

Initial Program Review -Student Affairs Programs- Outreach and Advocacy Services for Immigrant Student Success OASISS

Spring 2017

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Evergreen Valley College

Student Affairs Program Review Self-Study

Document Criteria

Note to Preparers:

Please use the criteria in this template to prepare the Program Review for your department or program. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed below. Since the college is focused on the Student-Centered initiative in 2015-2016, outcomes have been established for the areas of focus. The remaining initiatives will be further developed in the upcoming academic year. Program and college relevant data sets are provided- via email- by the District Office of Institutional Effectiveness and Student Success. Please see your Dean/Director if you need help with this.

Additional information, including a submission timeline (**Due December 1st for feedback, then final submission April 1st, incorporating feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/accreditation/iec-and-program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members, an internal reader, and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval before finally going to the Board of Trustees. Completed Program Reviews will be forwarded to the College Budget Committee to serve as evidence in EVC's Budget and Planning Process.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students. We offer associate degrees, associate degrees for transfer, certificates, career technical education, transfer coursework, and basic skills education.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are:
 - Access: Develop a balanced schedule of course offerings to better meet the needs of students
 - Curriculum and programs: Establish quality curriculum and programs to support student achievement of educational goals.
 - Services: Tailor services for a diverse student population to prepare and enable them to succeed academically and become global citizens.
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered. Areas of focus are:
 - Student Access: Completion of educational goals
 - Employee development
 - Transparent Infrastructure

OUTREACH & ADVOCACY SERVICES FOR IMMIGRANT STUDENT SUCCESS
OASISS PROGRAM REVIEW
FALL 2016

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EVC Outreach & Advocacy Services for Immigrant Student Success (OASISS)

Initial Review

Preparer's Names: Diane Hernández Soriano, with support from Sylvia Cuevas, María de Lourdes Ramos, and Student Ambassadors-Regina Andrés, Hector Hernández, Karina Maciel and Ariana Reyes, Vice President of Student Services: Adela Swinson

Overview of the Department/Program ("Program")

- 1. Provide a brief summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.**

Brief History

Background

The National Immigration Law Center estimates that "each year about 65,000 U.S. raised students" that are undocumented are eligible for college (Ally Training Project Facilitator Handbook 2010, pp.4). These students who have "grown up" in the United States graduate from high school and are limited from fully participating in American Society. Although they have played little to no role in the decision to emigrate or to remain in the United States without legal status, they face tremendous social, financial, and legal barriers. Nearly 30% of undocumented children live under the poverty line¹. Most live in constant fear of deportation and family separation. While federal law guarantees them a free public K-12 education, they face intractable challenges while pursuing higher education."²

Evergreen Valley College's Outreach & Advocacy Services for Immigrant Student Success (OASISS) Program (aka DREAMer Resource Center) began in 2007. A grassroots group of committed DREAMers who saw the urgent need to service undocumented students graduating from high school organized to create OASISS. Back then, EVC's DREAMers, classified under AB 540 status, along with the support of EVC's administration, collaborated to provide academic and personal support to the increasing undocumented students entering EVC. From the beginning, the program attracted many student volunteers who, along with an adjunct Academic Counselor, provided services to EVC's AB 540 students. Faculty and students donated books to initiate EVC's first-ever bookloan program, which would initially serve AB540 students, but which has grown to serve all EVC's students who request bookloans. OASISS booklending program lead the way for other academic programs to create booklending libraries for their students.

Additionally, given the other barriers to academic success for DREAMers, such as hunger and lack of transportation, bus vouchers and food vouchers were at first donated for student use. Office furniture and office supplies were also donated for use in what started as a very small EVC office space. Back then, students could be seen lining up for services outside in the hallway during start of each semester. Over the years, gains made include OASISS being housed in an accessible, confidential and safe office space that has multi uses for DREAMers. Additionally, OASISS is proud to share that beginning Fall 2016, a DREAMer, who serves on Associate Student Government, realized his vision, which was to work towards ensuring that all District college students now have access low cost bus passes.

Undocumented students face a variety of multiple and unique obstacles to academic success. Though many of them immigrated to the US at a very young age, there is currently no path to citizenship, though the US is the only country they know. Many become

¹ "The Case for Undocumented Students in Higher Education," Catherine Eusebio and Fermín Mendoza, *Educators for Fair Consideration (E4FC)*, 2006.

² Ibid.

aware of their undocumented status in high school, when they face the need for employment, driver's license, or college. For this population, other barriers to success include poverty, assimilation, language barriers, and violence in their community or home environment, lack of access to health care and mental health. Given these barriers, OASISS founders recognized that in order for the program to be effective, whereby students felt "safe" enough to "out" themselves to freely access student services, staff and volunteers created trusting, long-lasting community partnerships with local high schools, adults schools, non-profit agencies, the Mexican Consulate, and Spanish media outlets.

Please refer to Appendix A (pp. 21) and II (pp. 22) for State and Federal laws pertaining to Undocumented students.

OASISS Mission

In February 2017, the SJECCD Board of Trustees adopted a Resolution in support of Deferred Action for Childhood Arrivals (DACA) and other vulnerable students No. 021417-2. This Resolution is a commitment from the District to ensure safety and support for DREAMer students at EVC. In a District-wide email announcing the Resolution, Chancellor Budd writes:

"I want to reiterate our District's firmly held values of Opportunity, Equity, and Social Justice, and ensure our entire community that we will continue to serve and support ALL students. Just this week, our Board of Trustees reaffirmed this commitment with a resolution in support of these student groups (see attached). That resolution assures that no confidential student records will be released without a judicial warrant, subpoena, or court order and that all students feel welcome and safe on our campuses, regardless of immigration status. As a result, the resolution reads, the District "will not aid federal efforts to create a registry of individuals based on any protected characteristics such as religion, race or sexual orientation and will not detain, question or arrest any individual solely on the basis of undocumented immigration or religious status." (Chancellor February 16, 2017 email) **(Appendix C, pp. 25)**

The District's recent passing of the Resolution marks a milestone in the 10-year history of EVC's OASISS existence. OASISS is very encouraged by the District's commitment to supporting all AB540 students at EVC. OASISS mission, therefore, is to continue to provide DREAMers and immigrant students with the necessary tools and information to succeed in pursuing a higher education and a professional career.

Purpose/Vision

The OASISS program primarily supports the academic success, retention and graduation of students categorized as AB 540 students at EVC. OASISS also provides services to all other EVC students who comes seeking academic, bookloan and resource assistance.

OASISS' 'Dream Center' strives to provide a safe, caring place for new and continuing AB 540 students at Evergreen Valley College. Students receive personalized support as they begin their college journey and continue on to transfer or enter the workforce. OASISS staff are here to create a warm and welcoming experience while students navigate matters related to AB540 admissions, DACA, the California Dream Act, EOP&S (Extended Opportunities Programs & Services), the BOG (Board of Governors) Fee Waiver, academic counseling and referrals to Assessment, and the essentials to fulfilling SSSP mandates at EVC.

The program also provides resources, referrals and personal support, and manages student academic progress for those on Early Alert and Dream.US scholars. Additionally, OASISS helps propel leadership development both in and outside the classroom and strives to provide comprehensive and coordinated student services to at-risk students who experience obstacles to success.

Many OASISS students are low income, have English as a second language, are academically underprepared or at-risk, and/or undocumented or have parents who are undocumented immigrants. In collaboration with EVC's Outreach program, OASISS also provides year-round outreach and recruitment services. We promote awareness of the issues and challenges that affect undocumented students in our college and community in order to promote respect and appreciation of diversity, while promoting equal access to education. Since the beginning, OASISS has sought to provide the aforementioned valuable services to ensuring that students are successful.

Below is a list of comprehensive services accessible to EVC's prospective and current AB540 students:

Collaborative Outreach & Recruitment Services for Service Area High Schools and Adult Schools

- Classroom Presentations
- Tablings at High School & Adult School Career Fairs
- Bilingual (Spanish/English) EVC Campus Tours
- Community Event tabling and presentations
- Spanish Language Media Interviews/Phone Banking

Enrollment Services

- EVC admissions application workshops and affidavit assistance for DREAMers
- California Dream Act for DREAMers and BOG Fee Waiver information and assistance
- DREAMer new student orientation
- Assistance with multiple measures assessment and abbreviated/comprehensive educational plans
- Assistance with MyWeb account for EVC registration/parking pass/financial aid/grades

Student Success and Support Services

- Academic counseling
- Bilingual Math, English/ESL Tutoring
- Book Lending Library for all EVC students who apply for bookloans
- Computer/Printer; Laptop and Calculator lending program
- Professional and career counseling & employment referrals
- Transfer application assistance to four-year universities
- Specialized transfer university field trips and tours
- Scholarship resources for DREAMers
- Early alert and academic progress monitoring
- Bilingual (Spanish/English) Math and English tutorial services
- Eco Bus Pass referrals
- Student Ambassador peer support
- Referrals to student organizations (Cochitlchua-li-“To Dream”), SACNAS, Enlace, and referrals to participate in other campus activities and events
- EVC special programs collaboration, referrals and advocacy
- Personal guidance and crisis management support
- Scholarship recommendation letters
- OASISS EVC graduation sash
- Special Program Ceremony for graduates and transfers

Above and Beyond Services (Spanish/English)

- Personal support for undocumented students facing current political climate
- Immigration Forums for EVC students/staff/faculty and the community at large
- Spanish language assistance regarding academic support/admissions and records/financial aid
- Deferred Action for Childhood Arrivals (DACA) information and referrals
- Community partnerships and resources & referrals for undocumented students and their families
- Business workforce workshops specific to DREAMers, such as “Starting a Small Business”, “How to Finance a College Education”, and “Workplace Culture and Successful Employment” etc.
- Partner College to Nationwide Dream.US Foundation for DREAMers, which provides transitional scholarships for High School students entering EVC and transfer students to partner universities

It is important to note that Evergreen Valley College's OASISS program has been on the cutting edge of providing comprehensive support services to community college AB 540 students. OASISS has been recognized as the first DREAMer center at California community colleges. Throughout the years, staff has been asked to serve as consultants to other DREAMer centers being created throughout the country. During Fall 2015, Assemblyman José Medina (D) from District 61, visited EVC OASISS for a luncheon to meet with EVC Administration, staff and DREAMer students. Mr. Medina met specifically with students to discuss college DREAMer Resource Centers and higher education legislation in support of AB 540 students.

In Fall 2014, OASISS was selected as a Bay Area Coalition Partner to the Dream.US National Foundation, which provides up to \$25,000 in transitional scholarships for high school and transfer students. At that time, Facebook owners, Mark Zuckerberg and Pricilla Chan, donated five million dollars to the Dream.US Foundation for DREAMer Bay Area scholarships. Bay Area media outlets (English and Spanish) recognized EVC's OASISS program and several of its transfer scholars, as a Dream.US Foundation Partner College.

In October 2015, OASISS Counseling Faculty was invited to attend a Resource Guide release event hosted by the US Department of Education. The DOE's Guide, titled "Resource Guide: Supporting Undocumented Youth" was developed to help schools, colleges, teachers, and other school personnel support the college and career success of undocumented and DACA youth in secondary and postsecondary settings. Present at that event held at SFSU were John King, Deputy Secretary at the U.S. Department of Education and Mariela Melero, Associate Director of Customer Service and Public Engagement Directorate at the U.S. Citizenship and Immigration Services.

2. Please state at least three recent accomplishments for your program, which show how it contributes to the College's success.

