



CSUSM AB 540 TASK FORCE REPORT



“As an undocumented student, it is nice to know someone who you can go to....”

“Many...do not understand the hardships of undocumented folks.”

Presented to: CSUSM President Karen Haynes
By: CSUSM AB 540 Task Force
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i. ACKNOWLEDGEMENTS

The formation of this Task Force was based on the leadership of Dr. Karen Haynes, President of CSUSM, and Dr. Lorena Checa, Vice President of Student Affairs at Cal State San Marcos. The development of this report was based on the dedication of the President's appointees to the CSUSM AB540 Task Force and the support of many members of the CSUSM campus community.

For years, CSUSM has worked to strengthen efforts of the undocumented student population. The efforts of many individuals and units at CSUSM resulted in undocumented student scholars being able to graduate and productively contribute the North County region and beyond. The AB 540 Task Force built upon the work of previous years to comprehensively understand (undocumented) AB 540 students from based on demographic data, retention rates, graduation rates, and campus climate.

The task force has focused on a more strategic and intentional approach in addressing the challenges facing undocumented students at CSUSM.

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I. INTRODUCTION

A. CSUSM Mission and Values related to AB 540 students

The work of the CSUSM AB 540 Task Force reflects the [mission](#) of CSUSM that articulates that it provides “a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education.”

Undocumented students and AB 540 are part of the diverse tapestry of the CSUSM student population.

Furthermore, CSUSM is joining the [national movement](#) of over 150 institutions of higher education that are standing up for undocumented students. [CSU Chancellor Timothy White](#) and President Haynes (who sent a letter of support to the university community on Thursday, November 17, 2016) both have pledged support for ensuring the safety of CSU students, especially regarding deportation.

Finally, on December 7, 2016, the CSUSM Academic Senate passed a [resolution](#) to support undocumented students and their families; furthermore, it includes pro-active ways to support undocumented students on campus.

Therefore, this current report is timely and crucial to local, regional, state, and federal efforts supporting undocumented students in higher education.

B. Definition of Terms

To ensure we are understand the commonly used terms in this report related to immigration status, we provide a few key definitions and contextual explanations:

Undocumented: A term used to describe someone who is not a citizen does not have governmental permission to live in the United States. *Note, we do not support the use of “illegal” assigned to a person and “unauthorized” is preferred for immigration (behavior) that has not been granted by the United States.*

AB 540 Student: A term used describe undocumented students in California who are eligible to receive in-state tuition for public colleges or universities because she or he (a) attending a CA high school for three years; (b) graduated high school or equivalent; (c) registered or currently enrolled in an accredited community college or university; and, (d) signed an affidavit with the college or university to state they will intend to become a citizen or gain residency when such a chance becomes available. *Note, not all undocumented students in CA are eligible for AB 540 Status and not all “AB 540 Students” are undocumented or even immigrants.*

Determining AB 540 Status at CSUSM: When prospective students apply for admission at California State University San Marcos they are asked a series of questions to determine whether they are residents of California. Based on their answers, the residency status will appear in the campus database as: Resident of California, Another State or US Possession, Foreign Country, or Residence Status Undetermined. All of these applications will be reviewed in order to determine the actual residency status throughout the entire cycle. They are prompted by a checklist in their student portal to fill out the forms and questionnaires. Many applicants will become California or U.S. residents who have filled out the application incorrectly and others will become AB540 applicants once they have submitted and been approved for the California Tuition Exemption. It is important to note that individual applicants must to self-identify their AB540 eligibility, since it is not specifically asked on the application.

DACA: Deferred Action for Childhood Arrivals (DACA) is not a legal status nor is it currently a pathway to residency or citizenship. It is an Executive Order from President Barak Obama that went into effect June 15, 2012. It is a **temporary protection** from deportation given to those who were (a) under the age of 31 as of June 15, 2012; (b) come to the United States before turning 16 years old; (c) has continuously lived in the United States since arrival; (d) were physical present in the United States on June 15, 2012; (e) entered the United States (or had permission expire) before June 15, 2012; (f), currently in school, military, or honorably discharged from military; and, (g) never convicted of felony, significant misdemeanor, three or more misdemeanors, or otherwise pose a threat to national security. Currently, DACA is given as a 2 year with renewal possibilities. *Note: Only some undocumented youth are eligible for DACA and, of those currently eligible, about 60 percent have been granted DACA.*

DREAMers: According to the Anti-Defamation League, this term is used to describe young undocumented immigrants who were brought to the United States as children, who have lived and gone to school here, and who in many cases identify as American. The term DREAMer originally took its name from the bill in Congress, but it has a double meaning about the undocumented youth who have big hopes and dreams for a better future. San José State University describes DREAMers as “youth that were brought to the United States by their parents at an early age and have lived in this country for a significant portion of their lives, learning the language and adapting to the same American customs taught to other students in schools.” While the term has become common and is typically used with positive regard, some undocumented immigrant youth have critiqued the term (and the associated legislation) because undocumented parents are excluded.

