DREAMers at Cal State LA

Achieving the American Dream

Yusuke Kuroki, Sunny Moon, and Mark Pavelchak

Institutional Effectiveness
California State University, Los Angeles

CAIR Conference
November 15th 2018

CAL STATE LA
CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Cal State LA at a Glance

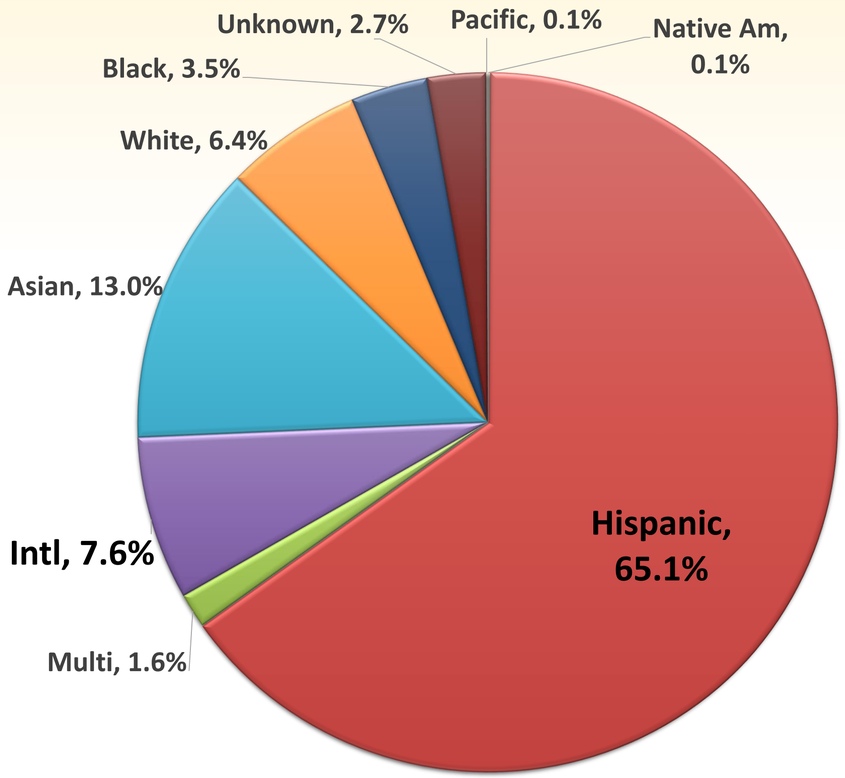
Fall 2018

- **27,685** Students Enrolled
- **24,002** Undergraduate Students
- **3,862** First-Time Freshmen
- **2,982** New Transfers
- **67 %** UG Students - Pell Recipients
- **55 %** UG Students - 1st gen college students

Undocumented Students @ Cal State LA

: Largest # of Undocumented Students in CSUs

Ethnic Composition *(Fall 2018)*



Campus (Fall 2017)	Undocumented Students		Total Enrollment
Bakersfield	298	3%	9,863
Dominguez Hills	524	3%	15,179
Fresno	312	1%	25,168
Fullerton	1050	3%	40,439
East Bay	337	2%	15,435
Long Beach	952	3%	37,065
Los Angeles	**1302**	**5%**	**28,253**
Northridge	659	2%	39,816
Pomona	775	3%	25,894
Sacramento	628	2%	30,661
San Bernardino	328	2%	20,461
San Francisco	692	2%	29,607
San Jose	395	1%	33,409
San Marcos	316	2%	13,893
Stanislaus	312	3%	10,003
Total	9,994	2%	484,297

Source:
Institutional Research and Analyses, CSU Chancellor's Office

CAIR 2018 Conference Theme ?

Institutional Research for Public Good

Supporting the use of data to promote

…….

Social Mobility

Diversity/Equity/Inclusion

A Civil and Democratic Society

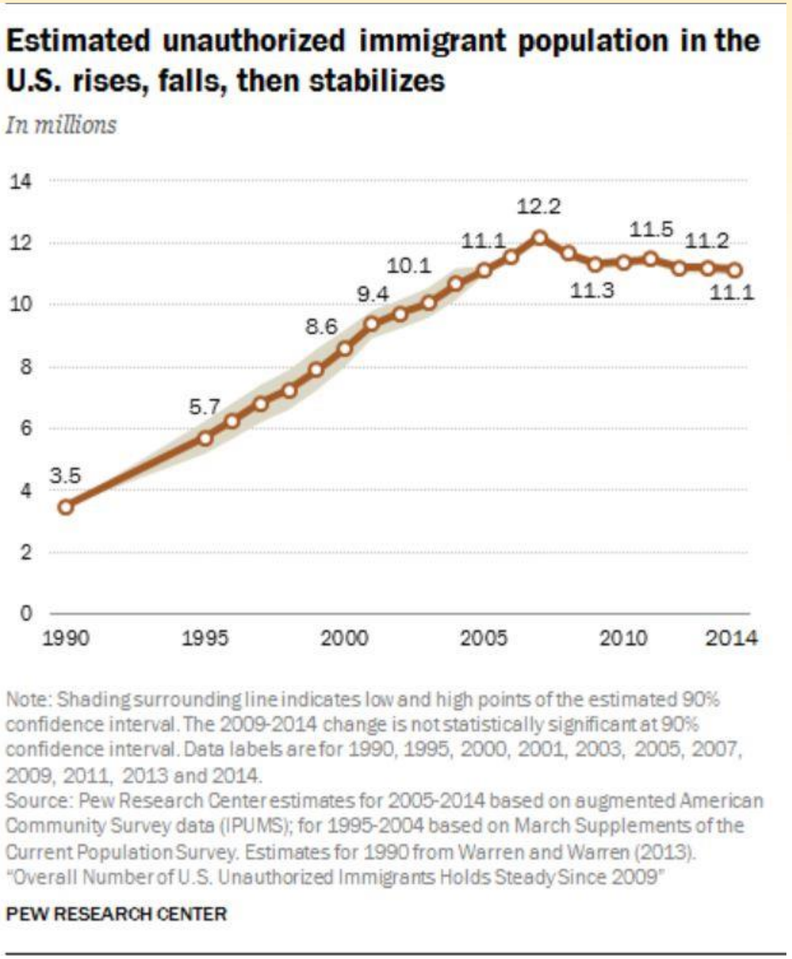
Ethics

…….

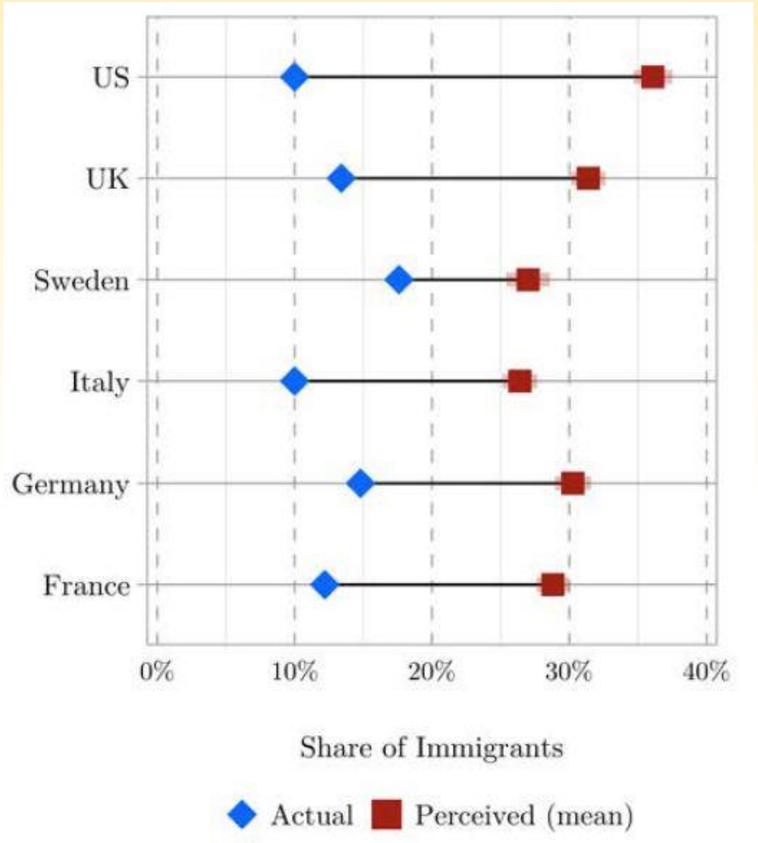
Immigration **is the second most important issue in the US**