1. STUDENT-CENTERED INITIATIVE: OASISS' New Student Orientation

OASISS held its first New Student DREAMer Orientation in Fall 2014. There were approximately **15** students present. During Fall 2015 Orientation, OASISS conducted additional outreach and **23** students registered to attend the DREAMer Orientation. There were, however, **11** students who actually attended the Fall 2015 Orientation (**Less than half (47%) of those who registered**).

Given the SSSP mandates, Orientation participation is essential for student success. Thus, OASISS stipulated an attendance 'requirement' for all incoming EVC DREAMer students desiring to receive services from the OASISS program. As a result, during Fall 2016, there were **45** DREAMer students who participated in the New Student Orientation (**309% increase from the 2015!**)

2. STUDENT-CENTERED INITIATIVE: Bookloan Program

The OASISS bookloan program has been in existence since 2008. The program provides books for both AB 540 students as well as all EVC students who apply for bookloans each semester.

OASISS accepts bookloan applications from all EVC students and strives to ensure that each applicant receive the books that they request each semester. Due to limited books in stock and limited funding for new purchases OASISS prioritizes to supply each DREAMer with all the books that they request on their application. With regards to all other EVC students who apply for bookloans, OASISS prioritizes to ensure that International students, those on financial aid, those in Special Programs and all other students are loaned at least one or more of the books that they request.

Staff also works in collaboration with Special Programs such as EOP&S and Affirm to support students seeking bookloans. Unlike other bookloan programs at EVC, OASISS is not able to place a registration 'hold' on students who do not return the books at the end of the semester. Thus, the OASISS bookloan program loses about 10-20 books per academic year due to non-returns, regardless of follow up phone calls and emails to students. OASISS works closely with Special Programs Counselors so that students are made aware of the importance of returning books in good condition and in a timely manner.

OASISS occasionally receives textbook donations and tries to obtain newer edition textbooks for student use each year.

Below shows an increase in student applicants and bookloans from Academic Year 2015-2016 as compared to Fall 2016. Given the data below, OASISS estimates that for 2016-2017 there will be close to a 50% increase in all categories below, such as bookloan applications and books loaned.

School Year	2015/2016	Fall 2016 (Spring 2017 not included)
Book Loan Applications*	140	144
AB540 EVC Students**	84	79
In-State Students**	56	65
Books Requested	452	248
Books Able to Loan	271	223
Books requested but Not Available to loan	113	25

* The totals reflect the students served per year, however, since each student is required to submit a new application for each semester, the number of students actually served per year is approximately doubled because some students are 'repeat' bookloan users.

** 2015/2016 - 21 Students who participated in Bookloan program did not specify legal status. Thus, the AB540/In-State status totals do not include these students.

3. COMMUNITY ENGAGEMENT INITIATIVE: EVC and OASISS Student Ambassador for Outreach and Recruitment

From academic years 2007-2014, the OASISS program had been staffed by volunteer students and one Adjunct Counselor (30%-60%). In Spring 2015, the Enlace program provided one-time funding support for three (3) part-time paid Student Ambassadors assigned to OASISS. This 2016-2017 year marks the most number of Student Ambassadors assigned to OASISS that are both paid (4) and volunteer (3) positions. Through their work, Student Ambassadors help meet EVC's strategic initiatives by providing increased visibility, building campus community, and helping to develop community partnerships.

Seven (7) Student Ambassadors - In collaboration with Outreach and General Counseling, the OASISS program helps to support leadership skills development for Student Ambassadors through their efforts in supporting EVC and OASISS. Duties include peer support with orientation/registration at both General Counseling and OASISS offices; processing bookloan applications and bookloans; disseminating information and resources; community outreach at local High Schools and Adult Schools, collaboration with community agencies and media outlets; leading EVC campus tours; and assisting with scholarship fundraisers and with other organized campus events, such as Spooktacular, events organized by the J.E.W.E.L. program, Associated Student Government events, and EVC's New Student Orientation and open house.

During the 2016/2017 Academic Year, OASISS Staff/Student Ambassadors provided assistance to the following community outreach and educational campus events:

- Seventeen (17) local school EVC outreach tabling/classroom presentation events
- Two (2) Community Center events
- Two (3) EVC campus tours to middle schools and two (2) Spanish language school tours
- Four (4) campus forums with community participation
- Two (2) Workforce Workshops
- Two (2) Dream Act Workshops
- One (1) Dream.US Workshop
- Three (2) AB 540 scholarship fundraisers
- Two (2) EVC ceremonies
- Four (4) Immigration "Know Your Rights" Forums + 1 for CalSoap staff employees

- Two (2) Meetings - Community Workshop – Mexican Consulate
In early May 2017, OASISS has planned a Workforce Workshop for DREAMers related to “Know Your Labor Rights”.

Year 2017 marks OASISS 10-Year Anniversary, thus the OASISS Student Club and Student Ambassadors are organizing a fundraiser to be held in April. All proceeds will go to honoring founding members and graduates. Associate Student Government has also approved OASISS club funding for the Anniversary Celebration.

EVC’s Special Programs Ceremony honoring graduates/transfers will also be held in May 2017. OASISS will be participating in this event for the first time ever. OASISS Student Ambassadors will also be present as staff to support the Special Program’s Ceremony.

Student Ambassadors meet regularly with the Adjunct OASISS Faculty Coordinator/Counselor, receive training experiences throughout the academic year and, for the past two years, attended conferences, accompanied by the OASISS Faculty Coordinator/Counselor and who obtained funding for them and Science Faculty. Conferences attended were the Society for the Advancement of Hispanics/Chican@s & Native Americans in Sciences (SACNAS) Conference (Fall 2016) and the Latina Leadership Network (LLN) Conference (Spring 2016).

Student Ambassadors add great value to EVC and the OASISS program through their outreach efforts. OASISS is currently collaborating with EVC’s newly formed Outreach team, which meets weekly for cohesive outreach planning. OASISS would like to help tract the fruits of DREAMer outreach through including a question on the Bookloan program application and the New Student Orientation for DREAMers. These questions include, ‘How did you hear about OASISS? and “As a DREAMer, what particular information did you find most useful to you at specific outreach events?” Results could best inform outreach practices targeting DREAMers as well as informing future plans to increasing or improving campus-wide and community outreach efforts.

3. Where would you like your program to be three years from now?

OASISS is a program that began with very little resources to support EVC’s ever-increasing AB 540 student population. Those who have volunteered for and who have given donations to the program have done so knowing that OASISS strives to conduct business in alignment with EVC’s guiding principles of equity and social justice. As specified in Education Code Section 78220, the Community College Equity Plan targets work established by analyzing the access, progress, and outcomes for certain target groups. Within EVC’s AB 540 student population are found those from the Equity plan’s target groups. (OASISS, however, assists all students who arrive seeking academic, bookloan, and resource support). More specifically the Equity plan targets groups to include students with disabilities, low-income students, and of various ethnic groups (American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and White). OASISS serves AB 540 students who also fall under these special groups.

OASISS’ Three-Year Vision

Year One: Staffing and support in parity with other campus programs who serve special populations:

1. Program Specialist. Staff needed to schedule appointments, collect and maintain student data, manage bookloan program, support DREAMer outreach/recruitment, liason with Dream.US scholarship Foundation, organize educational and scholarship fundraising events, student club advisor.
2. Develop Dream Center Task Force, which will provide support for first year OASISS institutionalization
3. Establish Fall 2017 AB540 cohort to follow and track academic progress
4. Establish Annual Program Budget
5. Identify unmet needs to establish who to target and serve
6. Develop SLOs

Year Two:

1. Assess SLO’s
2. Fully institutionalize program by acquiring Program Budget
3. Additional staffing in proportion to students served

Year Three:

1. Reassess SLO's and modify, as needed
2. Analyze data to assess program effectiveness
3. Explore additional funding resources

OASISS would like to align resource needs, be sustainable, and improve upon SLO's related to the student participation: outreach, service delivery, retention, and graduation/transfer rates. OASISS recognizes the importance of developing structural systems for accurate data collection specific to AB 540 students. Changes and improvement can therefore be address based on data collected and findings. To this end, we discuss goals with more details below.

PART A: Program Effectiveness and Student Success

1. State the goals, focus of this department/program, and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.

OASISS's services are in alignment with EVC's mission and guiding principals of equity, social justice in that it is helping to ensure that EVC's AB 540 students and all other students seeking assistance are supported, especially those who are at risk and who are listed under the EVC's Equity Plan's underserved groups, such as low income, those with disabilities, and various ethnic groups. Additionally, OASISS services encompass EVC's strategic initiatives which are student-centered, involve community engagement, and contribute to organizational transformation.

As previously stated, OASISS strives to provide comprehensive services to new and continuing AB 540 students at Evergreen Valley College. OASISS's overarching goals include:

- Creating a safe, warm and welcoming space within Evergreen Valley College that offers a high quality supportive system for undocumented students
- Helping students be academically successful in fulfilling California's student success mandates, such as in completing an orientation, placement assessment, creating an educational plan, and major selection
- Providing personalized support as students begin their college journey and helping them to prepare to transfer and/or to enter the workforce
- Providing professional development to faculty and staff, which helps increase awareness and sensitivity in supporting AB 540 students through offering Ally Trainings
- Conducting community outreach and recruitment to AB 540 high school population and their families
- Maintaining existing and establishing new community partnerships in support of all DREAMers

More specific operational program goals include developing data collections systems for the following services:

Outreach: Tracking OASISS outreach efforts to determine the methods, locations, and partnerships, which indicate the most effective outreach and recruitment that targets AB 540 students. This can be done, for example, through including outreach-related questions on New AB540 Student Orientation post/pre questionnaires, outreach-related questions on the OASISS student participant application, and through anecdotal information collected by the front desk, via new student walk-ins. In addition, Academic Counselors can also request, "How did you hear about us?" inquiries at student appointments.

New Student Orientation: During Fall 2014, no pre/post questionnaires were given to students, however during Fall 2015, written questionnaires were given and only 9 of the 11 (81%) students in attendance returned these surveys. Unfortunately, data provided was inconclusive.

*The 2015 and 2016 questionnaires included the following questions to be rated with the following scale:
1=not at all 2=very little 3=somewhat 4=a great deal*

Rate the questions below:

1. *I understand the purpose of the EVC OASISS program.*
2. *I am aware of the services offered by the EVC OASISS program.*
3. *I understand how to request an appointment to see an EVC Academic Counselor*
4. *I am aware of the importance of being in good academic standing.*

Also asked was workshop interest, rank 1-5 in order of preference:

- ✓ *Dream.US and other scholarships for AB 540 students*
- ✓ *Major selection and career path*
- ✓ *Deferred Action for childhood Arrivals (DACA)*
- ✓ *Resume Writing and Job Finding*
- ✓ *Other: _____*

During Fall 2015, OASISS collected **22** pre/post written questionnaires from **45** student participants (48% participation rate).

Pre-questionnaire

1. *I understand the purpose of the EVC OASISS program.*
5. *I am aware of the services offered by the EVC OASISS program.*
6. *I understand how to request an appointment to see an EVC Academic Counselor*
7. *I am aware of the importance of being in good academic standing.*

Post-questionnaire

1. *I understand the purpose of the EVC OASISS program.*
2. *I am aware of the services offered by the EVC OASISS program.*
3. *I understand how to request an appointment to see an EVC Academic Counselor*
4. *I am aware of the importance of being in good academic standing.*

Also asked was workshop interest, rank 1-5 in order of preference:

- ✓ *Dream.US and other scholarships for AB 540 students*
- ✓ *Major selection and career path*
- ✓ *Deferred Action for childhood Arrivals (DACA)*
- ✓ *Resume Writing and Job Finding*
- ✓ *Other: _____*

Overall there was improvement from pre and post questionnaires for all questions. The most significant increase was in the first question on “Understanding the purpose of OASISS program,” in which 20 of 22 students indicated “4=A great deal”

Another significant finding was that question number four, “Aware of importance of good academic standing,” showed that 20 of 22 students indicated “4=a great deal” in the post questionnaire which was similar in the pre questionnaire. This may indicate that AB 540 students may be clearer about the significance of being in school due to their situation.