Grounded in student success, retention related initiatives focus on developing a campus environment where students successfully complete their goals and complete their academic program, certificate, diploma, or graduate from an institution. Common terms used in this report are:

Mathematics and English Proficiency: The California State University requires all students to take the English Placement Test and the Entry Level Mathematics test prior to enrollment in the California State Universities unless they are exempt by means of scores earned on other appropriate tests such as the ACT, AP, EAP and/or SAT.

Remediation: In order to ensure academic success for all students, and in compliance with California State University regulations, CSUSM requires that all new students with ELM and EPT scores that indicate a need for remediation enroll in the appropriate remedial class(es). Students must enroll in the appropriate remedial course each term of attendance until remediation is satisfied. All remediation must be completed within one year from a student’s first term of enrollment.

Persistence is the enrollment headcount of any cohort compared to its headcount on its initial official census date. The goal is to measure the number of students who persist term to term and to completion.

Retention is the outcome of how many students remained enrolled from fall to fall. This number is typically derived from first-time, full time traditional day students, but can be applied to any defined cohort.

Academic Probation is when an undergraduate student falls below a minimum 2.0 grade point average (GPA) in all courses taken both at their current institution and those transferred from other college/universities. If a student’s GPA falls significantly lower than a 2.0, they could be subject to academic disqualification.

Completion/Graduation is the outcome of how many students within a cohort complete and/or graduate from an institution. This is typically measured in two or three years for associate level programs and four, five, or six years for a bachelor level programs.

C. Task Force Process and Procedures

Since the initial charge given by CSUSM President Karen Haynes, this task force has demonstrated full commitment and prioritization of projects for the Fall 2016 semester. All members accepted the invitation to serve on the Task Force. An additional member, Francisco Checa, was added to subcommittees to increase sub-committee functionality. In addition, two students were identified to participate in the sub-committee groups. In the summer, Maria Mendoza-Bautista, the AB 540 Task Force Chair, met individually with each member of the committee to learn about their work with AB 540 students and their prior experiences with related working groups.

Dr. Lorena Checa, Vice President of Student Affairs, attended the first AB 540 Task Force meeting to explain the charge and clarify questions. At this meeting, the AB 540 Task Force established a timeline, dates for Task Force monthly meetings, and formed into sub-committees to address the four major areas of focus for this report.

The Task Force met four times in Fall 2016 for 90 minutes.

MONTH	DAY	TIME	LOCATION
September	Thursday the 8th	3-4:30 PM	SBSB 4117
October	Thursday the 20th	3-4:30 PM	SBSB 4117
November	Thursday the 17th	3-4:30 PM	SBSB 4117
December	Thursday the 8th	3-4:30 PM	SBSB 4117

Sub-committees were formed based on President Hayne's memo that provide the charge of the Task Force. Note, some member served on two or more committees based on their expertise. Also, Task Force Chair Maria Mendoza-Bautista supported all the sub-committees by answering questions, keeping track of timelines, and providing feedback on drafts of this report to the sub-committee members.

Sub-Committee Goals	Members
<input type="checkbox"/> Group 1 Conduct and provide a data analysis of AB 540 students focused on, but not limited to, retention, academic progress, and graduation rates.	Andres Favela Arlene Toya Carol McAllister <i>Francisco Checa</i> <i>Dr. Marisol Clark-Ibáñez (as needed)</i>
<input type="checkbox"/> Group 2 Develop and provide an AB 540 strategic plan for programming, resources and services that align with university strategic initiatives supporting student success.	Patty Diaz Sandra Carrillo Minerva Gonzalez
<input type="checkbox"/> Group 3 Develop and provide comprehensive recommendations related to AB 540 students' needs to support success, retention, and progress towards graduation.	Julio Villa-Chavez (student) Elizabeth Palacio (student) Silverio Haro Jr. Andres Favela Francisco Checa
<input type="checkbox"/> Group 4 Develop and provide strategic recommendations related to fostering a supportive campus climate that includes institutionalizing comprehensive training and awareness that includes students, staff, faculty, administrators, and community partners.	Pamela Wells Dr. Marisol Clark-Ibáñez Dr. Cynthia Chavez Metoyer

II. CSUSM AB 540 TASK FORCE FINDINGS

A. Profile of AB 540 Students at CSUSM

Group One utilized institutional data to understand the demographics of (See Appendix B for the tables of the data used to create this AB 540 student profile.)

Demographic Profile

There are currently **318** AB 540 students and who are undocumented.

Gender: 70.9% are females and 29.1% are males.

Ethnicity: Out of the 318 AB 540 students, most self-identify as Hispanic (85%). Three percent self-identified as white, 5 percent as Asian, and seven percent did not specify.

Nationality: The AB 540 student population represents 20 countries. Most indicated their country of origin is Mexico (87%). The remaining 13% of students come from Central and South America, Asia, Europe and Oceania.

Parental Education: Nearly all of the AB 540 students at CSUSM are first generation university students. Eighty-one percent (81%) had parents who attended high school or less. About ten percent (10.5%) have parents who attended some college. Two percent (2%) had parents who attained a 2-year degree.

Academic Profile

Enrollment to CSUSM: For AB 540 student entering CSUSM in Fall 2016, 70.5 percent were First Time Freshman and only 27 percent were transfer students.