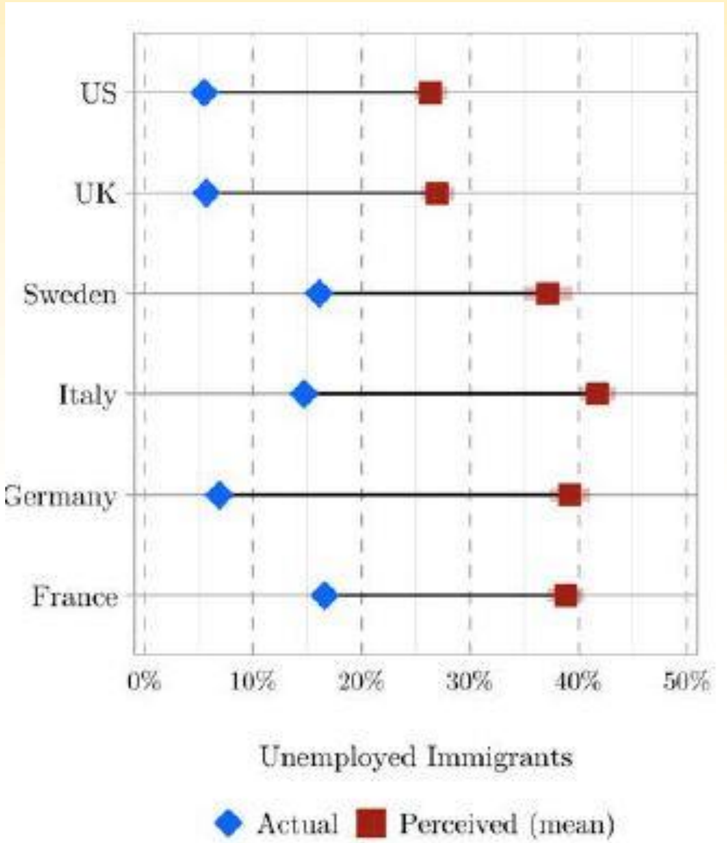
Issue	Mentioning
Dissatisfaction with government/Poor leadership	27%
Immigration/Illegal immigrants	13%
Race relation	6%
Need to unify the country	6%
Healthcare	6%
Lack of respect for each other	5%
Economy	3%
Unemployment	3%
Ethics/Moral/Family Values	3%
Environment	3%
The media	3%