Question number three, “How to request an appointment with academic counselor” did not see significant improvement in the post questionnaire. For example, in the pre, there were 8 students who indicated “4=a great deal” vs. 16 students in the post questionnaire. Thus, improvement in post questionnaire was by 50%.

With regard to workshop questions: the pre questionnaires indicated that there was an even number of students wanting “scholarships for dreamers”, “DACA”, and “transfer”, respectively. Post questionnaires, however, indicated a slight change in workshop interest. “Scholarship” was number one, then “resume writing/job finding”, then “DACA” was tied with “major selection”. Lastly, however, was interest in “transfer”.

It is possible that since new AB 540 students are given information about financial aid and the cost of college during the Orientation, their responses may have been based on more practical matters such as college funding and job finding as opposed to “how to transfer.”

In the future, OASISS would like to ensure that future AB540 Student Orientations obtain 100% questionnaire completion so that results could be collated and analyzed and the findings used to improve service delivery. In addition, more data analysis is needed so that we can determine if the questions are in alignment with SLOS and goals and so that future questionnaires can really capture the data needed to improve services.

New AB540 Cohort Tracking: OASISS would like to track and monitor cohorts of entering AB 540 students and measure their academic success depending on their entry point at EVC, such as ESL track, basic skills, etc. on to their graduation, certificate rates. It is important to note that there is a small percentage of AB540 students who are not of Latino origin. Throughout the years, OASISS has served AB 540 students who are from Africa, the Philippine Islands, and India. OASISS would also like to collect accurate demographic information, which reflects all EVC AB540 students. (See below: **DEMOGRAPHICS: EVC'S AB540 STUDENT ENROLLMENT 2016-2017**).

Academic Counseling: OASISS would like to track the frequency and type of counseling sessions provided to AB540 students. SARS data system is able to provide information on appointments for educational plans, immigration referrals, major/career selection, follow-up course selection, personal support, etc.

In order to improve Academic Counseling services, it would be beneficial to address student satisfaction and SLO's for counseling appointments. Every two years, students evaluate Adjunct Counselors in areas such as communication, respect to diversity, educational options and career planning, etc. Data from those evaluations could be used to measure services and determine areas of improvement, again in alignment with OASISS SLOs and goals.

Bookloan Program: OASISS would like to conduct a focus group on Bookloan improvement and/or issue questionnaires to AB 540 student participants to determine the quality of service provided. The focus could be effectiveness of Bookloan service advertising, timeliness of book loans given, use of technology to improve process, staff courtesy, book loan condition, providing options for students to obtain books if OASISS cannot provide for student loan requests, and other student input for program improvement.

English/ESL Tutoring: OASISS understands that many AB540 students are bilingual. The majority of AB540 students are from Latino heritage and are first-generation college students. OASISS has found that providing tutoring in both Spanish and English for subjects in English/ESL and Math has benefitted many students. Having the subject matter explained to them in both languages, helps facilitate grammatical correction and understanding of mathematical concepts. For example, many college students who are bilingual write in English as if they are speaking in Spanish, thus as Rizzo and Villafañe write, "It may make a great deal of difference to a student to know that he has not been dumb but that he has simply been using a system of logic where another is called for." ³

Workforce Workshops: Throughout the years, OASISS has been providing Workforce Workshops, including: 'How to Start a Small Business?', "Job Search and Resume Writing", "Work Culture and Employment Success," etc. These workshops address the specific needs of being undocumented. They have been beneficial to students graduating and help increase their chances of success in their career and employment future. OASISS would like to measure student satisfaction through paper questionnaires with qualitative and quantitative information. Findings would help to modify workshops or offer additional workshops, which best address the needs specific to AB 540 students. Ambitious measurement of effectiveness of Workforce Workshops would also include conducting a longitudinal study to track EVC AB540 graduates and employment success linked to workshop SLO's.

Safe and Welcoming Office/Resource & Referral: OASISS primarily serves undocumented students, as such, it is important to measure the safety and effectiveness of information and resource/referrals given specifically to AB 540 students. This information includes free or low cost legal immigration services, food pantry, housing, childcare, mental health; foreign transcript evaluation; consulate information; DACA; scholarship and financial resources, etc. OASISS can obtain this information through word-of-mouth referrals, through a written questionnaire and through anecdotal information.

³ Spanish Language Influences on Written English by B. Rizzo and S. Villafañe, pp.71

2. (Data) Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.

Beginning Year One, OASISS would like to collect and monitor information for AB 540 student yearly cohorts entering EVC and track their progress. Below is a list of OASISS Spring semester graduates and transfer scholarship recipients for the last two years.

Spring 2016

- Eight (8) OASISS Graduates
- 5 of 8 OASISS graduates were AB540 students
- Two (2) were Dream.US Transfer Scholarship Recipients

Spring 2015

- Ten (10) OASISS Graduates
- 6 of 10 were AB540 students
- One (1) received an Accounting certificate
- Four (4) Spring 2015 Dream.US Transfer Recipients
- One (1) UCSC Pfister Scholarship Recipients

1. (Data) Identify current student demographics including ethnicity, age, and gender.

Over the years, OASISS staffing needs and service delivery has made it very challenging to maintain accurate and consistent recordkeeping. However, data below includes a brief analysis of the following demographic information:

1. OASISS Bookloan Program (2015-2017)
2. OASISS Academic Counseling Appointments (2011-2016)
3. AB540 students served in OASISS Academic Counseling Appointments (2015-2016)
4. Overall EVC AB540 student enrollment for future planning (2016-2017)

**DEMOGRAHICS: OASISS BOOKLOAN PROGRAM (2015-2017)
(Reflects ALL EVC Student Participants-AB540 & In-State)**

BOOKLOAN ETHNICITY					
2015-2016			2016-2017		
Ethnicity	Students	Percent	Ethnicity	Students	Percent
American Indian	1	1%	American Indian	1	1%
African American/Black	1	1%	African American/Black	5	3%
Hispanic	103	71%	Hispanic	95	68%
Asian	7	5%	Asian	10	7%
Two or more races	4	3%	Two or more races	0	0%
Unknown	26	18%	Unknown	29	21%
White	2	1%	White	0	0%
Total	144	100%	Total	140	100%

Continued - DEMOGRAPHICS: OASISS BOOKLOAN PROGRAM (2015-2017)
(Reflects ALL EVC Student Participants-AB540 & In-State)

BOOKLOAN GENDER					
2015-2016			2016-2017		
Gender	Students	Percent	Gender	Students	Percent
Female	105	73%	Female	93	66%
Male	39	27%	Male	47	34%
Total	144	100%	Total	140	100%

BOOKLOAN AGE					
2015-2016			2016-2017		
Age	Students	Percent	Age	Students	Percent
1 to 17	0	0%	1 to 17	0	0%
18 & 19	0	0%	18 & 19	22	16%
20 to 24	78	55%	20 to 24	69	49%
25 to 29	31	22%	25 to 29	22	16%
30 to 34	7	5%	30 to 34	7	5%
35 to 39	10	7%	35 to 39	9	7%
40 to 49	12	8%	40 to 49	9	6%
50 +	4	3%	50 +	2	1%
Total	144	100%	Total	140	100%

Bookloan Analysis: With regard to “Ethnicity”, OASISS increased booklending services to African American students and Asian students from year 2015-2016 to 2016-2017. This increase helps meet EVC’s commitment to increasing and retaining African American/Black students and EVC’s commitment to support/retain Asian students and their academic success. It is difficult to measure services to Hispanics or other groups because of the choice to indicate ‘Unknown’ for ethnicity. Of those who did report, however, there was a decrease in Hispanics and Whites served from year 2015-2016 to 2016-2017. The bookloan services data for EOPs and Enlace may help give a clearer picture of the decrease in Hispanics accessing OASISS bookloan services. For example, since those programs also provide bookloan services, Hispanics and Whites may have accessed books from their programs. Whites are a group that OASISS may do outreach for providing bookloan services to this population, particularly those of lower socioeconomic status who could benefit from such service.

In the ‘Gender’ category, there was an increase in male students who accessed bookloan services for 2016/2017, which helps support EVC’s goals to increase and retain male students campus-wide.

Under the ‘Age’ category, the age ranges remained steady, with 20-24 and 25-29 year-olds accessing services at higher rates than other age groups. This is in alignment with EVC’s highest enrollment for ‘Age’ range. For 18-19 year olds, the number of students went from ‘0’ in 2015/16 to ‘22’ in 2016/17, perhaps indicating that incoming students are learning about and accessing bookloan services at or before entry point. Given that success for first year college students is critical to ensuring retention and graduation, EVC and OASISS should target incoming students for all Bookloan services as a critical support for them.

DEMOGRAPHICS: OASISS ACADEMIC COUNSELING APPOINTMENTS (2011-2014)

2011-2012			2012-2013		
Ethnicity	Student	Percent	Ethnicity	Student	Percent
American Indian	1	1%	American Indian	1	1%
Asian	1	1%	Asian	2	3%
Hispanic	90	82%	Hispanic	62	79%
Two or More Races	1	1%	Two or More Races	1	1%
Unknown	16	14%	Unknown	10	13%
White	1	1%	White	2	3%
Total	110	100%	Total	78	100%

2013-2014 Ethnicity	Students	Percent
American Indian	1	0.6%
Asian	16	9.4%
Hispanic	123	71.9%
Black/African American	1	0.6%
Hawaiian/Pacific Islander	0	0%
Two or More Races	0	0.0%
Unknown	25	14.6%
White	5	2.9%
Total	171	100.0%

2011-2012			2012-2013		
Gender	Students	Percent	Gender	Students	Percent
Female	77	70%	Female	55	67%
Male	33	30%	Male	18	33%
Total	110	100%	Total	73	100%

2013-2014 Gender	Students	Percent
Female	101	59.1%
Male	67	39.2%
No Value Entered	3	1.8%
Total	171	100.0%

Continued - DEMOGRAPHICS: OASISS ACADEMIC COUNSELING APPOINTMENTS (2011-2014)

2011-2012			2012-2013			2015-2016		
Age	Students	Percent	Age	Students	Percent	Age	Students	Percent
1 to 17	0	0%	1 to 17	0	0%	1 to 17	0	0%
18&19	0	0%	18 & 19	0	0%	18 & 19	0	0%
20 to 24	18	16%	20 to 24	19	26%	20 to 24	78	55%
25 to 29	44	40%	25 to 29	23	32%	25 to 29	31	22%
30 to 34	16	15%	30 to 34	9	12%	30 to 34	7	5%
35 to 39	8	7%	35 to 39	4	6%	35 to 39	10	7%
40 to 49	13	12%	40 to 49	12	16%	40 to 49	12	8%
50+	11	10%	50+	6	8%	50 +	4	3%
Total	110	100%	Total	73	100%	Total	144	100%

Academic Counseling Appointments Analysis: OASISS provides Academic Counseling to all students who walk-in requesting services, regardless of AB540 or Instate status. The data above provides demographics for all students served at OASISS within the last few years. It is important to note that prior to Fall 2016, recordkeeping for Counseling Appointments had been documented on sign-in sheets and with minimal SARs input for 2015-2016 due to staffing needs and service delivery.