Academic Level: Based on Fall 2016 data, there are 109 first year students, 56 sophomores, 80 juniors, 64 seniors, and 9 graduate students.

Academic Standing: In Fall 2016, the average high school GPA of incoming AB 540 students was a 3.30 GPA, slightly higher than the average for incoming students at CSUSM (3.27). Overall, CSUSM AB540 students have good academic standing: the majority of students have earned between 2.00 and 4.00 GPA (228). Thirty-five percent (35%) earned 3.0 and above. Only a small number of students (5%, n=16) fell below a 2.00 GPA.

Majors: AB 540 students are represented in 28 Majors. The most popular major at CSUSM is Biology (36), followed by Nursing (32), Psychology (30), and Pre-Business (27).

Financial Profile

Total applicants: 515 undocumented students applied for 2016-2017 financial aid, which included potential CSUSM incoming students and those who enroll at CSUSM.

Expected Family Contribution (EFC) for these students was \$4000 and below, which indicates high family poverty.

Actual awards in 2016-2017 reflect the students who attend CSUSM:

- 101 students awarded Dream State University Grant (\$5472)
- 149 students awarded Cal B Access grants (\$1670)
- 107 students awarded Cal B Tuition grants (\$5472)
- The average number of awards is 117, which is only one-third the population of the CSUSM AB 540 students. Most of the AB 540 students are eligible for financial aid based on their family income.

A comparison between AB 540 and traditional students infer that AB 540 students are under-awarded and continue to struggle to meet basic college costs and expenses. (Please see Appendix C for more data related to Financial Aid Support to Undocumented Students.)

Due to the State of California Dream Application, the university is now able to track data related to undocumented students' financial status and state awards. For example, 515 undocumented students applied for 2016-2017 financial aid, which included *potential* CSUSM incoming students and those who ended up coming to CSUSM. The Expected Family Contribution (EFC) for these students was \$4000 and below, which indicates high family poverty. The average number of awards in Fall 2016 was 117, which is one-third of the population of the CSUSM AB 540 students. This could indicate that AB 540 students are under-awarded. (Please see Appendix C for more data related to Financial Aid Support to Undocumented Students.)

B. Retention and Graduation

Remediation. Retention at CSUSM involves not only academic performances in enrolled classes but also that students resolve any remediation their first year of college. Of the total number AB 540 first-year students who entered CSUSM needing remediation between 2012 and 2015 (110), 93% met their remediation requirements in their first year. In addition, each first-year AB 540 cohort has been performing with an average grade point average of or near 3.0 in their first year.

Retention. Currently, there is a 43 percent continuation rate for AB 540 students for those who entered in 2012, compared to 61.3 percent for the overall campus for the first year cohort who entered in Fall 2012. As noted in the academic profile of the CSUSM AB 540 student, the snapshot of Fall 2016 also indicates that there are currently serious retention issues. For example, there were 106 first year students and only 56 sophomores. If the previous year's first year cohort was about the same, this could indicate 50 percent retention rate from first to second year. Reviewing the retention rate data caused concern to the task force membership because this low rate does not seem to be related to their academic promise and performance.

Graduation. Data provided by Institutional Planning and Assessment showed there was insufficient historical AB 540 student data. This is due to in part that campus PeopleSoft mainframe system was adjusted in 2012 with data fields with the capacity to accurately track AB 540 students. Therefore, in Fall 2016, the university will be able to begin tracking their graduation rates beginning with the 4-year rate.

Academic Performance: Despite high levels of poverty and stressors related to immigration status, CSUSM AB 540 students reflect academic success. Overall, the majority of students have earned between a 2.00 and 4.00 GPA (228). Thirty-five percent (35%) earned a 3.0 and above. Only five percent (5%, n=16) fell below a 2.00 GPA.

Final Note: Mining for data supporting remediation, retention, and graduation was very limited due to insufficient institutional tracking systems due to limited people soft fields and data points. Recent changes to the People Soft set up will enable the retrieval of accurate data points as they relate to AB 540 students.

C. CAMPUS CLIMATE

The AB 540 Task Force Campus Climate Sub-Committee (Group 4) met regularly in between the all-task force meetings. They conducted several data gathering efforts to understand the needs of the students. They also piloted some of the ideas to invite feedback from the participants.

Campus Meetings with Students

A community meeting with the STAND club members that included Interim Chief Diversity Officer and Associate Vice President of the Office of Diversity, Educational Equity, & Inclusion, Dr. Cynthia Chavez Metoyer, and Interim Chief of Police, Chief Jesus Flores, University Police Department. Twenty-two (22) students were present. The sub-committee learned that the students were concerned with the impending border patrol presence for the career fair and that local law enforcement (e.g., Escondido) has an explicit agreement with ICE and that the Escondido police are occasionally on our campus for training.

Legal experts were invited to campus to provide information about the path to naturalization and citizenship. There were 35 students present at this meeting, comprised of undocumented students and documented students who are in mixed-immigration status families. While the focus of the AB 540 Task Force is on undocumented students, the legal workshop revealed that many students were there to learn about how to improve their family members' situation.

Since then, there have been a variety of meetings and events related to the post-election Presidential outcome that many Task Force members coordinated or attended. Based on attendance at these events and other forms of student contact, Task Force members reported that students and their families are scared and very discouraged.