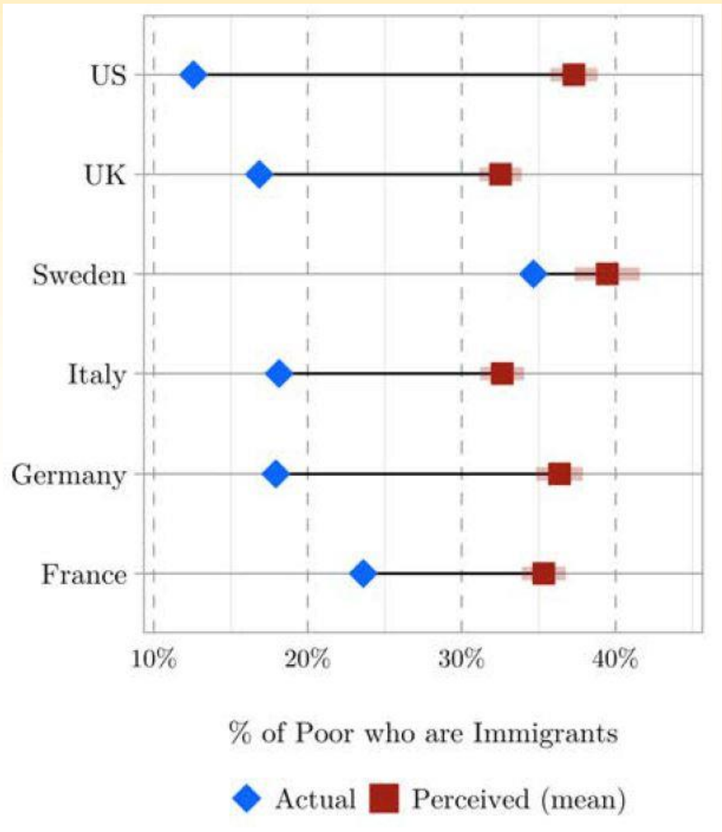
Source: Gallup, Oct 2018



Public misperception of immigration





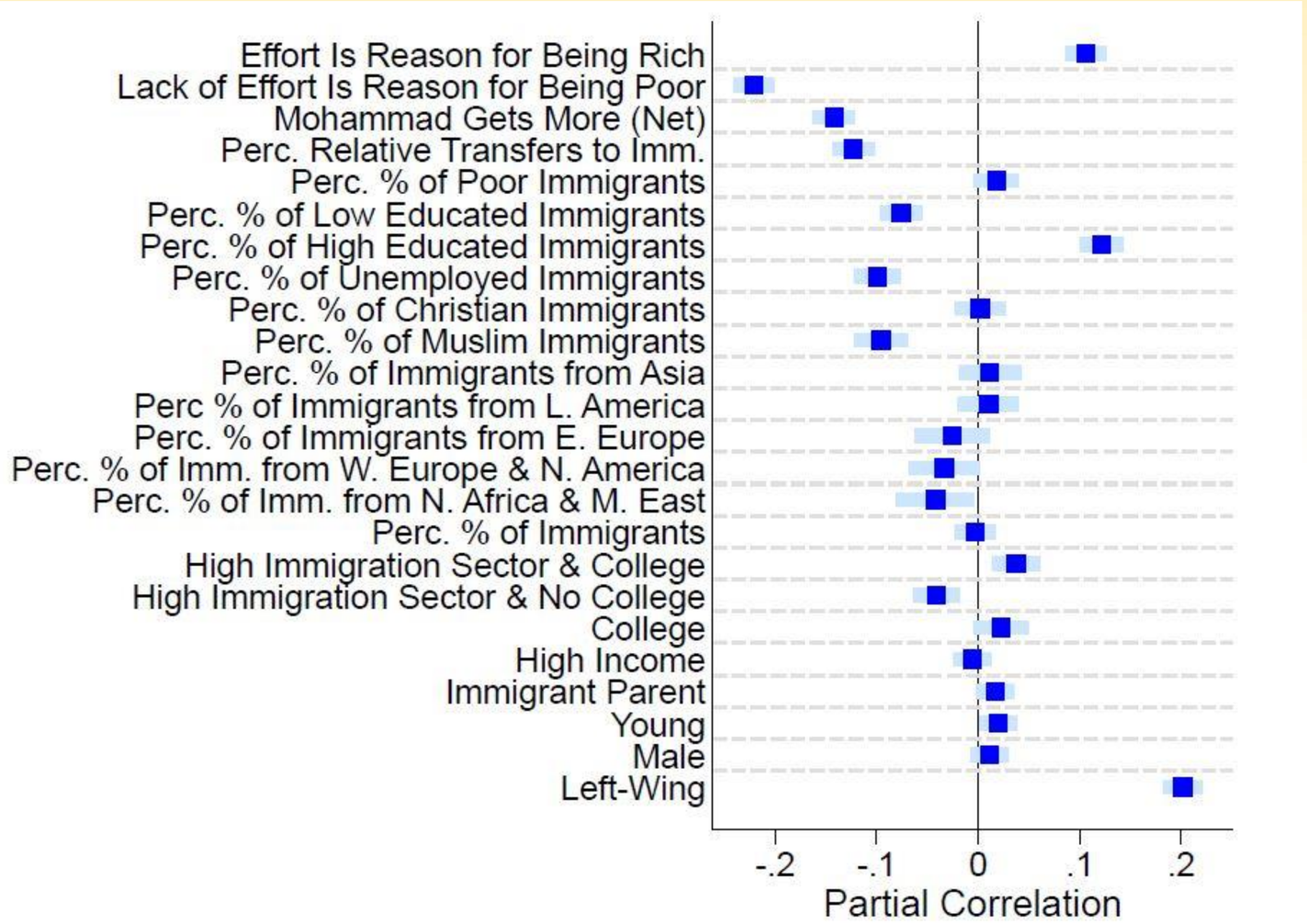


Source: Alesina et al. (2018). *Immigration and Redistribution*

What correlates with support for immigration

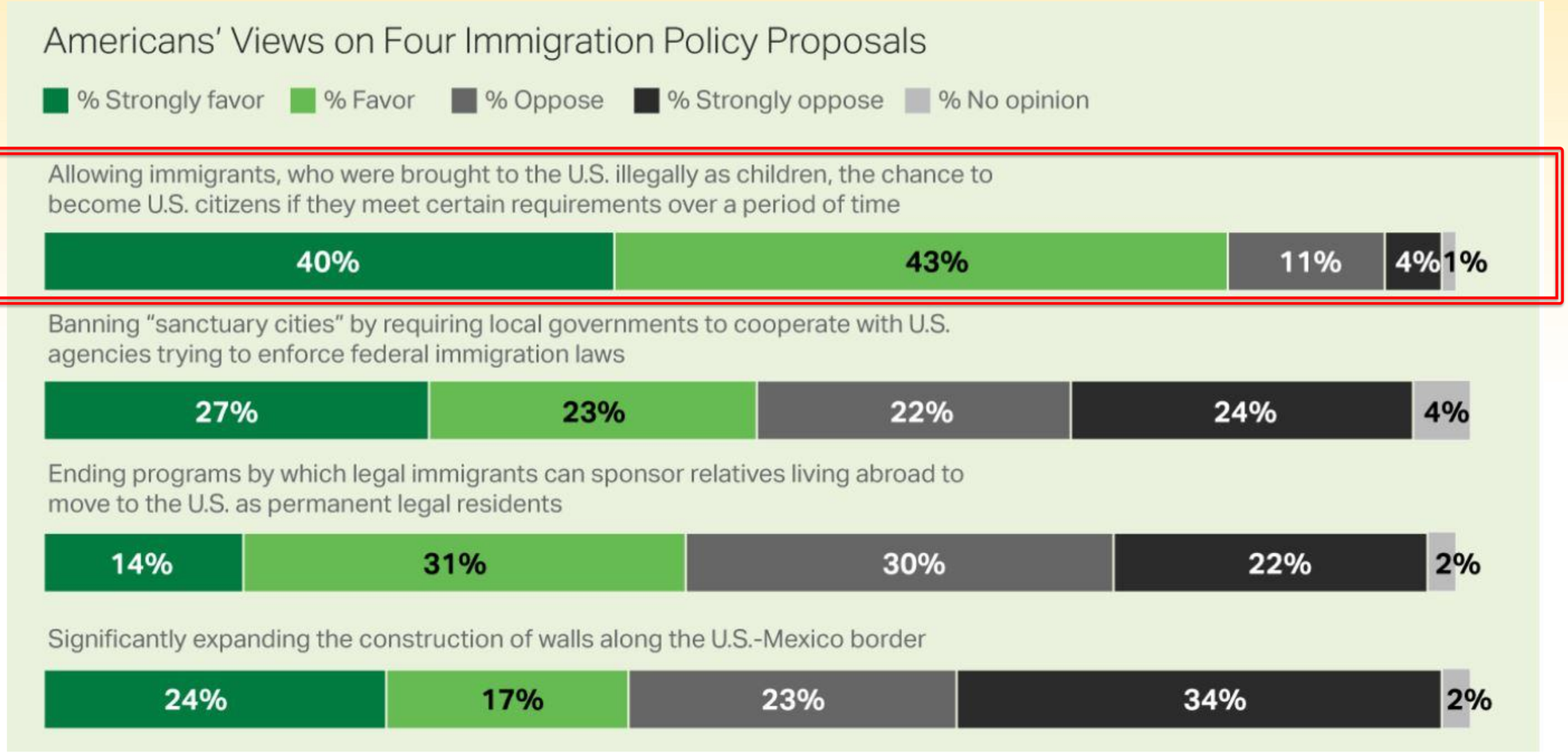
Correlation with respondents support for immigrants:
Work ethic and education

Note: the experimental study also confirmed this finding…



Source: Alesina et al. (2018). *Immigration and Redistribution*

Public view on immigration policies



Public view on immigration policies

Attitudes Toward Immigration Proposals, by Party

	Republicans/Leaners % Favor/Strongly favor	Democrats/Leaners % Favor/Strongly favor
Allowing immigrants, who were brought to the U.S. illegally as children, the chance to become U.S. citizens if they meet certain requirements over a period of time	75	92
Banning "sanctuary cities" by requiring local governments to cooperate with U.S. agencies trying to enforce federal immigration laws	77	29
Significantly expanding the construction of walls along the U.S-Mexico border	73	13
Ending programs by which legal immigrants can sponsor relatives living abroad to move to the U.S. as permanent legal residents	43	47

GALLUP, JUNE 1-13, 2018

Difficult time for *DREAMers*

➔ Approximately *65,000 undocumented students* graduate from U.S. high schools every year (US Dept. of Education, 2015) ; 26,000 (40%) are in California.

➔ Only 5–10% of undocumented students actually attend college.

➔ 70~80,000 undocumented students in higher education in California

CA's Assembly Bill 540:
Help DREAMers Attain a College Education



Signed in 2001, Assembly Bill 540 (AB 540) allows undocumented students who meet certain criteria to pay in-state tuition instead of out-of-state tuition for CA's higher education institutions including the UC, CSU and community colleges.

Source: immigrationdirect.com; ab540.com

Research Question

Are DREAMers' educational experience and attainment at Cal State LA comparable to non-DREAMers?