With regard to 'Ethnicity' (previous page) overall Hispanics were seen in larger numbers as compared to other ethnicities. In 2012-2013, there was an overall decrease in all ethnicities served. This decrease is also seen in EVC's student enrollment, which decreased in that year as compared to the previous year. In 2013-2014, OASISS Adjunct Counselor hours were increased and Student Ambassadors conducted more community outreach to AB540 students. In 2013-2014, there was an increase in Hispanic and Asian students see for Academic Counseling.

Since 2011, the 'Gender' ratio of females to males seen in OASISS Academic Counseling appointments has been majority female to males (40% & 34% difference). During year 2013-2014, however, there was a slight increase in males versus females seen (19% difference). OASISS male student Ambassadors have been outreaching through 'word' of mouth within the past year, which may account for an increase in male students at OASISS.

The overall EVC 'Gender' ratio has been steady, with a 5-8% difference between female and male students. This increase in male students served in Counseling Appointments at OASISS indicates a move towards providing more access to services at level with EVC's overall 'Gender' demographic data.

With respect to 'Age' those in age range to 19 years old remained at "0" throughout the years indicated. However, from 20-24 years old, the numbers increased by 10-29% to year 2015-2016. There was a slight decrease for those ages 25-29, and a decrease of 30-34 year old from 7-10% in year 2015-2016. Ages 40-49 year old remained steady throughout the years. For those 50+, there was a decrease of 5-7%. Because OASISS serves many ESL students, it is possible that non-credit ESL courses to be offered at EVC in the near future, the age ranges will all see an increase.

In year 2015-16, OASISS provided a total of **330** Academic Counseling appointments to both AB540 and Instate students who participated in the program. The data that follows are demographics for the **61** AB540 students served at OASISS during 2015-2016.

DEMOGRAPHICS: OASISS 'AB540' ACADEMIC COUNSELING APPOINTMENTS (2015-2016)

2015-2016	AB540 Students	
Race/Ethnicity	Students	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hawaiian/Pacific Islander	0	0.0%
Hispanic	48	78.7%
Two or More Races	0	0.0%
Unknown (or Decline to State)	13	21.3%
White	0	0.0%
Total	61	100.0%
Gender	Students	Percent
Female	43	70.5%
Male	18	29.5%
No Value Entered	0	0.0%
Total	61	100.0%
Age	Students	Percent
19 or Younger	0	0.0%
20 to 24	34	55.7%
25 to 29	11	18.0%
30 to 34	6	9.8%
35 to 39	6	9.8%
40 to 49	4	6.6%
50 or Older	0	0.0%
Unknown	0	0.0%
Total	61	100.0%

OASISS AB540 Academic Counseling Analysis: The demographics above reflect the 61 AB540 students who received Academic Counseling services during 2015-2016. According to the data, the majority of AB540 students served were of “Hispanic” ethnicity (70.5%), while the rest were “Unknown” or “Decline to State.” (29.5%). This author recalls providing Academic Counseling to two students who were from the Philippine Islands and one student from India, all of whom were DREAMers. It is possible that the “Unknown” category could include students who were other than “Hispanic” but who did not indicate.

We have included demographics for AB540 students enrolled at EVC for 2016-2017. Data provided below may help to clarify the students of other ethnicities who were not included in the 2015-2016 Academic Counseling data. Further, anecdotally, many of the students who access OASISS services may not be AB540 students, however, they many have parents and family members who are undocumented. It

is the safety and comfort level that OASISS provides that attracts all students to participate in OASISS. As OASISS becomes institutionalized, the primary focus will be serving AB540 students. Data below specifies the amount of AB540 students still yet to be served. It would also help to know how many Ab540 students are being served by Enlace and EOPS, who differ from those served in OASISS.

With regard to “Gender,” the data that relates specifically to AB540 students indicate a smaller percentage of male students served (40%) as compared to data in the previous year (2013-2014), which included all students (AB540 and Instate), who were seen in OASISS Academic Counseling Appointments and whose difference between female and males students seen was 19%.

The 2015-2016 “Age” for students seen who were AB540 indicate that the majority of students seen were between the ages of 20-29 years old. Of concern is that there were no student ages “19 or younger” that received Academic Counseling from OASISS. It is possible that as incoming AB540 students, they are not yet familiar with OASISS being the program which specializes in serving DREAMers.

There is much work to be done. The number of AB540 students served in OASISS Academic Counseling during 2015-2016 is just a fraction compared to the total enrolled AB540 students at EVC who could benefit from academic counseling. It is important to note that OASISS provides services to AB540 students in a myriad of ways, such as through bookloans, outreach and advocacy and highly specialized resources and referrals. Further, OASISS services ESL Spanish speaking students as well as students whose parents and family members are undocumented. In Spring 2016, ‘required’ AB540 Orientation saw 45 incoming AB540 students. Future program planning can include tracking AB540 students who attend Orientation and those who access the myriad of services but who may seek Academic Counseling through General Counseling, Enlace and EOP&S.

The primary reason for institutionalizing OASISS is to help ensure that funding and staffing are provided to internally and externally outreach to this special population and assure them that it is safe for them to seek support and services.

Following are demographics for the total number of AB540 students enrolled at EVC 2016-2017. This data further illustrates the need to institutionalize OASISS and provide these special and highly vulnerable population equitable services.

DEMOGRAPHICS: EVC’S TOTAL AB540 STUDENT ENROLLMENT (2016-2017)

EVC AB540 Enrollment 2016-2017					
Fall 2016			Spring 2017		
Ethnicity	Students	Percent	Ethnicity	Students	Percent
American Indian	1	1%	American Indian	1	1%
Asian	10	3%	Asian	11	3%
Hispanic	211	69%	Hispanic	228	71%
African-American/Black	0	0%	African-American/Black	0	0%
Unknown	82	27%	Unknown	82	25%
Total	304	100%	Total	322	100%

Continued - DEMOGRAPHICS: EVC'S TOTAL AB540 STUDENT ENROLLMENT (2016-2017)

GENDER					
Fall 2016			Spring 2017		
Gender	Student	Percent	Gender	Student	Percent
Female	171	56%	Female	182	57%
Male	133	44%	Male	140	43%
Unknown	0	0%	Unknown	0	0%
Total	304	100%	Total	322	100%

AGE					
Fall 2016			Spring 2017		
Age	Students	Percent	Age	Students	Percent
<19	32	11%	19	32	10%
20-24	180	59%	20-24	189	59%
25-29	55	18%	25-29	59	18%
30-34	18	6%	30-34	21	7%
35-39	9	3%	35-39	11	3%
40-49	9	3%	40-49	8	2%
50+	1	0%	50+	2	1%
Unknown	0	0%	Unknown	0	0%
Total	304	100%	Total	322	100%

EVC'S AB540 Total Enrollment Analysis:

Undocumented immigrants are currently experiencing serious threats of deportation in ways not known within the last decades. Immigration sweeps are occurring more frequently-at homes, stores, and near schools. We wanted to provide demographic data for this academic year to determine the level of impact the political climate has had on AB540 students.

Fall 2016 to Spring 2016, EVC's AB540 enrollment increased by **18** students. With the exception of Hispanics, which saw an enrollment increase, all other groups remained at steady enrollment from one semester to the next. Both female and male AB540 students increased slightly but at about the same rate in the Spring 2017. Enrollment increase is mainly seen between the age ranges of 20-24, 25-29, 30-34 years old. Many of those AB540 students have DACA (Deferred Action for Childhood Arrivals), which grants them a legal work permit. It is possible that the political climate, coupled with a work permit, has encouraged more DREAMers to pursue higher education towards a professional career more than ever. On the other hand, many younger DREAMers in high school are fearful of enrolling in DACA for the first time. They fear deportation for self-identifying to the federal government. This may account for the fact that ages 19 and under category are only 10% of AB540 students, while ages 20-24 account for 59% and ages 24-29, account for 18% of total enrolled. However, as in demographics above, such as Bookloans and Academic Counseling, we have seen low enrollment for AB540 students age 19 and younger. Outreach to these students during Orientation or "Days on the Green" needs to provide OASISS information so that students can participate in OASISS upon entry. Efforts to 'require' OASISS Orientation participation for AB540 students has proven invaluable to ensuring that students know that specialized services are provided by OASISS.

Additionally, it is imperative that EVC Outreach strategize to recruit DREAMer high school graduates and assure them that their information will remain confidential if enrolled at EVC. OASISS will keep abreast of the 2017-2018 enrollment patterns for DREAMers and continue to ensure that confidential support services continue.

1. If there are recent changes in student Demographics, explain how the program is addressing these changes.

The recent changes in student demographics, such as Fall 2016 **304** AB540 students versus Spring 2017 at **322** AB540 students enrolled at EVC is significant. For reasons stated above, undocumented students are a very vulnerable population. After the November 2016 election and with subsequent threats of deportation, it was speculated that student enrollment would decrease for Spring 2017. However, data indicates that enrollment actually increased during Spring 2017 by **18** students rather than decrease. What has been observed is a decrease in AB540 students accessing services and becoming 'invisible' even more so as to avoid being 'outed' and subjected to immigration raids. This Program Review is a step in the direction to ensure strategic outreach to these students. These students need to know that EVC provides them with safe and supported services to support their academic success.

2. (Data) Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

See above for available data.

OASISS has been in existence since 2007. It is a 'fledgling' program that has had very limited staffing and infrastructure to accurately record student contacts and counseling appointments. Since its inception, counseling appointment contacts have been via sign-in sheets, which are not all available nor are names all legible.

In an effort to ensure future data recording OASISS staff will receive SARS training for service codes in April 2017. Further, OASISS would like to collect accurate data of those who seek resource and information services in the reception area. To address this, OASISS recently requested a TimeKeeper system from ITSS. This system would enable students who come in for assistance to log themselves in upon arrival for their Counseling Appointments or other assistance. This system would also aid in FERPA compliance for student confidentiality.

3. (Data) Identify department/program productivity (WSCH/FTEF).

N/A

4. Is the program mandated to have an advisory committee? If the program utilizes advisory boards and/or professional organizations, identify the membership/composition and describe their roles. List the frequency of the meetings and provide a copy of the last meeting's minutes.

The program does not have a mandated advisory committee at this time.

Management Information Systems (MIS)

5. Indicate the MIS data you are mandated to collect and how often it is reported.

OASISS falls under the General Counseling Department and is not required to collect and report data; however, we are part of the Student Success Division and as a division we collect data for the Student Success and Support Program Plan (Reported Yearly) and Student Equity Plan (Reported Yearly). The OASISS therefore, under the Counseling Department is instrumental in implementing many of the mandates of the Student Success and Support Program and Student Equity Plans. The mandates include (1) Orientation, (2) Assessment, (3) Advisement, and (4) Follow-up.

6. How is the program director involved in the review of MIS data before it is submitted to the State Chancellor's Office or agency?

The Dean of Student Success is responsible for ensuring that all reports are accurate and submitted on time. Although the reports are completed, there does not seem to be a formal process and workflow that standardizes this work. While the existing process is transparent and inclusive, the Dean of Student Success makes the final edits and revisions.

7. Is the data accurate and does it match the numbers in your internal database? If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify and correct the problem.

As mentioned previously, OASISS as a 'fledgling' program has not had the staffing and infrastructure to accurately document data. However, accurate data collection is a work in progress. Within the General Counseling department, \$40,000 has been allocated for the purposes of ensuring our data is entered correctly in the appropriate location, and that data collected is utilized for accurate reporting. As of Fall 2015, OASISS was added to SARS and OASISS Adjunct Academic Counselors are ensuring that information is correctly documented in EVC's software programs such as Colleague and MyWeb.