Needs Assessment Survey

Methods. After this series of events, the AB 540 Task Force Campus Climate Sub-Committee reflected on what types of resources would benefit our undocumented students. A short survey was created to ask students about the utility and importance of these ideas. It was piloted with the AB 540 Task Force Student Representatives and tested it for technological ease. Then, Dr. Marisol Clark-Ibáñez sent an email to AB 540 students that explained the work of the AB 540 Task Force Campus Climate Sub-Committee and included the link for the online survey. The initial email was sent Friday, November 25, 2016 and follow-up reminders were sent on Monday, November 28, 2016 and Thursday, December 1, 2016. The survey ended Friday, December 2, 2016. Data were downloaded Monday, December 5, 2016.

Sample. In total, 58 students completed the online survey.

Social Events. Of the two social events suggested in the survey, 42 (72.4%) were interested in a welcome breakfast in early September and 39 (67.2%) indicated interest in a social event on campus in early Spring semester that would include family members.

Students also offered their own suggestions for social events. Several respondents mentioned a faculty and staff reception so that students can know who supports undocumented students. Other culturally relevant social events were noted, such as holiday parties that reflect

Latino/a/x traditions. A summer retreat was mentioned as a way to offer support to undocumented students. One student suggested a Dreamer Graduation Dinner that would include family members. Another respondent wrote that “yoga – to calm all stress” would be helpful. Several students mentioned wanting fun, social events such as beach BBQs, fundraisers in the community, and games.

Workshops. The respondents were interested in the university offering the following workshops tailored to their immigration status, listed by order of popularity:

Type of Services or Workshops	Respondents Interested
Internship Options	45 (77.6%)
Scholarship Workshops	45 (77.6%)
Career Services	42 (72.4%)
Financial Aid	42 (72.4%)
Immigration and Legal Information	40 (69.0%)
Student Health Services	38 (65.5%)
Library Research	18 (31.0%)

Students suggested other workshops that would be beneficial. Several students mentioned they would like to be a part of a “know your rights” workshop for police and immigration enforcement. One respondent explained, “How to deal with police officers...have them come in to tell us what basic rights we have as undocumented students because most of us don’t know.”

Other students emphasized wanting to have a dialogue with faculty, mostly so that faculty members understand constraints undocumented students face coming to campus. One respondent explained, “Making professors understand that sometimes students cannot attend classes because of factors that prohibit them from leaving home.” Another respondent added the role of immigration enforcement in the community: “The role of the check point in Temecula because some parents that don’t live in the area [and] might be afraid of visiting their child who studies past the check point.”

Finally, there were singular suggestions of: applying to graduate school, meet and greet other undocumented students, study abroad, life after college, and a general “socialization hub” where undocumented students could safely share “knowledge about issues related to work settings, at school and at a personal level.”

Expertise on Undocumented Immigration Issues. Students were asked which areas of the university were important for expertise on issues affecting undocumented students. They could choose any that applied.

Important to have Expertise in Undocumented	Number of Respondents
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Issues	
Academic Advising	51 (87.9%)
Financial Aid	51 (87.9%)
Admissions	46 (79.3%)
Staff in Academic Departments	39 (67.2%)
Faculty	35 (60.3%)
University Police	35 (60.3%)
Dean of Students	34 (58.6%)
Associated Students Leadership	32 (55.2%)
Student Health Services	31 (53.4%)
Student Housing	31 (53.4%)
Student Success Center	29 (50.0%)
Language Learning Center	26 (44.8%)
Front Desk at Cougar Central	24 (41.4%)
Cashiers	21 (36.2%)
Library	18 (31.0%)
Writing Center	14 (24.1%)
Math Center	12 (20.7%)

Respondents offered a myriad of additional areas of campus that should have some meaningful level of expertise related to issues of undocumented students: the social justice centers at the student union were, most frequently mentioned; student services such as EOP, SSS, ACE, PASO, Veteran's Center, and Disabled Student Services; Student Life and Leadership, particularly Greek Life and Student Organizations; and, the President's Office and Office of Diversity were also mentioned.

In addition to listing services on campus, some survey participants wrote longer explanations. A respondent elaborated about Career Services: "The career fair organizers need to know how traumatic it is for undocumented [students] to see the border patrol on campus." Another respondent pointed out that staff working any place on campus where students "use as personal space" would need expertise in issues related to immigration status. Two participants aptly summarized that expertise is needed in "any department that provides services to students." Finally, another student stressed it is important to know that faculty and staff are key to the university and shared, "As an undocumented student, it is nice to know someone who you can go to...while one is not feeling safe."

Finally, we asked students to share their concerns or additional comments in an open-ended format. The main concern was hoping the university was going to establish an "Undocu Center" or "Dream Resource Center." Relatedly, students also stressed wanting CSUSM to become a Sanctuary University. Several students mentioned positive collaborations with the CSUSM Latin@ Center and other student clubs.

A few respondents wrote that they wanted the university to have better and more accessible information about Financial Aid.

One participant wrote about the general background of staff and faculty at the university: "There needs be faculty and staff that come from immigrant backgrounds so that they understand the concerns and struggles of undocumented students. Many faculty do not understand the hardships of undocumented folks."

