______________

14. Which aspects of the club(s)/organization(s) were most attractive to you as you were considering getting involved? (Choose all that apply)
   ___Purpose and/or mission of the club/organization
   ___Relationships with other members in the club/organization
   ___Academic
   ___Social
   ___Cultural
   ___Political
15. Have you held any leadership positions in club(s)/organization(s) in college?
   __Yes __No

16. List the position(s) you hold or have held in the campus club(s)/organization(s):
   1. _______________________
   2. _______________________
   3. _______________________
   4. _______________________

17. What do you hope to gain from your campus involvement? (Choose all that apply)
   __Leadership Skills
   __Emotional Support
   __Networking Opportunities
   __Community Service Experience
   __Other (please specify): _______________

The following questions are related to your community involvement:

18. Are or have you been involved in any club(s) or organization(s) in your community while in college?  __Yes __No

19. How many organizations in your community are or were you involved in while in college?
   __1
   __2
   __3 or more

20. Please specify ALL the types of clubs/organizations that you are or were involved in the community: (Choose all that apply)
    __Sports
    __Academic
    __Social
    __Cultural
    __Political
    __Religious
    __Other (please specify): _______________
21. Name the community club(s)/organization(s) that you are or were involved in:

1. 
2. 
3. 
4. 

22. How long have or were you involved in each community clubs/organizations: (Options: 1 semester to 6 semesters or more)

23. Which aspects of the club(s)/organization(s) were most attractive to you as you were considering getting involved? (Choose all that apply)

- Purpose and/or mission of the club/organization
- Relationships with other members in the club/organization
- Academic
- Social
- Cultural
- Political
- Religious
- Other (please specify): _______________

24. Have you held any leadership positions in the club(s)/organizations in your community?
   __Yes  __No

25. List the position(s) you hold or have held in the club(s)/organization(s) in your community:

1. _______________________
2. _______________________
3. _______________________
4. _______________________

26. What do you hope to gain from your community involvement?

- Leadership Skills
- Emotional Support
- Networking Opportunities
- Community Service Experience
- Other (please specify): _______________

27. The following section has questions ONLY for undocumented students

   __Yes, I want to continue to this section
   __No, I want to skip this section

28. As an undocumented student, have you experienced any unfair treatment in college due to your immigrant status? __Yes  __No

29. Please describe the experiences in which you were mistreated due to your immigration status:
30. Are you open to others in your club/organization about your undocumented status?  
  __Yes  __No

31. Do you know any other undocumented students who are also members of the same club(s)/organization(s) to which you belong to?  __Yes  __No

**Demographic information:**

32. Gender:  __Male  __Female

33. Age:_______________

34. Nationality:_______________

35. Class Standing:  
  __Freshman  
  __Sophomore  
  __Junior  
  __Senior  
  __Graduate/PostBachelor

36. Enrollment Status:  
  __Part-time student  
  __Full-time student

37. Current grade point average:  
  __Less than 2.00  
  __2.00-2.49  
  __2.50-2.99  
  __3.00-3.49  
  __3.50-4.00

38. Major(s):_______________

39. Are you a transfer student?  __Yes  __No

40. Have you received any type of scholarships?  __Yes  __No

41. Are you currently employed?  __Yes  __No

42. How many hours per week do you work?  
  __Less than 10 hrs  
  __10-15 hrs.  
  __16-20 hrs.  
  __21-25 hrs.  
  __26-30 hrs.
More than 30 hrs.

43. How did you hear about this survey?
   - Instructor
   - Classroom presentation
   - Club/organization
   - Facebook
   - Myspace

This is the end of the survey. Thank you for your participation.