PART B: Program Access

1. How do students access your services? Are there any concerns with access?

There are currently **305** registered AB 540 students at EVC. Currently, less than 70% are accessing OASISS services because many AB 540 students are not yet aware of OASISS and its offerings. There is a great need for in-house outreach.

Those who are able to access the program do so through word of mouth and through OASISS outreach efforts in the high schools, adult education and within the community. Once students or prospective students enter the OASISS office, they are met with friendly bilingual (Spanish and/or English) staff and students who offer a safe reception space for students to access services in either language. The OASISS office provides students access to internet/computer and laptop use and a printer for academic use. Students also have access to walk-in appointments throughout the week (many students who work seek services via walk-ins when their schedule permits), Adjunct Academic Counselors also make themselves available to accommodate students needs and provide late afternoon appointment, by request. Students also access services through scheduled appointments, phone calls, and via emails.

As stated above, OASISS would like to collect data on student satisfaction and for future improvement and improved student access.

1. Describe any plan for improving access.

The concern with student access is related to the need for full time staffing, such as the need for an Administrative Assistant, Program Specialist, Program Coordinator and Academic Counselor. Inadequate staffing makes it a challenge to maintain consistent with outreach and follow up with all 322 registered EVC AB 540 students for educational planning (SEP) and follow up appointments for Ed Plan revisions.

The plan for improving access is to complete the program review process and institutionalize the program. OASISS is hopeful that funding can be secured for more adequate staffing and program planning that can help insure that all EVC AB 540 students are aware of the program and its offerings as well as feel encouraged to 'out' themselves as undocumented students by participating in the program. Further, increased staffing can support a system for accurate data collection and overall program improvement.

2. Describe the factors you program uses to determine that student's eligibility and how these factors are communicated in your program information/handouts.

The factors that OASISS uses to determine eligibility include the following:

- All perspective, registered, and transferred (letters of recs) students who fall under Assembly Bill 540, which grants tuition exemption status for those who meet criteria.
- Any currently registered EVC student seeking book loan services.
- Any EVC student seeking academic and personal support who walks into the office or calls seeking academic or support services.

The OASISS program brochures provide information about the students we serve and the services that OASISS provides.

1. Describe the process used to monitor continued program eligibility.

Although the OASISS program primarily services AB 540 students, it maintains open membership for all EVC students who wish to participate and receive services. The only stipulation for participation in the book lending library is that books are returned in good working condition. Failure to do so would impact future participation in book loan program and is determined on a case-by-case basis.

2. If applicable, describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

Adjunct Academic Counselors have access to student records that indicate progress and completion of mandates for assessment, orientation, Ed Plan and major selection. OASISS program staff continuously send emails and make phone calls to remind students of their need for SEPs as well as encourage students to meet with an Academic Counselor every semester to discuss academic progress and update educational plan. OASISS staff also meet with students from other special programs who are not able to see their counselors within less than two weeks but who are seeking assistance with course selection, ed plan or other counseling support services, such as transfer information.

Requirements

3. Indicate if the program is required to have a full-time director and meet specific qualifications?

OASISS is not required to have a director at this time, however, staffing is comprised of two Adjunct Academic Counselors who are under the supervision of the Counseling Dean. One Adjunct Faculty divides her time as the Faculty Program Coordinator (8 hours/week) and Academic Counselor (16 hours/week) and the other Adjunct Counselor (5-8 hours/week) provides counseling and also participates in high school outreach and recruitment.

4. Is the program mandated to have an advisory committee? Identify the membership/composition, list the frequency of the meetings, and provide a copy of the last meeting's minutes.

The program is not required to have an advisory committee and therefore there are no meeting agendas/notes.

5. What type of documentation is the program required to maintain?

The program is required to maintain student contact records, which include SSSP mandates, such as Educational Plans. The program is also required to maintain student progress and Early Alert follow up reports, transfer and scholarship recipients as well as budget proposals and yearly expenses.

Services

6. Describe program services. Indicate those services you are mandated to provide?

The mandated services provided by the OASISS program occur through Academic Counseling. This includes English/ESL and Math placement using multiple measures assessment; educational planning (ASEP & SEP) and follow up revisions; early alert and probation follow up; and support in major selection and transfer counseling.

7. If the program does not offer all mandated services, which ones are not offered and why?

OASISS provides all mandated services and referrals, however, as indicated earlier, limited program staffing is an obstacle to ensuring that the **324 registered** AB 540 students at EVC have access to the program services through knowledge of the program's services as well as Academic Counseling support.

8. If counseling is a mandated service, how are the required counseling contacts documented?

The required counseling contacts are documented through SARS and the Ellucian Ed Planning Software.

PART C: Student Learning Outcomes

1. What are the SLOs for the program? How do they relate to the GE/ILOs (link to ILOs)?

OASISS does not currently have SLO's that are being measured, however, SLO's that have been discussed as a starting point for OASISS include the point below. Year One includes developing program SLO's.

1. To recruit as least 10 qualified high school students to successfully apply for the Dream.US scholarship
2. Increase AB540 students as members of OASISS by 25% (baseline needs to be determined of total 305 AB540 students how many are actually participating in the OASISS program?)
3. To continue with Bookloan program.
4. Students will learn how to ID OASISS program resources specific to AB 540 students.

ILO Communication: Introduce one another in brief presentation; *Information Competency:* Students are able to obtain information to inform their decisions; *Social Responsibility:* students who participate are able to get to know one another and respect the differences in their countries of origin, age, marital status, command of English and/or Spanish language. *Personal Development:* Students attending the orientation are learning to take responsibility for knowledge. As a group we discuss personal well-being and self care.

5. Students will be able to identify what is GE/AA degree/Certificate courses needed/Complete and follow up with Ed Plan
ILO Inquiry and Reasoning: Counseling appointments serve to facilitate students in problem-solving to achieve academic success; *Information Competency:* Students are able to obtain information to inform their decisions; *Personal Development:* during counseling sessions, students are empowered by gaining knowledge and learning to take responsibility for their academic success. Additionally, we discuss personal well-being and self care.

2. List or describe all assessment mechanisms you are using to evaluate course and/or program student learning outcomes. Please provide a link to all the course and/or program SLO assessment matrices.

OASISS has not yet officially included SLO's in EVC's Student Services SLO and Assessment Matrix. This Initial Program Review is a step towards developing SLO's which are more reflective of OASISS services and in alignment with

3. Since your last program review, summarize SLO assessment results at the course and program level (if applicable).

This is OASISS Initial Program Review. OASISS's goals include to develop SLO's and conduct assessments for program improvement.

What plans for improvement have been implemented to your courses or program as a result of SLO assessment? What is your timeline for assessing your improvement interventions? See above.

4. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?

There are currently no SLO data, however, additional staffing is being requested-full time faculty counselor, clerical, program coordinator, and program specialist

PART D: Faculty and Staff

1. List current faculty and/or staff members in the program and explain how positions contribute to the program success.
2. List major professional development activities completed by faculty and/or staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program.

3. **Describe the departmental orientation process (or mentoring) for new full- and part-time faculty and/or staff (please include student workers).**

From Fall 2007-Fall 2014 the OASISS office was staffed by one Adjunct Academic Counselor (33-40%) and student volunteers. Currently, OASISS staffing is comprised of two Adjunct Faculty. One Adjunct at 20% provides Academic Counseling and the other at 40% split between Faculty Coordinator and Academic Counseling. OASISS has 7 Student Ambassadors, four of whom are paid student staff and 3 are volunteers.

- Diane Soriano, MSW, LCSW, has been an Adjunct Counselor at EVC since Spring 2008. She has worked in General Counseling and has been an Instructor for Counseling classes at EVC. Diane has been working with the OASISS program since 2014. She currently splits her 67% Adjunct time between Faculty Academic Coordinator and Academic Counselor. Aside from providing Academic Counseling, Diane supervises Student Ambassadors. In March 2016, Diane took eight EVC students to the Latina Leadership Network Conference and helped secure funding for two AB540 students and a Faculty Advisor to attend the Society for the Advancement for Chican@s/Hispanics and Native American Students (SACNAS) Conference in October 2016. Diane is fluent in Spanish and is California licensed as a psychotherapist. Diane's Adjunct service to OASISS was during 2009/2010 and from 2014-present.

Below are some of Diane's professional development activities.

- CALIFORNIA LICENSE IN CLINICAL SOCIAL WORK (BBSE), LCS #21244
 - PARTICIPANT, Center for Mind Body Medicine, Beginning/Advanced Training, 2013-2014
 - GRADUATE of the Academy for College Excellence (ACE) Experiential Learning Institute (FELI), Cabrillo College, June 2013
 - CERTIFIED WORKSHOP LEADER (years 2012-2014) – Stanford University's Chronic Disease Self-Management Program
 - ADVANCED CERTIFICATION-Motivational Interviewing, Families First Agency
 - Critical Incident Stress Management, Bill Wilson Center
 - UCSC EXTENSION – Certificate, Training and Human Resources Development
 - CALIFORNIA CREDENTIAL – Pupil Personnel Services Credential
 - CALIFORNIA STATE UNIVERSITY, San Jose, CA
 - Masters of Social Work
 - UNIVERSITY OF CALIFORNIA, Santa Cruz, CA
 - Bachelor of Arts Degree with Honors
 - University Community Service Award
- Sylvia Cuevas, M.A. is an Adjunct Academic Counselor who has been with OASISS since Spring 2010. She completed her MA degree in counseling at San Jose State University. Sylvia has served as an Adjunct Academic Counselor at EVC since 2001, serving students in General Counseling, the Enlace Program, and the Grove Scholars Program. Sylvia taught counseling courses at EVC.
- María de Lourdes Ramos is one of the earlier AB 540 students of OASISS. Ms. Ramos has been with the OASISS program since 2008. She has served as a volunteer Student Ambassador and has wholeheartedly supported OASISS through outreach and recruitment efforts, helping to organize campus events, supporting the bookloan program and being a liaison with community partners and the Spanish speaking community.

Ms. Ramos completed a Certificate in Accounting at EVC in 2015 and is currently working on an Accounting degree. She is also working on her Certificate in Translation and Interpretation at EVC. Ms. Ramos is an EVC Honors Student and an Enlace Honors Student. Ms. Ramos completed a degree in Management and Information Systems in Mexico. Below are recognitions and certifications that have been awarded to Ms. Ramos during her time at EVC/OASISS:

- Awarded Outstanding Volunteer Specialist for the OASISS program at Evergreen Valley College, 2015
- Evergreen Valley College FASFA Training, 2015

- Participant Dream.US Bay Area Dreamer Coalition, 2015
- Certified as an DREAMer Allies Trainer through the Dream.US Foundation, 2015
- Participant certificate from the Hispanic White House Summit, 2012
- Participant certificate from the Santa Clara County District Attorney's Office, Parent Project, 2012

PART E: Budget Planning and Resource Allocation

1. **How do you ensure that categorical funds are only used for allowable and mandated costs?**

N/A

2. **Is the College mandated to provide a match/ maintenance of effort? How is this met? Explain any outcomes, should the College not meet match/maintenance of effort obligation.**

N/A

3. **Describe the process for developing and obtaining local, state, or federal Budget and Expenditures approval (include timelines).** N/A

4. **Indicate the process for completing the program's fiscal reports and relationship to the district's year end program accounting (include timelines).**

5. **Were reports submitted on time? If not, explain rationale for late submissions and the process for requesting an extension.**

Yes. The Counseling requested a budget expense report and submitted in a timely manner.