A few participants feared their peers' responses (e.g., anti-immigrant sentiments) and that of other members of campus. In addition, others shared that they feared how their families are coping with immigration enforcement issues in the community (off campus).

Finally, in an in-depth response, a survey participant took the time to share her/his current state of mind:

I'm a DACA recipient, and just renewed it and received it a few days before the elections. I'm so confused and hesitant to what to do next semester with the outcome of the elections. I don't even know how I'm going to pay tuition for next semester. It almost seems as if graduating isn't worth it if I won't be able to work, continue my education, or worry about the future and well being of my family and self. I've been trying to stay positive but knowing ahead that all my personal information can be exposed, I fear for "redadas" or unexpected house/work visits. I've even stated to look into ways and if I can transfer my school credits/credentials to a Mexican university or validate my degree (in the case I graduate), in the worst case scenario. I understand that our campus doesn't want to become a "sanctuary", and see why but they could be more "friendly", in the sense that they could be more sensitive, understand, and support issues AB540 and DACA student face on campus, in the community, at home...I think that those who aren't in this situation (or are familiar with), can't relate, and thus can't or won't care. If it doesn't affect them, why should it matter to them? It's not until it hits home that individuals begin to take action. Having more resources for undocumented students on campus, I wouldn't have to leave campus. Spending more time using available and accessible resources, like everyone else, I would do better in school, have more confidence, interact more, and be more open without thinking "I'm wrong, or I can't do it."

Reflection on Campus Climate

Across all forms of data collection, the Campus Climate Sub-Committee found students to be engaged and critical thinkers. They are clearly taking the core lessons of the university learning outcomes, mission, and values to heart. The students are hungry for connecting on campus with staff, peers, faculty, and administrators who understand about and even have compassion for their struggles.

IV. OVERALL RECOMMENDATIONS

The overall recommendations were based on multi-methods data collection and approaches by the CSUSM AB 540 Task Force through:

- Two focus groups with AB 540 students
- Meetings and events collaborating with S.T.A.N.D.
- An online AB 540 student needs assessment survey
- Task Force discussions and sub-committee feedback sessions
- Advice from both academic and student affairs experts
- A longitudinal retention and graduation data report (included in this report)

These recommendations are intended to influence and support positive outcomes for the AB 540 student population at CSUSM that both leverage current resources and create new opportunities. The AB 540 Task Force found the following recommendations pertinent to the academic and social success of CSUSM AB 540 students.

Recommendations for Pre-Matriculation

Enhance the process of securing admissions and financial aid support for entering AB 540 students by:

- Promoting greater knowledge and awareness among local high school-based personnel of the procedures and resources related to:
 - Admissions application processes and timelines for AB 540 students
 - Financial aid application processes such as the DREAM application, scholarship resources, etc.
- Creating and providing opportunities to generate awareness to both families of AB 540 students, and students, of available external financial resources that will assist in financial planning.
- Sending student offers of financial aid awards early-on in the admissions cycle to minimize ambiguity of funding eligibility, and promote certainty of financial aid funding that will enable successful matriculation to CSUSM.
- Establishing a regional collaborative AB 540 student's informational workshop/s and/or conferences for local service area high schools for AB 540 students interested in attending CSUSM with comprehensive topics geared to their needs (admissions process, Dream application, campus resources, scholarship and funding resources and strategies, promotion of safe campus climate, etc.)

Recommendations for AB 540 Matriculated Students

Institutionalize and expand the sources of student funding to AB 540 students by:

- Seeking new funding mechanisms (private donors, corporate sponsorships, fundraising campaigns etc.) to directly support student financial needs that are available to AB 540 students.
- Promoting the awareness of campus student assistance positions that allow AB 540 students to earn payment through stipends, working scholarships, and other forms of compensation.
- Creating a short-term student loan program that eliminates eligibility based on residency requirements.
- Working with existing California State laws to become innovators, such as allowing AB 540 to be eligible for *state* work-study funds.
- Centralizing information on resources that would support AB 540 students to become engaged and knowledgeable of grant opportunities and their application processes.

Assure that current student support services are sensitive and responsive to the status of AB 540 students by:

- Identifying, creating, and institutionalizing a centralized physical space on campus for a DREAMer Center responsible for educating, monitoring, and responding to emerging needs and issues of AB 540 students. Staffed by professional SSP to facilitate and provide advocacy, intervention, and referrals to AB 540 students in need of retention services and resources (refer to Appendix E based on CSU system-wide findings).
- Identifying procedural practices that undermine the supportive climate the university seeks to attain, specifically with admissions, financial aid, and housing processes.
- Enhancing campus mental health and counseling services that are attuned to the needs of AB 540 students, particularly to sensitive to the added stress, fear, and depression associated with undocumented status.
- Developing and implementing activities and programming that support academic success, as a means to enhance the retention, graduation, and development of AB 540 students.
- Mentoring opportunities (e.g., peer to peer, professional connections).
- Developing an on-going basis of assessment of entering and graduating AB 540 students to augment levels of institutional responsiveness and the delivery of timely services.