1. Engagement Indicators and HIPs using NSSE
2. Graduation, Retention and First-term GPA
3. Senior Survey

Cal State LA DREAMers' engagement

Based on responses from 2014 and 2017 NSSE

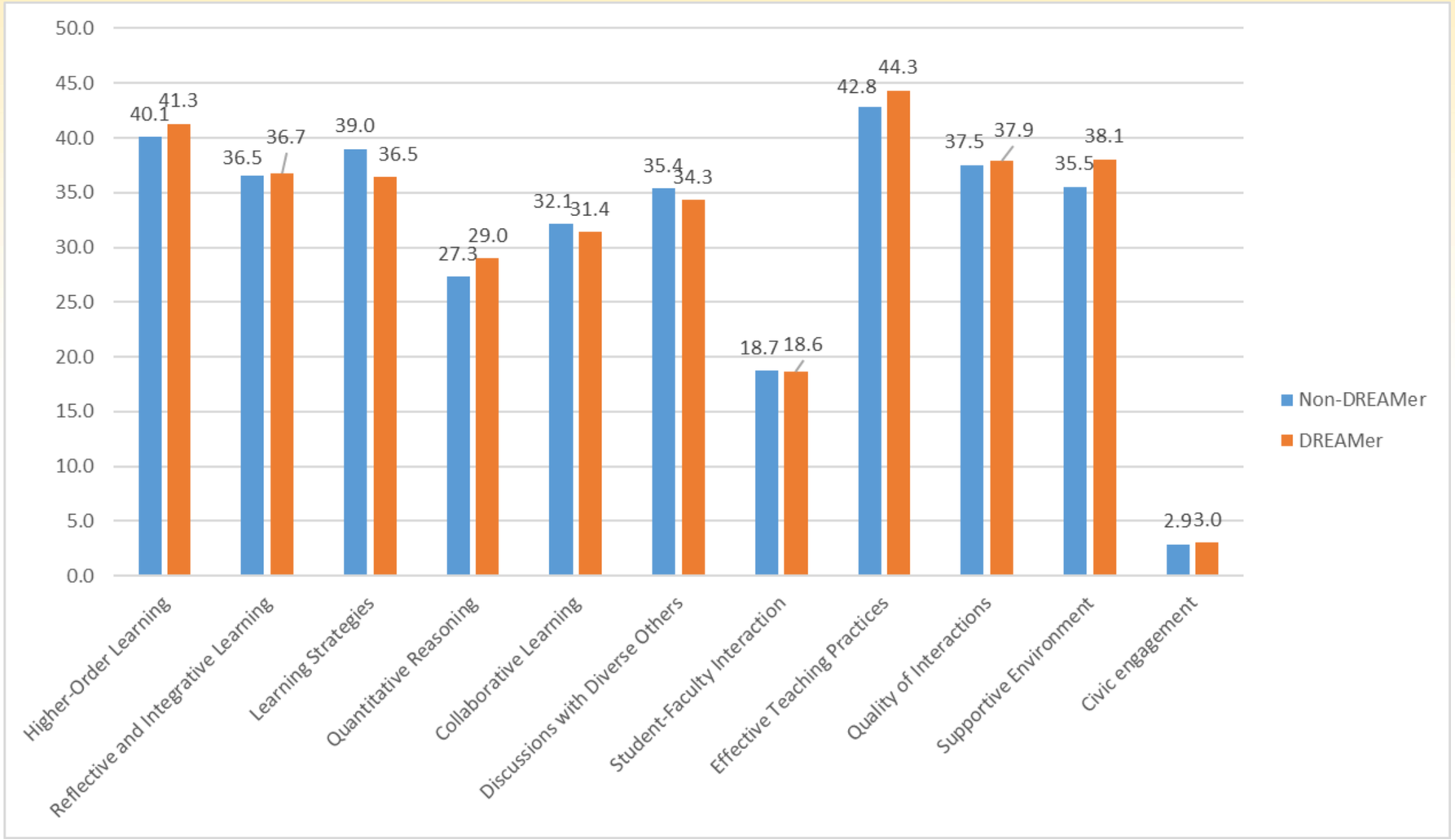
- **Participants: 2963 (106 DREAMers)**
  - 1229 Freshmen (63 DREAMers)
  - 1734 Seniors (43 DREAMers)
- **NSSE**
  - 2014 & 2017 engagement indicators (e.g. higher-order learning, reflective and integrative learning, student-faculty interaction, effective teaching practices, supportive environment, civic engagement)
    - Civic engagement was constructed using 4 items
      (e.g., Being an informed and active citizen; 1 = very little, 4 = very much) for this study
  - High impact practices

NSSE Engagement Indicators

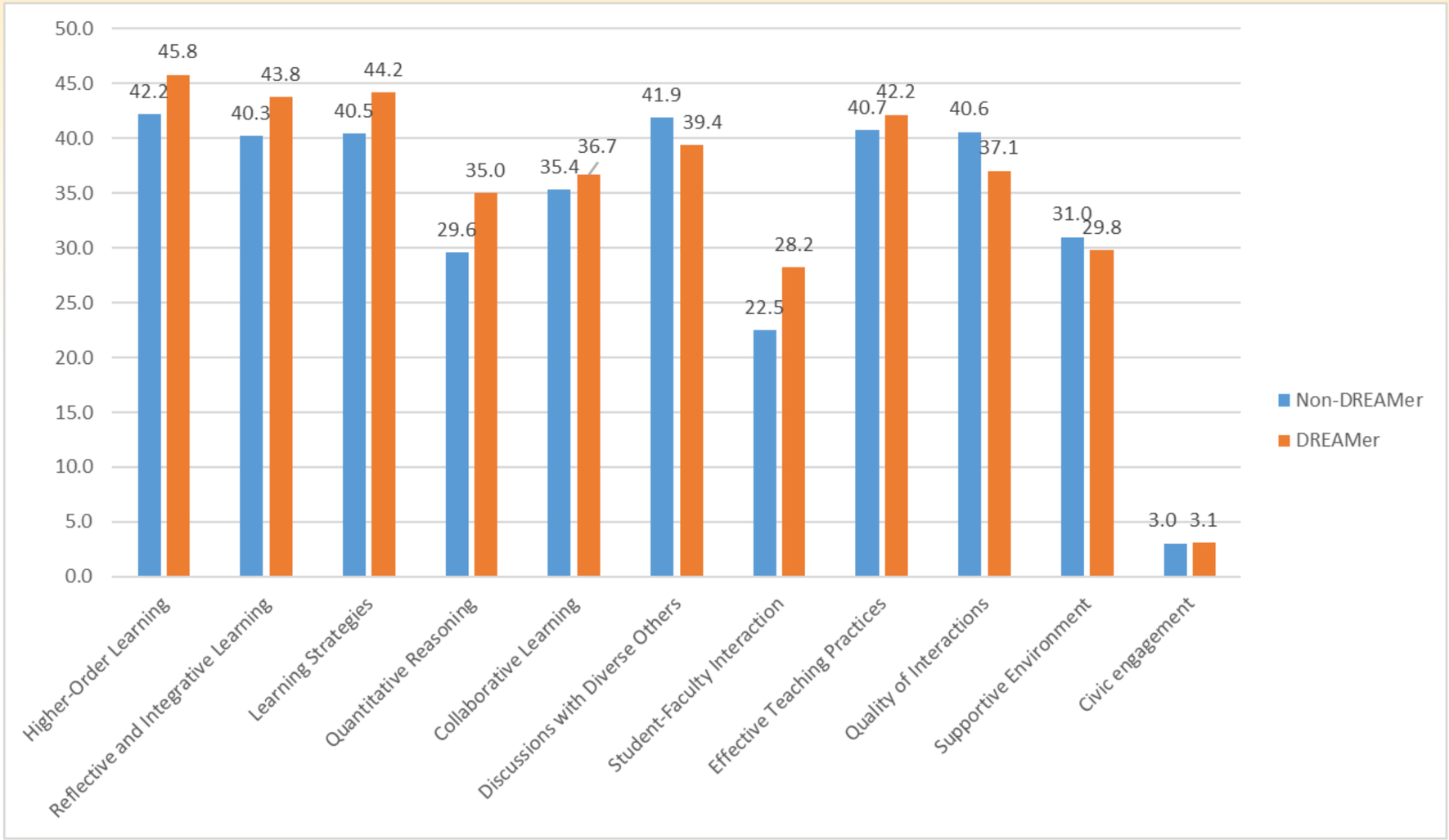
Themes	Indicator	Exam Item
Academic Challenge	Higher-order learning	*During the current school year, how much has your coursework emphasized the following:* Applying facts, theories, or methods to practical problems or new situations
	Reflective & integrative learning	*During the current school year, how often have you:* Combined ideas from different courses when completing assignments
	Learning strategies	*During the current school year, how often have you:* Identified key information from reading assignments
	Quantitative reasoning	*During the current school year, how often have you:* Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
Learning with Peers	Collaborative learning	*During the current school year, how often have you:* Asked another student to help you understand course material
	Discussions with diverse others	*During the current school year, how often have you had discussions with people from the following groups:* People from a race or ethnicity other than your own
Experiences with Faculty	Student-faculty interaction	*During the current school year, how often have you:* Talked about career plans with a faculty member
	Effective teaching practices	*During the current school year, to what extent have your instructors done the following:* Clearly explained course goals and requirements
Campus Environment	Quality of interactions	*Indicate the quality of your interactions with the following people at your institution:* Student services staff (career services, student activities, housing, etc.)
	Supportive environment	*How much does your institution emphasize the following:* Providing support to help students succeed academically

Engagement Indicators:

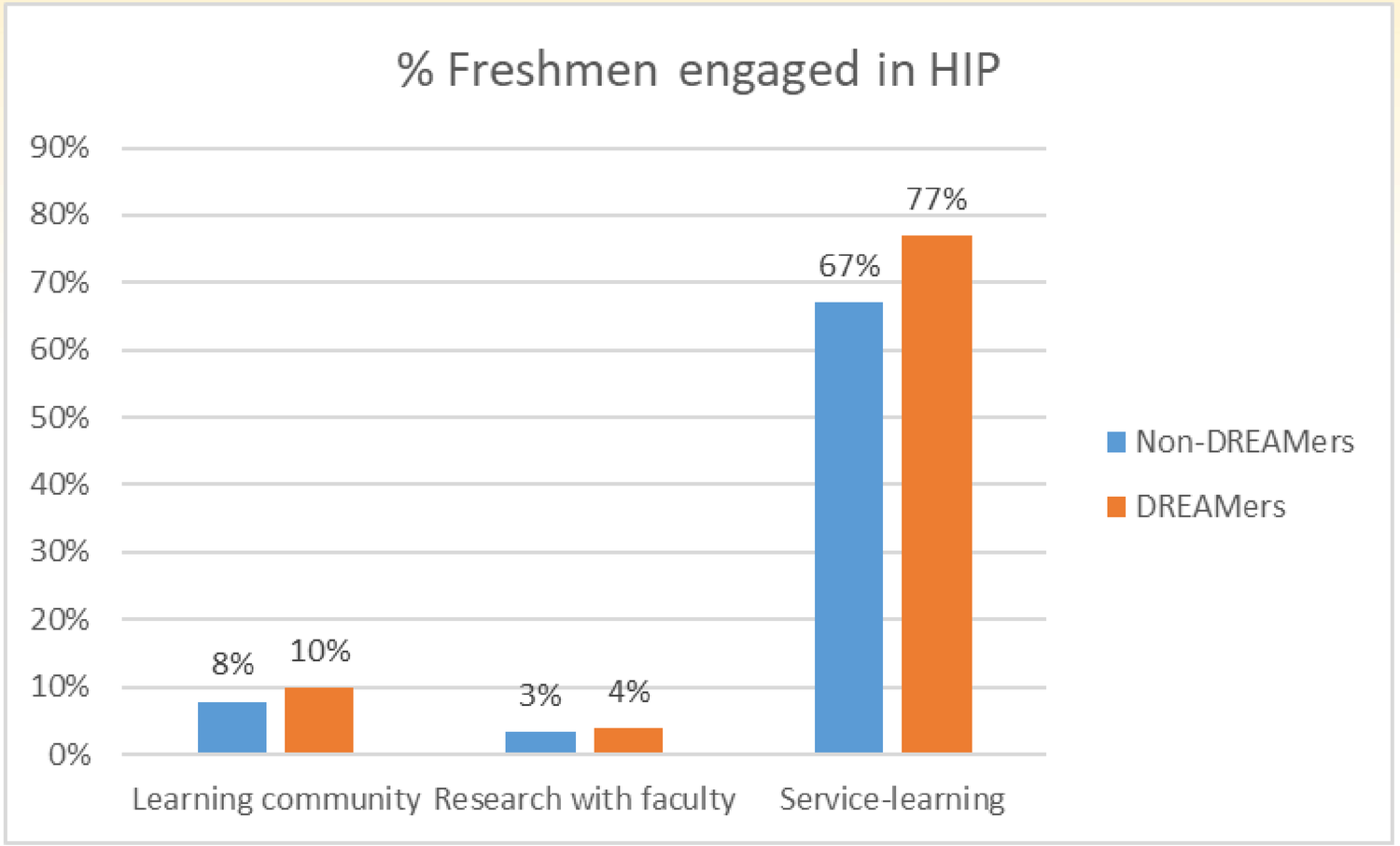
Freshmen DREAMers vs. Non-DREAMers



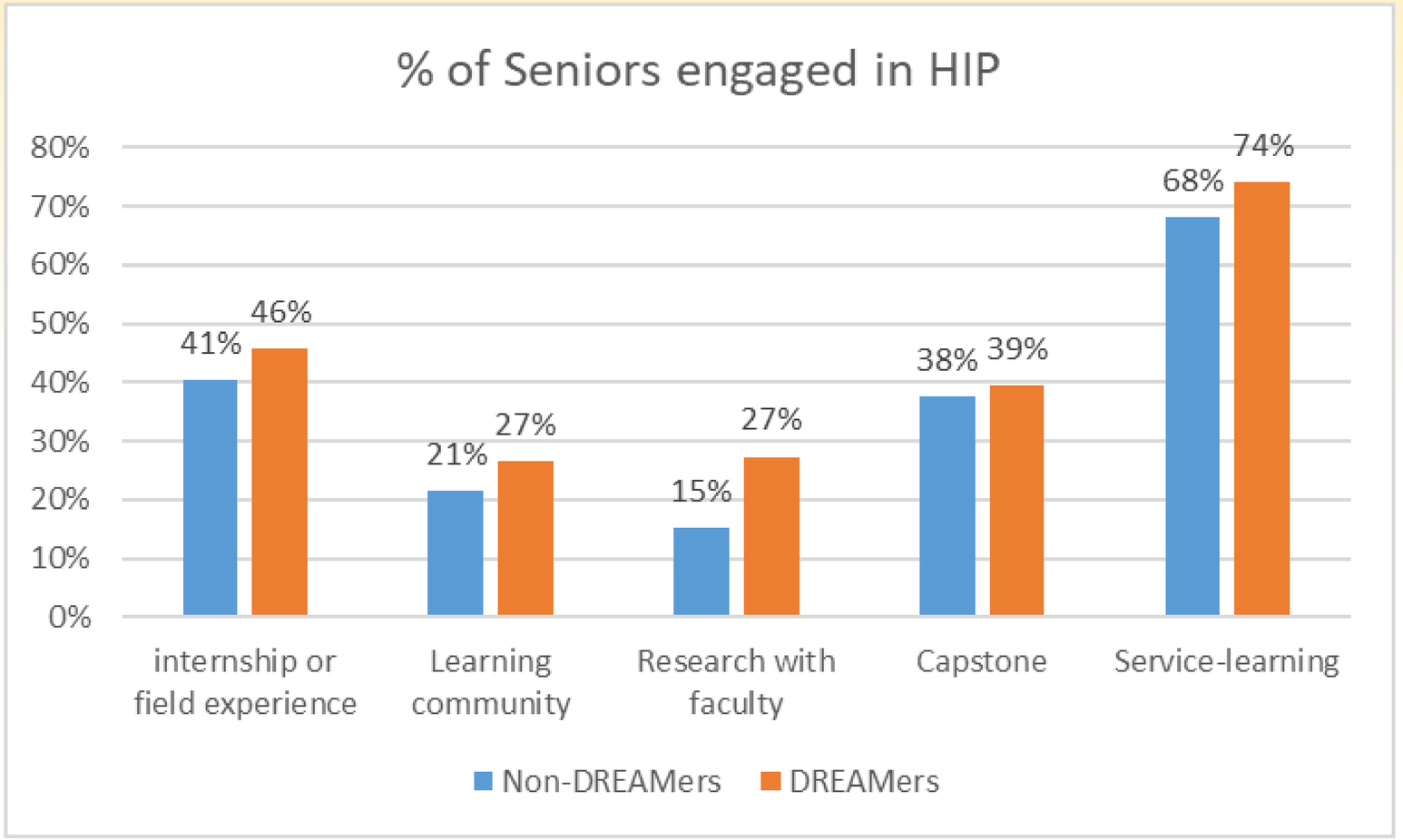
Engagement Indicators:
Seniors DREAMers vs. Non-DREAMers



High Impact Practices:
Freshmen DREAMers vs. Non-DREAMers



High Impact Practices:
Seniors DREAMers vs. Non-DREAMers



Cal State LA DREAMers' Academic Outcome

- **Student Cohort Data**
  - 16439 First time freshmen (657 DREAMers) : 2013 – 2017 Fall cohort
  - 17499 Transfer students (888 DREAMers) : 2013 – 2017 Fall cohort
- **Outcome Variables**