6. **Explain any other external funding sources for which your program is benefiting from, or would be a good candidate. Do you have plans to apply for such sources?**

N/A

7. **Indicate if you are receiving or planning to request funds beyond the state or federal categorical allocation.**

The OASISS program received one-time funding during 2015-2016 from the Equity Budget. For 2016-2017, OASISS submitted a funding proposal and granted minimal funding for office supplies and graduation sashes.

PART F: Future Needs

1. **Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes? Please provide rationale on how the requests tie into the strategic initiatives, college mission, SLO Assessment or Student Success.**

OASISS has been operating with very limited staffing since 2007. The current enrollment for AB 540 registered students is at **322**. This initial program review is a step towards helping to establish OASISS as a special program to serve AB 540 undocumented and immigrant students. Volunteer efforts have proven invaluable to the success of the OASISS program in providing comprehensive student services. It is the hope of these authors that the program can obtain additional staffing and funding to continue to provide high quality, personalized student success services.

2. **Identify any plans you may have to modify, automate, and/or create additional services within your program. Please link these to the college mission, strategic initiatives, or SLO assessment results.**

OASISS program services thus far have been in alignment with the college mission's guiding principle of equity, opportunity and social justice. Further, OASISS services have helped to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. This is done through OASISS's work with the undocumented population and students who are at-risk, with basic skills needs, ESL, and first generation students.

Future plans are to determine SLOs' and assessment progress and improvement on meeting program goals so that existing AB 540 students can be effectively served and so that new, incoming high school students can easily access OASISS's services in the future.

**3. What faculty and/or staff positions will be needed in the next six years in order to maintain or build the department?
Please explain.**

The OASISS program is in need of becoming institutionalized, obtain a steady budget and increase staffing. OASISS has been in existence for nine years and funding for adjunct Academic Counselors has not been secure to keep program operating optimally with each new semester.

The program began with an Adjunct Counselor who worked approximately 40% load and offered academic counseling at EVC and off-site, in collaboration with local non-profit agency, however, another Adjunct was added in 2012. For the past two years, two adjunct counselors have worn many hats in an effort to provide consistently high quality services by way of academic counseling and striving to provide a safe space to help students with the matriculation process, program coordinating, outreach and recruitment, Bookloan program, clerical duties, and supervising Student Ambassadors.

Since 2014, all community college students are now mandated to fulfill SSSP mandates. EVC is incorporating modification to the new software to be used for academic counseling so that student support is accurately recorded. In addition, the new multiple measures assessment procedures and tools, especially for ESL students, along with new counseling policy and procedures, which include more college-wide collaboration, make it challenging for two adjunct academic counselors to continue to coordinate the myriad of student services that OASISS has provided throughout the years. In light of the plight of undocumented immigrants and the increasing threat of deportation and hate crime, EVC's increasing AB 540 student population requires an organized and systematic approach that is sustainable to working safely and effectively with this vulnerable population and its specialized needs.

Further, given the recent election results and the anti immigrant sentiment and threat of change in laws affecting AB 540 students and their families, it is even more crucial that OASISS obtains the resources to conduct strategic outreach and recruitment which encompasses trust from the community, demonstrating that EVC and OASISS will continue to support AB 540 students and provide services in a safe and confidential manner.

Fortunately, OASISS received a first-time budget for 2015-2016 and was able to purchase office supplies, hire a part-time, short term clerical staff (two months hire before applying to law school), hire bilingual English/ESL and math tutors, organize university transfer tours for AB 540 students and take students to leadership conferences. OASISS requests consideration for the following:

- **Full time Academic Counselor**-to provide academic counseling and assist students to fulfill SSSP mandates for student success and monitor academic progress.
- **Program Coordinator** to be liaison to serve as active partner to Dream US Scholarship Foundation; supervise Student Ambassadors; tutors, manage future budgets; organize student success and workforce workshops for AB 540 students, plan for transfer university specialized tours/visits; organize events for student support; manage book loan program; manage outreach activities, and other duties as needed.
- **Program Specialist** to follow up with Dream.US scholars, follow up OASISS Early Alert and Probation/Dismissal student, maintain data for service provided, such as bookloan, reception questions, counseling appointments, events; conduct outreach in high schools and adult schools for undocumented students and their families, maintain community partnerships with government consulates, media, government and NGO's who work with undocumented population, other duties as needed.
- **Clerical Assistant** to help provide a safe space and warm welcoming environment for undocumented students, to serve as resource and referral and provide assistance and information on financial aid and resources specific to AB 540 students and their families, care for equipment, replenish handouts, other clerical duties as needed.

4. Does your program require any additional facilities, equipment, technology, and/or supplies over the next six years (above and beyond the program's current budget)?

- Two side-by-side computer monitors for Academic Counselor and student appointment use (just as in General Counseling

and other special programs)

- Timekeeper set up for front desk so that students can confidentially sign in when they have appointments
- Office color printer front office and
- Smaller office printer for Academic Counselor (just as in General Counseling and other special programs)
- Office color copier
- Two locked closet cabinets for books and bookloan program confidential archives
- Digital camera for photos and archiving OASISS student events

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

The Initial Program Review for OASISS is due in 2017-2018, however, in light of the recent election results and the even more serious deportation threat to all undocumented students as well as the increase in hate crimes towards immigrants, OASISS staff felt the urgency to move forward on establishing OASISS within the Institution. We appreciate the committee’s feedback and consideration.

PART H: Annual Assessment: Program Faculty/Staff and PR Committee

Please attach copies of any Annual Reviews that you have completed in the last six years (if applicable)

N/A

PART I: Resource Allocation Table

Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC’s Budget and Planning Process.

1. Please complete the Information Table below:

Program Budget & Projected Expenditures	
Number of Students Served	<p>Fall 2016</p> <p>OASISS Bookloan Program – 136 Students</p> <p>Academic Counseling/Transfer appointments – 65 Students (1 or more counseling sessions, Fall semester as of this writing)</p> <p>Walk-in front desk questions and non-students inquiring about EVC and OASISS - More accurate data count is needed</p>
Changes in number of students served	<p>Most recent academic year vs. three years ago (e.g. +3%, -1%, etc.)</p> <p>Fall 2016</p> <p>OASISS Bookloan Program Participants – 136 Students (Fall only)</p> <p>Academic Counseling/Transfer Appointments – 63 Students (1 or more counseling sessions) (Fall only)</p> <p>Walk-in front desk questions and non-students inquiring about EVC and OASISS – Data unavailable</p>

	<p>Year 2015-2016</p> <p>OASISS Bookloan Program Participants – 141 Students</p> <p>Academic Counseling/Transfer Appointments – 133 Students (1 or more counseling sessions)</p> <p>Walk-in front desk questions and non-students inquiring about EVC and OASISS – Data unavailable</p>
Your Program’s Current Budget (from Fund 10)	<p>Most recent 2015-2016 (First time program budget)</p> <p>\$44,919.64</p> <p>(Not including staff: adjunct counselors, clerical, (2 month) student tutors & ambassadors)</p>
Current External Funding (from Fund 17)	<p>Most recent Fiscal Year</p> <p>None granted</p>
Future Needs: Personnel (Estimated Additional Cost)	<p>Annual cost*</p> <p>Clerical Assistant (range 54) - \$45,679.19 plus medical Program Specialist (range 89) - (\$64,767.68) plus medical Program Coordinator (range 96) - (\$81,535) plus medical Academic Counselor (range 13) - (\$88,197.94) plus medical OASISS English/ESL & Math Tutors – (\$5,000)</p>
Future Needs: Facilities (Estimated Additional Cost)	<p>Total cost over useful life of facilities*</p>
Future Needs: Equipment, Supplies, and Maintenance (Estimated Additional Cost)	<p>Total cost: \$16,200</p> <p>New Printer/Scanner/Fax Office Machine (\$2,500) Academic Counselor desk printer (\$400.00) Office Supplies (\$5,000) OASISS Student Graduation Sashes (\$1,500) Textbooks (\$6,000) Two locked file storage cabinets (\$800.00)</p>

APPENDIX A

Several California legislative outcomes have contributed to the increase in DREAMer students at EVC. Throughout the years, these laws have informed the OASISS program's services. Legislation information provided from the website Educators for Fair Consideration (E4FC) which provides extensive information, resources for undocumented students, can be seen below:

- October 2001-California Assembly Bill 540 (AB 540), signed into law in October 2001, is a bill that provides an exemption to the requirement to pay nonresident tuition for students who are undocumented.
- 2012-The California Dream Act of 2011(AB 130 and AB131) is the name of laws created by two bills authored by Assemblymember Gil Cedillo, passed by the California Legislature and signed into law by Governor Jerry Brown in 2011, which became effective in 2012. The California Student Aid Commission was directed to develop an application form for AB 540 students to apply for California state financial aid. Completion of this form is required to determine eligibility for state financial aid for AB 540 eligible students. The application is processed by the California Student Aid Commission (CSAC) and sent to the campus Financial Aid Office.

The Dream Application can be found on line at www.csac.ca.gov. It is NOT an application for Federal financial aid.

Undocumented AB 540 must NOT complete the FAFSA (Free Application for Federal Student Aid) because they are not eligible for Federal financial aid. Filing a FAFSA can be considered by Homeland Security's as an application for a public benefit for which an undocumented student is not eligible. Penalties can be severe, including jail and deportation.

- June 2012, (began August 2012) one of the federal programs that favorably impacted DREAMers is Deferred Action for Childhood Arrivals (DACA). This federal program is an American immigration policy passed by President Obama as an executive action that allows certain undocumented immigrants to the United States who entered the country before their 16th birthday and before June 2007 to receive a renewable two-year work permit and exemption from deportation. Although DACA confers non-immigrant legal status and does not provide a path to citizenship, it has given DREAMer students the opportunity to help fund their livelihood and education through legal employment and scholarship opportunities.
- January 1, 2013, AB 131 passed, which allows students who qualify under the AB 540 status to apply for and receive state-funded financial aid such as institutional grants, community college fee waivers, Cal Grant and Chafee Grant.
- January 1, 2015 AB 2000 amended the school attendance requirement of AB 540 and designates that if a student has not attended a California High School for at least three years, that portion of the eligibility criteria may be replaced by the following: attainment of three years' **worth** of high school credits from a California High School (equivalent to 3 or more years of full-time high school coursework), and a total of 3 or more years of attendance in California elementary or secondary schools, or a combination of those schools (the years do not have to be sequential).
- January 2015 AB-60 passed, which allows for California residents who cannot establish legal presence in the United States to apply for a driver's license if they can show eligible proof of identification and residency in the state.

APPENDIX B

THE CASE FOR UNDOCUMENTED STUDENTS IN HIGHER EDUCATION Article taken from Educators for Fair Consideration (E4FC) Website

INTRODUCTION

“It’s remarkable for undocumented students to even apply to college. I mean, we come from another country; we have to learn English; we face a lot of adversity; and we still graduate from high school and apply to college. Who would be a better candidate for a scholarship? If we get just a little help, then I think we’ll become some of the strongest students and most successful people. I don’t see us as risks; I think of us as smart investments.”

— Irving Pineda, profiled in E4FC’s film, *American Dream Seekers* (2007), and now a graduate of UC Merced (2010)

Every year, 65,000 students who have grown up in the United States graduate from high school with limitations from fully participating in American society. Although they have played little to no role in the decision to emigrate or to remain in the United States without legal status, they face tremendous social, financial, and legal barriers. Nearly 30% of undocumented children live below the poverty line.¹ Most live in constant fear of deportation and involuntary family separation. While federal law guarantees them a free public K-12 education, they face intractable challenges while pursuing higher education.