Cultivate university partnerships and collaborations sensitive and responsive to the status of AB 540 students by:

- Collaborating with community partners to support the university goals of preparing AB 540 student graduates for career readiness and/or post-graduate academic and career endeavors.
- Developing campus and community partnerships that will promote activities and events that create a supportive student campus climate.

- Implementing a textbook lending program specifically for AB 540 students.
- Leveraging resources to facilitate career development for AB 540 students.
- Institutionalizing collaboration with University Police Department to address and ensure safety issues concerns related to AB 540 students.

Raise campus awareness and support of students, personnel and faculty of AB 540 students by:

- Assessing current and developing new campus mentorship opportunities with student organizations, campus student services, faculty and staff associations, faculty, alumni, and community entities.
- Institutionalizing AB 540 Student Ally Trainings for university staff members and support services personnel to foster an understanding and awareness of barriers and hardships AB 540 student experience as a means to assist or direct them to appropriate campus resources.

Establish a supportive and inclusive campus of AB 540 students by:

- Creating a safe space (center/office) on campus to engage students and build community.
- Creating a campus space (center/office) for social, cultural, health/wellness, and academic engagement for AB 540 students, faculty, and staff.
- Creating a central location to conduct appropriate relevant programming (events, workshops, guest speakers, etc.), with information and opportunities to support campus and off campus employment opportunities, scholarship resources, and internship opportunities.
- Providing subsidies for local housing options (on and off campus), renters' rights information, reduced price for campus housing, possible resident housing employment.
- Connecting to local and on-campus food security programs/resources.
- Developing and providing bilingual materials and information sessions to also inform parents/guardians.
- Facilitating relevant information and workshops related to AB 540 legal and immigration needs, for example, bringing immigration law experts to provide workshops, one on one information sessions, etc.

Creating an advisory board comprised of diverse array of campus community representations, including across the colleges and Extended Learning, that will provide continuing campus attention, efforts, and resources to issues that impact the retention and graduation rates of AB 540 students by:

- Advocating on behalf of AB 540 students to identify opportunities to strengthen the policies and procedures to support gaps and needs of AB 540 students as they pertain to recruitment, enrollment, retention and graduation. For example: campus recruitment enhancement efforts, developing additional funding strategies; collecting data to better

understand the collective needs and academic progress and success of AB 540 students; and, to identify collaborative partnership opportunities with appropriate campus and community resources.

- Conducting appropriate relevant campus collaborations that initiates and develops strong working relationships with campus partners such as Enrollment Management Services, Faculty Center, Undergraduate Studies, Housing, Student Life and Leadership to advocate for opportunities that will lead to higher retention and graduation rates AB 540 students at CSUSM.
- See the implementation plan (Appendix E) for potential DREAMer Center.

IV. CONCLUSION

The increasing number of AB 540 students matriculating to CSUSM and accessing higher education over the last few years has been the realization of years of struggle and advocacy by students, community, and campus entities. These efforts, however, have proven to be a consistent challenge for all involved. The CSUSM AB 540 Task Force found that University personnel and student leaders have been doing their best to promote and provide pathways and strategies that lead to retention and graduation. However, it is difficult for undocumented students to attain the dream of a college education due to the lack of financial resources, uncertain campus climate, and general lack of understanding of the AB 540 student experience and needs. The degree of AB 540 student challenges are matched by the tremendous potential for CSUSM to create and demonstrate institutional commitments for AB 540 students.

The task force members applaud and acknowledge the significant and proactive step by President Haynes to enact and charge the task force to identify and create new strategies. It allowed for students, faculty, staff and administrators to work together and address the most pressing challenges AB 540 students face at CSUSM.

It is the Task Force members' sincere hope that the report findings and recommendations provide an initial framework for campus leaders and enhance their ability to support and advocate for AB 540 students success. We hope this report adds to the momentum and political will necessary to address some of the most pressing challenges AB 540 students face at CSUSM and in higher education. We view this report and recommendations as just the beginning. We hope to see follow up actions that will create the necessary support services, campus resources, and inclusive climate that will result in the increased attainment of a college degree by AB 540 students.

APPENDICES

A. CSUSM AB 540 TASK FORCE CHARGE AND MEMBERSHIP

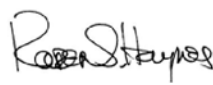
Please see President Karen Hayne's memo (July 21, 2016) on the following page.



MEMORANDUM

DATE: July 21, 2016

TO: CSUSM AB 540 Task Force Members

FROM: Karen S. Haynes, Ph.D.
President 

SUBJECT: CSUSM AB 540 Task Force Charge and Membership

CSUSM is committed to providing an open and welcoming environment where all students are free to learn and grow without concerns for their safety while on campus. After careful thought and in an effort to ensure ongoing support for AB 540 students and address their unique needs, I am formalizing the status of the CSUSM AB 540 Task Force by presenting the following charges to the Task Force and establishing its membership.

As a member of the campus community who plays a key role in supporting AB 540 students at CSUSM, you have been recommended to serve on the AB 540 Task Force. Your participation and knowledge will greatly benefit the team and the goals we are working to achieve.