  : 1yr Retention, Graduation Rates (2 & 4 yr), and First-Term GPA
- **Independent variable**

  : Gender, College, HS GPA/SAT (transfer GPA), First Generation, Underrepresented Status, International Student Status, First-Term Units attempted, Undocumented AB540

Cal State LA Dreamers' Academic Outcome

	Variables	DREAMer	Non-DREAMer	Total
First-time Freshmen	HS GPA	3.23	3.18	3.18
	SAT	858	900	886
	1st Term GPA	2.81	2.88	2.87
	1 year retention	79.3%	81.7%	81.6%
	4 year graduation	10.1%	8.8%	8.8%
Transfer	Tranfer GPA	2.78	2.73	2.73
	1st Term GPA	2.99	2.97	2.97
	1 year retention	88.0%	88.3%	88.3%
	2 year graduation	26.3%	28.6%	28.5%

4 year graduation is based on cohort 2013 & 2014

2 year graduation is based on cohort 2013 to 2016

Freshmen cohort Multiple regression result

- The **DREAMer** status was not significantly associated with 1-yr retention, 4-yr graduation or 1st term GPA.
  - Note: it was “marginally” associated with 1st term GPA
- HS GPA, SAT, attempted units and gender is consistently associated with the outcome.
- Variance explained:
  - 1 year retention – 8% (Negelkerke)
  - 4 year graduation – 16% (Negelkerke)
  - 1st term GPA – 12%

	1yr Retention	4-yr grad	1st term GPA
Variables	OR	OR	B
DREAMer	0.81	1.11	-0.08
Men	**0.83**	**0.57**	**-0.16**
Art and Letter	**0.84**	1.36	**0.01**
Business	**1.19**	0.90	**0.10**
Education	1.51	0.39	0.14
Engineering	0.96	**0.21**	**-0.17**
Health & Human Services	1.12	0.88	**0.02**
Undecleared	**1.16**	0.74	**0.09**
HS GPA	**1.42**	**1.50**	**0.25**
SAT	**1.28**	**1.66**	**0.12**
Pell	**1.15**	**0.64**	-0.03
First Gen	1.05	0.93	0.00
Units Attempted	**1.18**	**1.19**	**0.07**
International	1.43	0.63	-0.20
Underrepresented	**0.77**	0.87	**-0.14**

P values < .05 in red; OR = odds ratios; B = beta

Analyses conducted using logistic regression for 1 year retention and 4-yr graduation and linear regression for first term GPA

Transfer cohort Multiple regression result

- The **DREAMer** status was not significantly associated with 1-yr retention or 1st term GPA.
- It was negatively associated with 2-yr graduation
  - Note: it was not associated with 3-year/4 year graduation.
- Transfer GPA, attempted units and gender is consistently associated with the outcome.
- Variance explained:
  - 1 year retention – 6% (Negelkerke)
  - 2 year graduation – 12% (Negelkerke)
  - 1st term GPA – 10%

	1yr Retention	2-yr grad	1st term GPA
Variables	OR	OR	B
DREAMer	0.97	**0.77**	-0.02
Men	**0.88**	**0.66**	**-0.04**
Art and Letter	0.98	0.90	**0.04**
Business	1.09	**0.53**	**-0.23**
Education	**2.82**	**0.44**	**0.28**
Engineering	0.93	**0.29**	**-0.09**
Health & Human Services	0.98	**0.46**	**0.07**
Undecleared	**0.04**	0.48	-0.08
Transfer GPA	**1.28**	**1.23**	**0.21**
Pell	0.98	**0.81**	**-0.11**
First Gen	**1.14**	1.09	-0.01
Units Attempted	**1.17**	**1.27**	**0.04**
International	0.85	1.07	-0.07
Underrepresented	1.09	1.07	**-0.14**

P values < .05 in bold; OR = odds ratios; B = beta

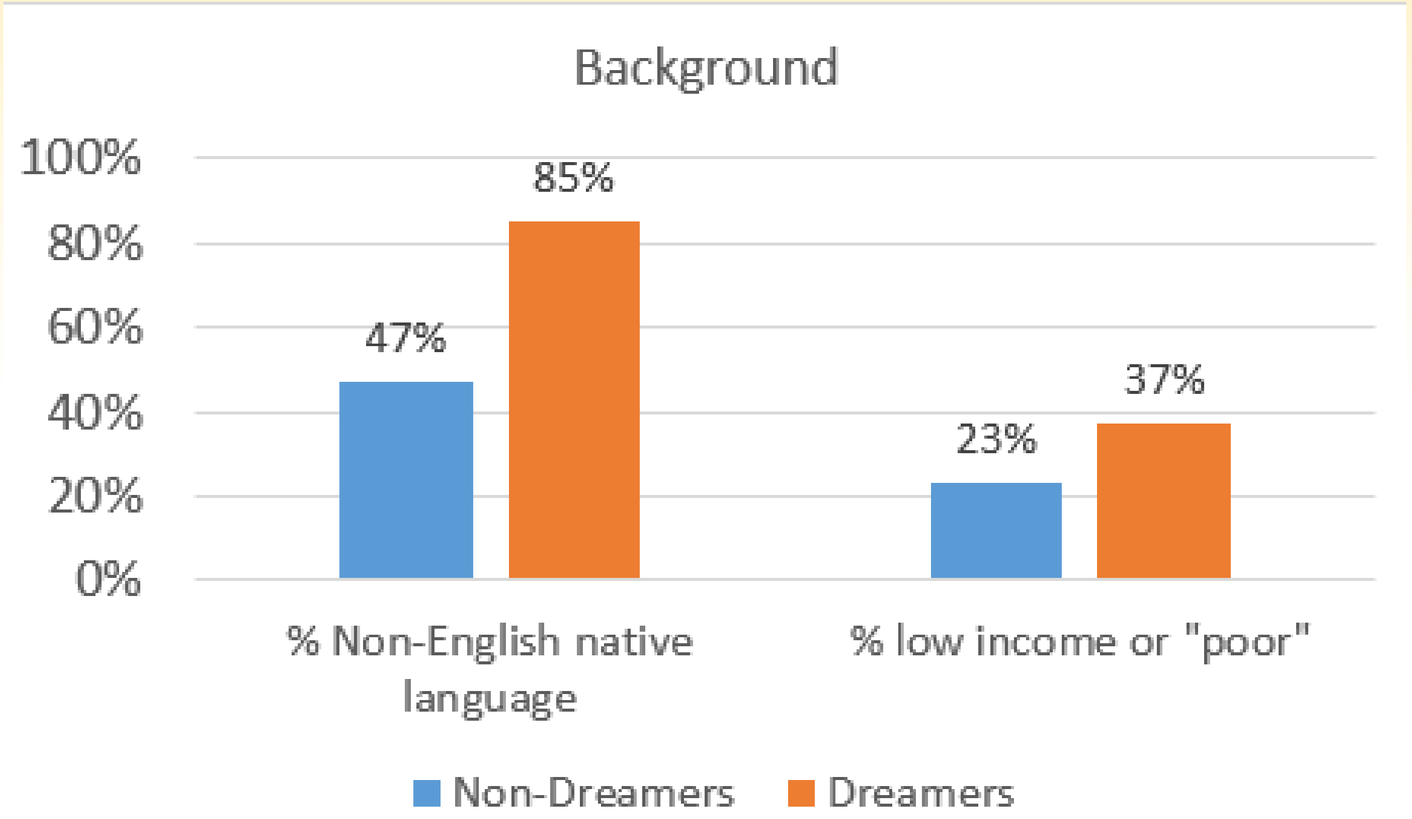
Analyses conducted using logistic regression for 1 year retention and 2-yr graduation and linear regression for first term GPA

Cal State LA Dreamers at graduation

Based on responses from 2015 and 2018 senior surveys

- About 4.5% of our seniors in those two survey years were Dreamers.