Each state differs in its laws regarding tuition rates, enrollment, and state-based financial aid for undocumented students. Only 19 states allow undocumented students to pay in-state tuition; in most states, they are required to pay out-of-state tuition at public colleges and universities at over 1.4 times the cost of resident tuition.² In Alabama, South Carolina, and some college systems in Georgia, undocumented students are outright banned from enrollment.³ California, Hawaii, Minnesota, New Mexico, Oklahoma (certain grants), Washington state, and Texas are the exceptions in providing state-based aid; Illinois is the first and only state to create a private scholarship fund for undocumented youth.⁴ Nationwide, all undocumented students are ineligible for federal financial aid, including grants, work study, and government loans.

Because of their ineligibility for federal financial aid, most undocumented college students depend primarily on private scholarships. Unfortunately, funding is scarce. Undocumented students are often deemed ineligible because most private scholarships require U.S. citizenship or permanent legal residence.

Deferred Action for Childhood Arrivals (DACA), a federal policy directive announced on June 15, 2012, has created new opportunities for about 1.9 million undocumented youth who came to the U.S. before the age of 16, have lived in the U.S. continuously for at least five years, and have graduated from high school or obtained a GED. Qualifying immigrant youth can request a temporary two-year reprieve from deportation and apply for a work permit. DACA also provides beneficiaries a Social Security Number, temporary lawful presence, and a more tangible future in the United States. It does not, however, provide access to federal or state-based financial aid.

Even with DACA, undocumented students are still greatly in need of financial assistance for higher education. In this publication, we hope to encourage scholarship providers and other funders to consider the merits of these hardworking, high-achieving students. We wish to show that these youth are some of the most industrious students America has to offer, that they are powerful role models in our communities, and that increased financial assistance will allow them to more fully contribute to U.S. society.

It is our most sincere belief that all of us would benefit from helping undocumented students contribute meaningfully to this country.

UNDER FEDERAL LAW, ALL STUDENTS – REGARDLESS OF CITIZENSHIP OR RESIDENCY – ARE ENTITLED TO AN EDUCATION.

The U.S. Supreme Court case Plyer v. Doe (1982) prohibited states from denying undocumented children a public K-12 education. According to the ruling, denying them that education would create a “lifetime of hardship” for undocumented children and a “permanent underclass” of individuals.

While the court decision makes it clear that undocumented students deserve access to an education and social mobility, a high school diploma is no longer sufficient. The structure of the U.S. labor market has changed in recent years. Today, a “high school diploma creates fewer opportunities for those entering the labor market. Arguably, the ticket to social and economic mobility has increasingly become a college degree.”⁵

“I’ve heard some students say that undocumented students are taking away other students’ opportunities. But I can’t take those students’ opportunities, no matter how hard I try. I don’t think I’m stealing anything. I’m just making my own path and fighting for my own opportunities. And I believe that’s why I deserve a chance.”

-- Ingrid Hernandez, E4FC Ambassador and now a graduate of Stanford University (2011)

UNDOCUMENTED STUDENTS WHO PURSUE HIGHER EDUCATION HAVE PROVEN THEY CAN SUCCEED.

“We must take advantage of the extraordinary talents of undocumented students. These are exceptional young people who have overcome incredible challenges to gain admission to great universities like UC Berkeley. As a society, we should do everything we can to support these top students who have earned the right to a college education.”

— Robert J. Birgeneau, Chancellor of UC Berkeley

Undocumented students who pursue higher education constitute a small group of extremely talented and motivated youth who have already overcome multiple, unique obstacles. The obstacles that undocumented students confront cannot be overstated. As they navigate the education system – often without family guidance – they must deal with complex, sometimes overlapping issues that impede their ability to succeed academically. These challenges include: poverty, assimilation, language barriers, violence in their community or home environment, lack of access to health care, and mental health issues.

In the face of these obstacles, it is a monumental accomplishment when an undocumented student completes high school. The Urban Institute estimates that 65,000 to 80,000 undocumented students who have lived in the United States for 5 years or longer graduate from high school every year.⁶

It is an even greater accomplishment when an undocumented student succeeds in transitioning onto higher education. The Pew Hispanic Center found that only 61% of undocumented students who arrive in the U.S. before the age of 14 go onto college, which is considerably lower than the rate for legal permanent residents (76%) or U.S. born residents (71%).⁷

Here’s what one educator says about Luis Gutierrez, one of E4FC’s New American Scholars and now a junior at UC Berkeley:

“Luis comes from an economically disadvantaged background but has not let this hold him back from exploring different opportunities to improve himself. His family of six is

financially supported by his father and they all live in a one-room studio apartment in Oakland. Neither of his parents have a college education; only his father finished high school. Despite family hardships, Luis continues to nurture his aspiration to use higher education as a means of overcoming his current personal circumstances. He has excellent work habits and self-discipline. He is attracted to challenging opportunities that rigorous college life will present.”

— Dr. Judith Ned, Executive Director of Stanford Medical Youth Science Program

UNDOCUMENTED STUDENTS AFFIRM OUR AMERICAN BELIEF IN THE VALUE OF HARD WORK.

“America’s prosperity has always depended on hard work, sacrifice, drive, and the dreams of immigrants. Our future depends on them even more.”

— U.S. Chamber of Commerce CEO Tom Donohue

Undocumented students in higher education are not seeking handouts or entitlements. On the contrary, they just want the same opportunities as other students who have also earned them by studying hard and preparing themselves for college. Despite facing unique financial obstacles in pursuit of a college degree unlike their American citizen peers, they remain resilient. Helping them pursue their dreams of a higher education proves that the United States is still a country that values hard work and rewards that hard work with earned opportunities.

Here’s what one educator says about New Latthi, one of E4FC’s New American Scholars and now a graduate of UC Berkeley (2012):

“New takes his academic career very seriously and has exceptional time management skills. It is impressive to consider the fact that he received all As in his classes last semester, since judging by his homework and in-class performance, it seems as though he devoted every moment of his time to my class. I am convinced his motivation in terms of achieving his academic and professional goals will not wane. His enthusiasm for academia and willingness to engage in learning both in and beyond the classroom setting is inspirational.”

— Melissa Etzler, Ph.D. candidate at UC Berkeley

THE UNITED STATES SEEKS THE MOST ENTREPRENEURIAL AND INDUSTRIOUS MINDS.

“I have been asked why technology people like myself are supporting this cause. Perhaps the reason tech industry people want to help these young adults is we value intellect, we value initiative, and we value hard work. We see in these kids the attributes that are valued in the entrepreneurial world. We also understand that our personal success is largely because we had the freedom to work, the freedom to travel, the freedom to pursue whatever dream we had. Undocumented students are like us but without any of those freedoms.”

— Jeff Hawkins, founder and inventor of Palm Computing, Treo, and Numenta

Immigrants – high IQ risk-takers rich with creative energy – have played an instrumental role in making America prosperous. Between 1980 and 2005, companies that were five years old or less created virtually all new net jobs in the United States.⁸ Over the last decade, about 25 percent of successful high tech start ups, including Google and Sun Microsystems, were founded or co-founded by immigrants.

Faced with tremendous obstacles, undocumented students exhibit the same entrepreneurial spirit to find innovative ways to overcome their challenges. Until DACA, the lack of a Social Security Number meant that undocumented students could not be legally employed. Even with DACA, most undocumented students do not have access to any government financial aid. Nonetheless, they take a leap of faith and begin their pursuit of college without any guarantee that they will be able to pay for it. Along the way, they seek out any and all opportunities and resources that can support them. They live at home and commute long hours; they share textbooks; they support themselves by selling their own handmade crafts, tutoring other students, and sometimes even by creating their own small businesses. “It’s easy for us to make immigration status our number one problem, but with a lot of work you can live a meaningful life. There are possibilities, but they are not served on a silver platter.”

— Mario Lio, one of E4FC’s New American Scholars and now a graduate of UC Berkeley (2010)

UNDOCUMENTED STUDENTS ARE POWERFUL ROLE MODELS.

Undocumented students in higher education are role models for younger family members, friends, and neighbors – many of whom are legal permanent residents or U.S. citizens. In particular, nearly 3.5 million undocumented immigrants live with at least one child who is a U.S. citizen, according to the Migration Policy Institute.⁹ Through their success and determination, undocumented students inspire a whole generation of students to do well in school, think positively about their communities and neighborhoods, and become engaged, informed members of society.

Here’s how Miriam, a student profiled in E4FC’s documentary film *American Dream Seekers* (2007) and now a graduate of Mills College (2010), explains how she mentors her younger documented siblings:

“Here’s what I tell my younger siblings: Maybe I don’t get federal aid. Maybe I have to pay more because I don’t get a lot of money. But I’m still going to college. I’m still making it through. Being undocumented – or being an immigrant – isn’t going to stop me. And nothing should stop them. Whatever obstacles they may reach in their lives, they shouldn’t give up on what they want to do. My dream of going to college and being a successful woman is being accomplished. I want to show them that nothing should keep them away from their dreams or their goals, whatever they might be.”

Claremont University Professor William Perez found that undocumented students in California (in UCs, CSUs, and CCCs) exhibit higher than average levels of community and civic activity. Through participant observation and in-depth semi-structured interviews, he concluded: “The unique experience of being undocumented have led some of them to develop leadership skills and an orientation towards community service. Moreover, leadership experiences in school have provided the necessary skills to actualize their organizing and advocacy pursuits.”¹⁰

Angel Ku, one of E4FC’s New American Scholars and now a graduate of San Francisco State University (2012), explains why sought to create Pre-Health Dreamers, a national network to help promising undocumented students pursue careers in health and science:

“As an undocumented person, there are moments when I seriously doubt whether or not I’ll make it in the biomedical field. Sometimes I feel alone, but I carry the love of my peers and a passion for liberation in my heart. This fight is bigger than me. I must continue to voice the struggles of undocumented students in unheard places, so that my peers can achieve what I have and more.”

UNDOCUMENTED STUDENTS ARE AN IMPORTANT PART OF OUR FUTURE ECONOMIC STABILITY.

“With rare historical exceptions like anti-Chinese nativism of the late 1800s, belief in the immigrant story of aspiration and the U.S. as a land of opportunity have been core American values... immigration is one reason the U.S. has better prospects than the aging entitlement states of Europe and Japan. America needs immigrants with varying degrees of skill and income for economic growth.”¹¹

Wall Street Journal Editorial, Nov 13, 2012

Former Secretary of Labor Robert Reich argues that immigrants are part of the solution to stabilize Medicare and Social Security.¹² This year, Social Security is paying out more benefits than it receives. The U.S. is experiencing a demographic shift; not only are more seniors retiring, but also they are living longer and having fewer children. In other words, more people are retiring than there are working. In a few decades, there will not be enough workers whose payroll taxes can sustain benefits to seniors.

Immigrant populations, on the other hand, are demographically opposite of the U.S.; their populations have more young people than older people. Having more young immigrants means that they will spend more decades contributing in payroll taxes. Thus, Reich concludes: “One logical way to deal with the crisis of funding Social Security and Medicare is to have more workers per retiree, and the simplest way to do that is to allow more immigrants into the United States. Immigration reform and entitlement reform have a lot to do with one another.”

Fortunately, the U.S. already has a population of undocumented young people who have the potential to contribute to the entitlements of older Americans. Some undocumented youth can apply for a work permit given the nascent policy directive Deferred Action for Childhood arrivals. But to contribute substantial amounts in payroll taxes, they first need access to well-paying jobs only attainable with a college degree.