The AB 540 Task Force is advisory to the President and Executive Council and will be charged with the following:

- Conduct and provide a data analysis of AB 540 students focused on, but not limited to, retention, academic progress, and graduation rates.
- Develop and provide an AB 540 strategic plan for programming, resources and services that align with university strategic initiatives supporting student success.
- Develop and provide comprehensive recommendations related to AB 540 students' needs to support success, retention, and progress towards graduation.
- Develop and provide strategic recommendations related to fostering a supportive campus climate that includes institutionalizing comprehensive training and awareness that includes students, staff, faculty, administrators, and community partners.

A final report of your findings and recommendations will be due to me by December 21, 2016.

Thank you in advance for agreeing to serve in this capacity.

AB 540 Task Force Membership:

- Maria Mendoza-Bautista (Chair), Director, Latin@ Center
- Sandra Carrillo, Advisor, Financial Aid and Scholarships
- Marisol Clark-Ibanez, Associate Professor, Sociology
- Carol McAllister, Director, Admissions and Recruitment
- Patricia Diaz, SOAR Coordinator, Dean of Students
- Silverio Haro, Academic Advisor, Undergraduate Advising Services
- Minerva Gonzalez, Director, College Assistance Migrant Program
- Cynthia Chavez Metoyer, Interim AVP, Diversity, Educational Equity, and Inclusion
- Pamela Wells, Director, Career Services
- Arlene Toya, Coordinator, Personalized Academic Success Services
- Andres Favela, Director, Educational Opportunity Program
- Julio Villa Chavez, President, S.T.A.N.D.
- Vacant, AB 540 student representative selected by S.T.A.N.D.

cc: Graham Oberem, Provost
Linda Hawk, Vice President, Finance and Administrative Services
Neal Hoss, Vice President, University Advancement
Lorena Checa, Vice President, Student Affairs
Patricia Prado-Olmos, Vice President, Community Engagement
Matt Ceppi, Chief of Staff, Office of the President

APPENDIX B: DATA USED TO CREATE AB 540 STUDENT PROFILE

Note, as of December 2016, the total number of verified AB 540 students who are undocumented is **318**. This is the number we are using for this report. However, at the time census data are pulled (below), the number of those who have completed their residency verification was less than 318. In addition, since census, the Task Force verified that 25 students had dropped their classes. Therefore, the data on AB 540 (undocumented) students is in flux and inconsistent across the various forms of institutional data below.

Table 1. Summary of Headcount

	<i>AB 540 Students</i>	<i>All CSUSM Students</i>
Fall 2012	68	10,610
Fall 2013	130	11,300
Fall 2014	192	12,154
Fall 2015	243	12,793
Fall 2016	278	13,144

Table 2. AB-540 Students / All CSUSM Students

ENTRY STATUS	Fall 2016		Fall 2016	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Transitory	-	-	97	0.7%
First-Time Freshman	196	70.5%	7,991	60.8%
Transfers	75	27.0%	4,479	34.1%
Post-baccalaureate	7	2.5%	577	4.4%
Total	278	100.0%	13,144	100.0%

Table 3. AB-540 Students / All CSUSM Students

FIRST GENERATION	Fall 2016		Fall 2016	
	<i>Headcount</i>	<i>%</i>	<i>Headcount</i>	<i>%</i>
High School or Less	136	81.0%	3,949	30.0%
Some College or Less	152	90.5%	6,067	46.2%

2-Year Degree or Less	155	92.8%	6,943	52.8%
Headcount	167		12,812	

Table 4. (Self Reported) First-Time Freshmen AB-540 Students /All First-Time Freshmen Students

PROFICIENCY STATUS	Fall 2016		Fall 2016	
	<i>N</i>	%	<i>N</i>	%
Not Proficient in Either	43	21.9%	1,308	16.4%
Not Proficient in English	31	15.8%	1,339	16.8%
Not Proficient in Math	19	9.7%	886	11.1%
Not Proficient	93	47.4%	3,533	44.2%
Proficient	103	52.6%	4,458	55.8%
Total	196	100.0%	7,991	100.0%

Table 5. Avg. SAT Score for First-Time Freshmen AB-540 Students /All First-Time Freshmen Students

	Fall 2016	Fall 2016
Avg. SAT Score	909	957
Headcount	(180)	(7,189)

Table 6. Avg. ACT Score for First-Time Freshmen AB-540 Students / All First-Time Freshmen Students

	Fall 2016	Fall 2016
Avg. ACT Score	18	20
Headcount	(16)	(25)

Table 7. Avg. High School GPA for First-Time Freshmen AB-540 Students / All First-Time Freshmen Students^

	Fall	Fall
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	2016	2016
Avg. High School GPA	3.30	3.27
Headcount	(103)	(7,952)

SOURCE: ERSS data warehouse
maintained by IPA

Table 8. AB-540 Students by Gender

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female	45	66.2%	94	72.3%	132	68.8%	171	70.4%	197	70.4%
Male	23	33.8%	36	27.7%	60	31.3%	72	29.6%	81	29.6%
Total	68	100.0%	130	100.0%	192	100.0%	243	100.0%	278	100.0%