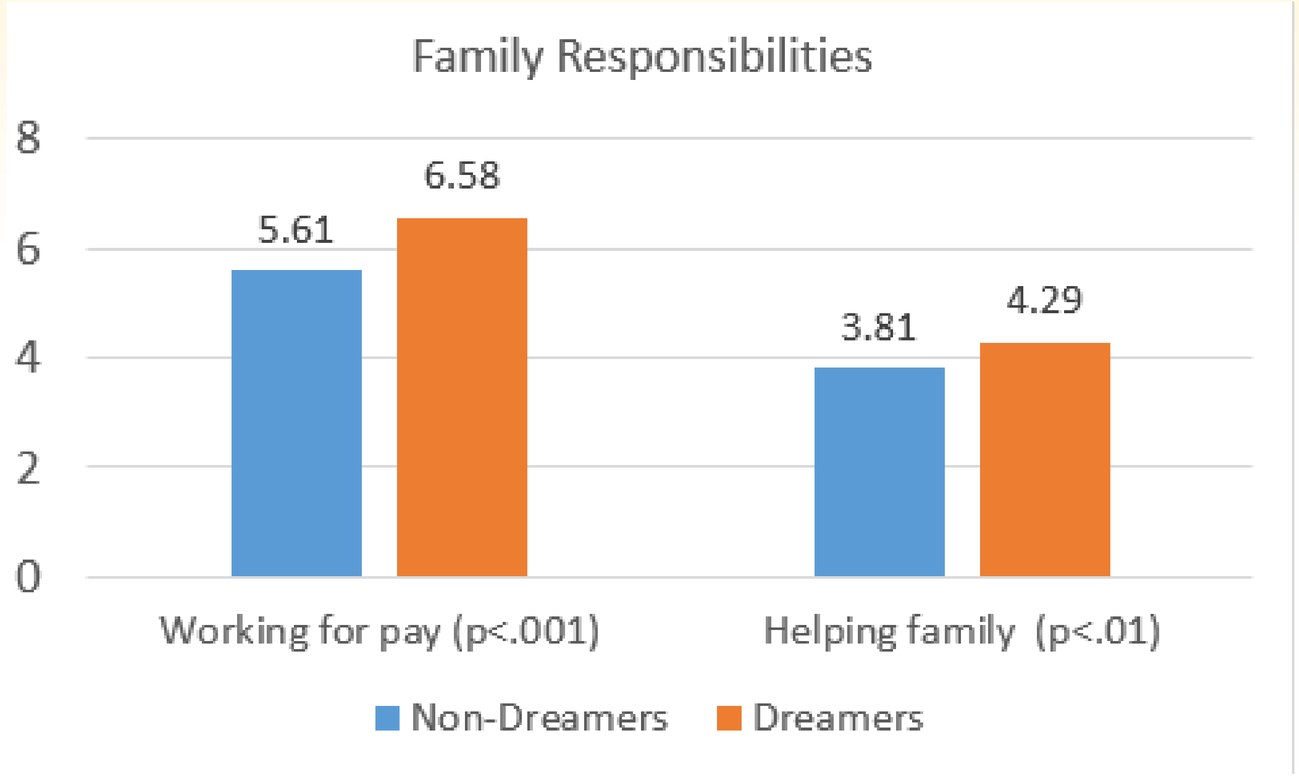
- Challenges they faced before enrollment:



Cal State LA Dreamers at graduation

Based on responses from 2015 and 2018 senior surveys

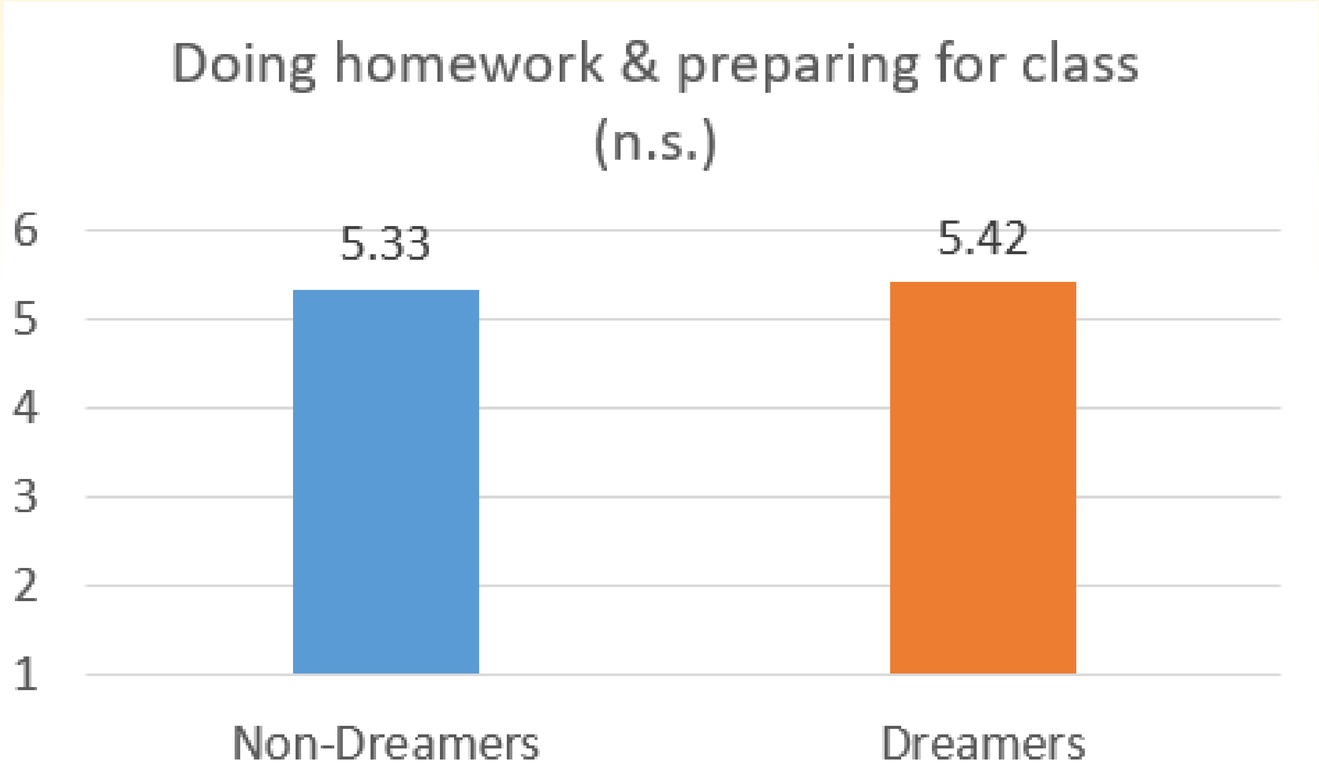
Time Allocation: Dreamers spent more time on family responsibilities