“All I yearn for is an opportunity to give back to this country that has given me so much. I want to prove to everyone that nothing is impossible if you reach for the sky. I am the first out of by 156 cousins to apply to college.”

— Christian, one of E4FC’s New American Scholars and a student at UCLA

WE HAVE ALREADY INVESTED IN THESE STUDENTS’ EDUCATIONS AND SHOULD MAXIMIZE THE DIVIDENDS.

We have already invested considerable resources in the primary and secondary educations of undocumented students. Many come to the U.S. as young children. They complete a majority of their education in the U.S. Many do not even realize they are undocumented or do not share the same opportunities as their peers until time comes to apply to college.

In order to realize this investment, we should help undocumented students pursue higher education so they can work and participate meaningfully in our society. With college degrees, they will be able to contribute substantially more in taxes, support their families, and be less likely to receive government assistance.

A RAND study found that though raising the college graduation rate of Hispanics and African Americans would increase spending on public education, these costs would be offset by savings in public health and welfare expenditures and increased tax revenues resulting from higher incomes.¹³ A 30 year old Mexican immigrant woman with a college degree will pay \$5300 more in taxes and require \$3900 less in government expenses each year compared to a high school dropout with similar characteristics.¹⁴

A Bachelor's degree affords recipients higher wages, as shown in these 2012 Bureau of Labor Statistics:

EDUCATION PAYS

Less than a high school diploma \$478

High school graduate, no college \$647

Some college or associate degree \$752

Bachelor's degree \$1,071

Advanced degree \$1,379

WorkersSource: Bureau of Labor Statistics, Current Population Survey \$823 median, all workers Unemployment rate in 2009 Median weekly earnings for full-time workers age 25 and over

DEFERRED ACTION FOR CHILDHOOD ARRIVALS CREATES NEW REASONS TO SUPPORT STUDENTS.

“Our journey is not complete until we find a better way to welcome the striving, hopeful immigrants who still see America as a land of opportunity, until bright young students and engineers are enlisted in our workforce rather than expelled from our country.”

— President Barack Obama

On June 15 2012, the Department of Homeland Security (DHS) announced that certain undocumented youth may apply to the U.S. Citizenship and Immigration Services (USCIS) for relief from deportation or from being placed into deportation proceedings. DACA provides temporary relief from removal as well as employment authorization for two years subject to renewal. On August 15, 2012, the administration began accepting applications, which are approved on a case-by-case basis. To apply, individuals must submit a \$465 application fee and documents to prove that the following requirements.

On November 20, 2014, President Obama announced that he will grant temporary relief from deportation and eligibility for work permits to as many as five million undocumented immigrants across the nation.

The two key provisions of the announcement include the expansion of Deferred Action for Childhood Arrivals (DACA) and the creation of a program called Deferred Action for Parental Accountability (DAPA). These extended types of deferred action have not gone into effect. On February 16, 2015, a federal judge has ruled to temporarily halt the implementation of the DACA expansion and DAPA programs.

A person may qualify for deferred action if s/he:

»»was under the age of 31 as of June 15, 2012; »»came to the U.S. before turning sixteen; »»has continuously resided in the U.S. since June 15, 2007; »»was physically present in the U.S. on June 15, 2012, and at the time of making his or her request for DACA; »»is currently in school, has graduated or obtained a certificate of completion from high school, has obtained a GED, or is an honorably discharged veteran; and has not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, or does not otherwise pose a threat to national security or public safety.

As of March 2014, USCIS has approved 643,000 applications.¹⁶ However, the Migration Policy Institute estimates that up to 1.9 million undocumented immigrants could benefit from the new policy directive.¹⁷ Of this amount, 57% are immediately eligible and 43% may be eligible once they meet the eligibility requirements.

DACA encourages undocumented students to continue their educational and professional pursuits by: »»providing an incentive to finish school in order to meet eligibility requirements;»»allowing opportunities to access paid internships during school; and»»opening up possibilities to work in their field of choice after graduation.

OPPORTUNITIES FOR FUNDERS TO SUPPORT UNDOCUMENTED STUDENTS

»»Fund scholarships that provide direct financial support to undocumented students.

»»Fund internships that provide meaningful career and professional opportunities for undocumented students.

»»Fund educational institutions and community-based organizations that provide reliable information, mentoring, and ongoing support for college-bound undocumented students.

»»Fund legal service agencies that assist undocumented students in applying for Deferred Action for Childhood Arrivals (DACA) and other long-term immigration remedies.

»»Fund creative expression by and about undocumented students so that their stories can be heard.

»»Fund advocacy organizations that work towards enactment of federal and state laws to make it possible for undocumented students to live, work, and study legally in the United States.

“They’re our children’s friends. They are people we know. This is a huge national problem that needs resolution.”

— Laurene Powell Jobs, widow of Apple founder Steve Jobs

While every student has a right to a K-12 education, the future of our economy and society requires more college graduates. College-ready undocumented students have proven they can succeed academically despite seemingly insurmountable social, financial, and legal barriers. In the face of these challenges, their hard-won success affirms our belief in the value of hard work and education. Indeed, they are some of the most industrious and entrepreneurial students our country has to offer. They also serve as powerful role models in our communities, paving the way to higher education for siblings, cousins, neighbors, and friends.

The most recent development in immigration policy, Deferred Action for Childhood Arrivals, provides many of these students with the ability to live free from deportation and the ability to work legally in this country, but it does not benefit all undocumented students and it does not remove the financial barriers that prevent most undocumented students from pursuing higher education.

We believe undocumented students should be given the financial support they need to pursue higher education, which is quickly becoming a requirement for social mobility in this country. By giving them the financial means to pursue higher education, we are realizing the investments we have already made in their primary and secondary educations and positioning them to contribute meaningfully to our future economic stability.

Undocumented students need us. We need them.

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ABOUT THE AUTHORS

CATHERINE EUSEBIO was born in the Philippines and immigrated to the United States at the age of four. She earned her Bachelor's Degree in Political Science at UC Berkeley while also advocating for immigrant communities on campus and in the greater Bay Area. Catherine continues to promote the rights of immigrants as a Social Justice Fellow at Asian American Pacific Islanders in Philanthropy.

FERMÍN MENDOZA was born less than two miles south of the Rio Grande in Tamaulipas, Mexico and immigrated to the United States at the age of four. As a Public Policy major at Stanford University, he advocated for undocumented youth through the Stanford Immigrant Rights Project and as an intern with Educators for Fair Consideration. He also advocated for LGBT rights as a member of the Stanford Students for Queer Liberation and as a former volunteer in the "No on Proposition 8" Campaign.

ACKNOWLEDGMENTS

Thank you to everyone who provided feedback on this guide: Kathleen Bennett, Professor Bill Ong Hing, Professor Tomás Jiménez, Laura Lanzerotti, Ellen Martin, Stuart McLaughlin, and Jennifer Pence. A special thank you to Katharine Gin for guiding us through the writing process.

ABOUT US: EDUCATORS FOR FAIR CONSIDERATION (E4FC)

Founded in 2006, Educators for Fair Consideration (E4FC) empowers undocumented young people to pursue their dreams of college, career, and citizenship in the United States. We address the holistic needs of undocumented young people through direct support, leadership and career development, community outreach and education, creative expression, and advocacy. Our programming is designed by and for undocumented young people with support from committed allies. For more information, please find us online at www.e4fc.org.

Appendix C

San José-Evergreen Community College District Resolution in support of Deferred Action for Childhood Arrivals (DACA) and other vulnerable students

No. 021417-2

WHEREAS, SJECCD (which includes our District, San José City College, Evergreen Valley College and the Workforce Institute) is guided by the principles of Opportunity, Equity and Social Justice, calling on us to serve and support all students to achieve student success, including Deferred Action for Childhood Arrivals (DACA), Development, Relief & Education of Alien Minors (DREAMERS), other undocumented and documented students; Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students and Muslim students; and

WHEREAS, in 2012, President Obama issued an Executive Order providing deportation relief to certain undocumented immigrants who entered the U.S. before their 16th birthday, Deferred Action for Childhood Arrivals (DACA) recipients; and

WHEREAS, California is home to one-third of Deferred Action for Childhood Arrivals (DACA) recipients and has the largest population of immigrants, both documented and undocumented, and wherein one in ten workers is an undocumented immigrant; and

WHEREAS, immigrants are a vibrant, productive, and vital part of the state's growing economy, holding jobs in key industries such as agriculture, science, technology, service, health care and manufacturing; and

WHEREAS, the Center for American Progress estimates that deferred action programs like DACA have the potential to increase California's state GDP by \$75.8 billion, beneficiary wage earnings by \$32.8 billion, and jobs by 9,500 over 10 years; and

WHEREAS, under AB 540 (Chapter 814, Statutes of 2001), undocumented students in California can seek an exemption from paying nonresident tuition if they attend a California high school for three or more years, graduate from a California high school, and file an affidavit with a college or university stating that he/she will apply for legal residency as soon as possible; and

WHEREAS, our DACA students, and other vulnerable students at SJECCD, have expressed—both publically and privately—distress, confusion, anxiety, fear for their physical safety and well-being, and concerns about their individual rights; all of which negatively impact the achievement of their educational goals and have, as a result, negatively affected their motivation to continue their studies; and

WHEREAS, many organizations have released statements and resolutions in support of immigrants, including the Silicon Valley Leadership Group's Statement on Immigration and Innovation urging the Trump Administration and Congress to "never forget that we are a nation of immigrants, often refugees, whose diversity is the backbone of our unity" and that our "economy and quality of life are enhanced by waves of immigrants who continue to help build our Country."

THEREFORE, BE IT RESOLVED that the San José -Evergreen Community College District reaffirms its commitment to fostering a diverse, inclusive, and safe learning environment for all students, free from discrimination, harassment, and fear; and

BE IT FURTHER RESOLVED that the San José -Evergreen Community College District encourages faculty members and staff to use the learning environment to show compassion and support for students who may be experiencing anxiety, uncertainty, and fear in the current political climate; and

BE IT FURTHER RESOLVED that the San José -Evergreen Community College District will examine every legal measure to assure that San José City College and Evergreen Valley College are safe places for the continuation of the education of all of our students, and in particular for our DACA students and other targeted populations; and

BE IT FURTHER RESOLVED that the San José -Evergreen Community College District heartily supports the November 29, 2016 request issued by the University of California, the California State University, and the California Community Colleges to President-Elect Trump that he announce his support to continue DACA, thereby allowing these students to better their lives and their communities; and

BE IT FURTHER RESOLVED that the San José -Evergreen Community College District stands in strong support of DACA and other programs that support undocumented and other vulnerable student groups. The San José -Evergreen Community College District pledges to fight for an extension of DACA and against any attempts to roll it back. The San José -Evergreen Community College District further pledges to advocate proactively at the local, state, and federal level to extend every possible measure of legal, social and political protection to our vulnerable immigrant students and their families through student services provided by the San José -Evergreen Community College District and/or its partners; and

BE IT FURTHER RESOLVED that the San José -Evergreen Community College District will assure that no confidential student records will be released without a judicial warrant, subpoena or court order, unless authorized by the student or required by law and that all students feel welcome and safe on our campuses, regardless of immigration status, and as a result, will not aid federal efforts to create a registry of individuals based on any protected characteristics such as religion, national origin, race or sexual orientation and will not detain, question or arrest any individual solely on the basis of undocumented immigration or religious status.

_____ Date _____

Board Secretary

_____ Date _____ Dr. I

Board President

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