Cal State LA Dreamers at graduation

Based on responses from 2015 and 2018 senior surveys

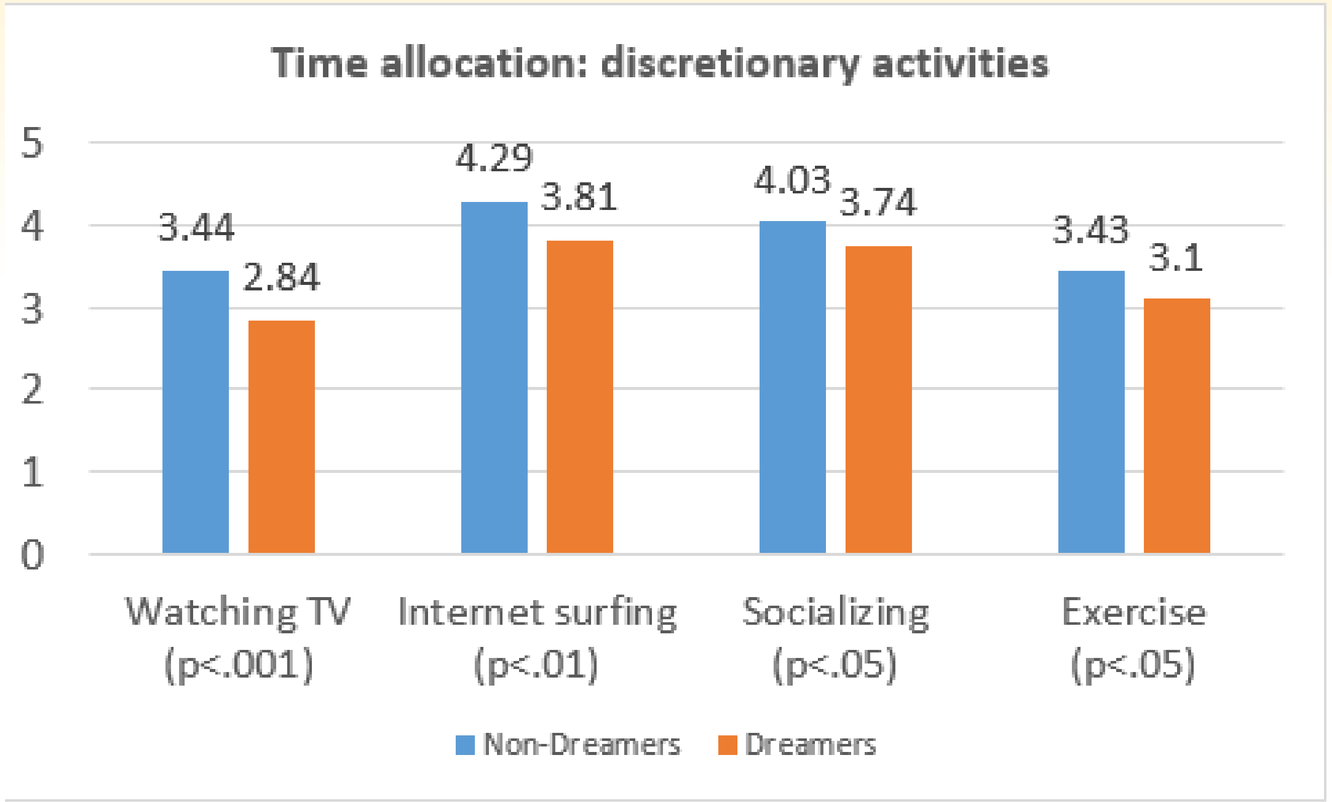
Time Allocation: Dreamers spent the same amount of time on academics



Cal State LA Dreamers at graduation

Based on responses from 2015 and 2018 senior surveys

Time Allocation: Dreamers spent less time on *discretionary activities*



Cal State LA Dreamers at graduation

Based on responses from 2015 and 2018 senior surveys

Despite these challenges, by the time they reached the end of their senior year, the Cal State LA Dreamers thrived:

- In the classroom,

  Their cumulative GPA was higher: 3.22 versus 3.08 for non-Dreamers ($p<.001$)

- Out of the classroom,

  They participated more in some high impact practices:

  - Internships ($p = .01$)
  - Volunteering in the local community ($p < .05$, 2015 only)

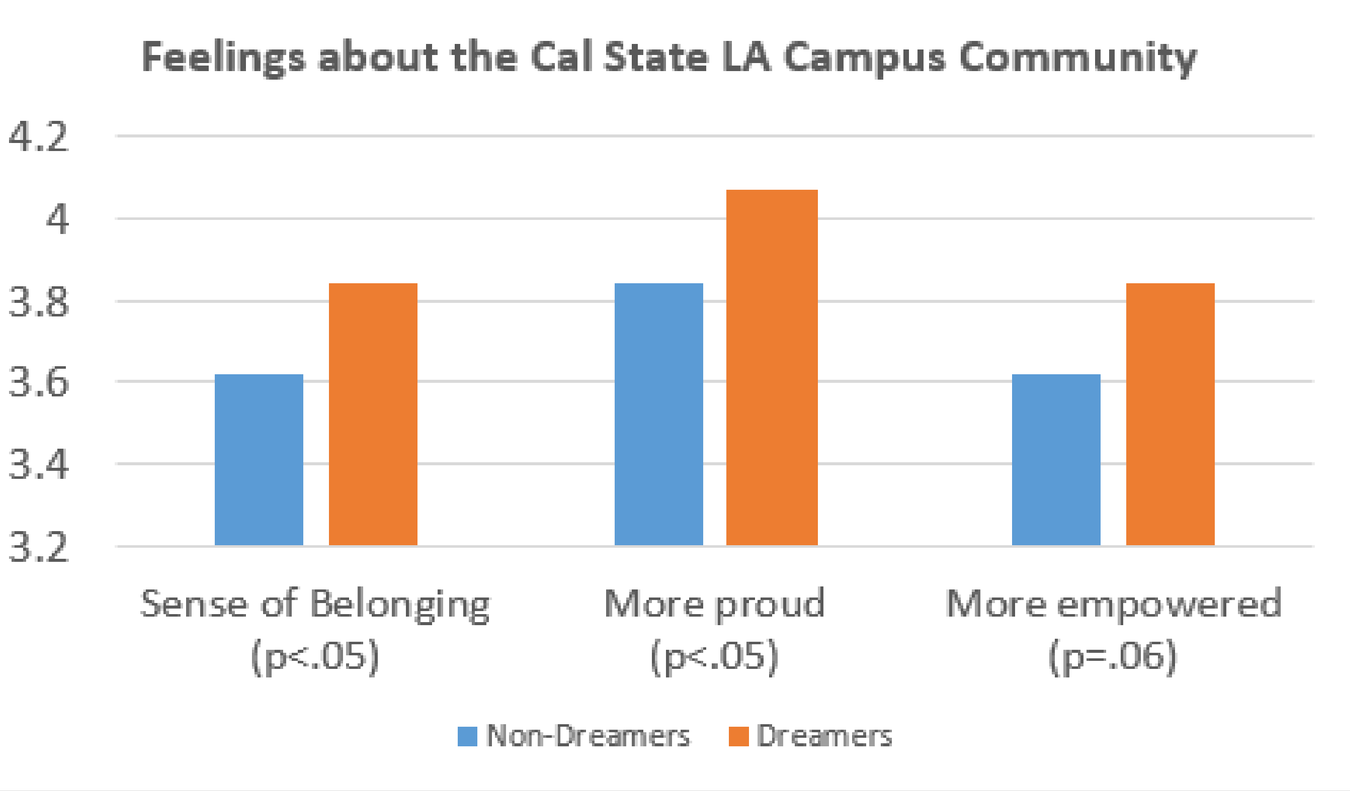
- After graduation,

  slightly more said they would be attending grad school full-time (21% vs 18%)

Cal State LA Dreamers at graduation

Based on responses from 2015 and 2018 senior surveys

Beyond academics, the university experience became a vital part of the Dreamers' lives:



Conclusions

- Cal State LA's DREAMers showed engagement indicators and high impact practices comparable to non-DREAMers.
- First-time Freshmen DREAMers also showed comparable 1-year retention, 4-year graduation and 1st term GPA.
- Transfer DREAMers also showed comparable 1 year retention and 1st term GPA.
    - They were less likely to graduate in 2 years, but the effect disappear for 3-year and 4 year graduation.
- Graduating DREAMers reported overall positive academic experience at Cal State LA
- All in all, for many Cal State LA Dreamers, their experience on our campus helped them achieve their *American Dream* of a college education.

Supporting DREAMers at Cal State LA

Glazer Family Dreamers Resource Center

- California Dream Act Information and Assistance
- Scholarship Resources for Undocumented Students
- Deferred Action for Childhood Arrivals (DACA) Information and Referrals
- Workshops, Programs, and Student Support Groups
- Academic and Career Advising
- Peer Mentor Advisors
- Math Tutoring
- Student Organization Support
- Campus and Community Partnerships and Advocacy
- ***Staff and Faculty Allies Training (highly recommended)***
- Study Lounge and Computer Access
- Safe and Supportive Environment

Please DON'T Forget the Evaluation!

CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Contact Us

Office of Institutional Effectiveness

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

5151 State University Drive, Los Angeles, CA 90032

Phone

323.343.2730

Email

IE-Dept@calstatela.edu

Web

calstatela.edu/InstitutionalEffectiveness