Table 9. AB-540 Students by Entry Status

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Transitory	-	-	-	-	-	-	-	-	-	-
First-Time Freshman	39	57.4%	86	66.2%	123	64.1%	161	66.3%	196	70.5%
Transfers	28	41.2%	42	32.3%	63	32.8%	74	30.5%	75	27.0%
Post-baccalaureate	1	1.5%	2	1.5%	6	3.1%	8	3.3%	7	2.5%
Total	68	100.0%	130	100.0%	192	100.0%	243	100.0%	278	100.0%

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	<i>Headcount</i>	%	<i>Headcount</i>	%	<i>Headcount</i>	%	<i>Headcount</i>	%	<i>Headcount</i>	%
High School or Less	51	77.3%	88	71.0%	145	80.1%	187	81.7%	136	81.0%
Some College or Less	58	87.9%	102	82.3%	157	86.7%	209	91.3%	152	90.5%
2-Year Degree or Less	59	89.4%	107	86.3%	162	89.5%	213	93.4%	155	92.8%
Headcount	66		124		181		228		167	

*First Generation Status is a self-reported variable; hence some students are missing.

Table 11. First-Time Freshmen AB-540 Students by Proficiency Status*

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Not Proficient in Either	10	25.6	18	20.9%	35	28.5%	40	24.8%	43	21.9%
Not Proficient in English	15	38.5	23	26.7%	20	16.3%	27	16.8%	31	15.8%
Not Proficient in Math	3	7.7	5	5.8%	10	8.1%	16	9.9%	19	9.7%
Not Proficient in Both	28	71.8	46	53.5%	65	52.8%	83	51.6%	93	47.4%
Proficient	11	28.2	40	46.5%	58	47.2%	78	48.4%	103	52.6%
Total	39	100.0	86	100.0%	123	100.0%	161	100.0%	196	100.0%

Table 12. Avg. SAT Score for First-Time Freshmen AB-540 Students

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Avg. SAT Score	916	929	913	910	909
Headcount	(38)	(83)	(116)	(149)	(180)

Table 13. Avg. ACT Score for First-Time Freshmen AB-540 Students

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Avg. ACT Score	19	19	19	18	18
Headcount	(10)	(13)	(16)	(14)	(16)

Table 14. Avg. High School GPA for First-Time Freshmen AB-540 Students

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Avg. High School GPA	3.31	3.29	3.29	3.28	3.30
Headcount	(35)	(61)	(74)	(87)	(103)

APPENDIX C: FINANCIAL AID SUPPORT TO UNDOCUMENTED STUDENTS

# of Students	Types of Aid
515 students	Students which submitted 2016-17 Cal App Dream App with an EFC between 0 – 4000 EFC
101 students	Students awarded Dream SUG \$5472 (March 2 nd and EFC 0-4000)
149 students	Students awarded Cal B Access \$1670 (first year freshman only)
107 students	Students awarded Cal B Tuition \$5472 (sophomore to senior level)
119 students	Students which submitted 2016-17 Cal Dream App after priority deadline of march 2nd and met EFC criteria (0 to 4000) <i>(Note: These students did not qualify for SUG nor Cal Grant), submit request to check enrollment)</i>

# of Students	Types of Aid
9 students	Students awarded Cal Grant A Tuition \$5472 (sophomore to senior level) – max Cal Grant 4 years
14 students	Students awarded Dream Loan (either \$3000 or \$4000) <i>(Note: Dream Loan pool at CSUSM is \$ 51,500)</i>
93 students	Students awarded Dream EOP Grant (amount varies, but most are \$120)
44 students	Students awarded scholarship of any kind (amount varies)

APPENDIX D: RETENTION & GRADUATION

Determination of AB540 Eligibility and impact on data retrieval and analysis

The results of our data is specifically looking for coding required for reporting to the Chancellor's Office as seen below:

Official Residency Data Find | View All First 1 of 4 Last

Institution: SMCMP Cal State San Marcos

*Effective Term: 2164 Fall 2016

Residency: Another State or US Possess Residency Date: 09/20/2016

Additional Residency Data

Admissions: Another State or US Possess Admission Residency Exception: CA HS Graduate Ed Code

Fin Aid Federal Residency: Another State or US Possess Fin Aid Fed Residency Excpt:

Fin Aid State Residency: Another State or US Possess Fin Aid State Residency Excpt:

Tuition: Resident of California Tuition Residency Exception: CA HS Graduate Ed Code

AB 540 Proficiency Retention Data 2012-2016

Table 1. Of the AB 540 first-year students retained from 2012 in Fall 2016:

Fall 2012: AB 540 First-Year	Number of AB 540 Students (N=4)	Both English & Math	English Only	Math Only	Percentages
Needed Remediation	3	2	1	N/A	75%
Entered Exempt	1	N/A	N/A	N/A	25%
Total Number of AB 540 Students who entered Fall 2012	4	N/A	N/A	N/A	100%

Note: The sample size for Fall 2012 is too low to be statistically significant.

Fall 2012: General	Number of	Both English &	English Only	Math Only	Percentages
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Population	Students (N=1783)	Math			
Needed Remediation	1014	450	264	300	57%
Entered Exempt	769	N/A	N/A	N/A	43%
Total Number of Students who entered Fall 2012	1783	N/A	N/A	N/A	100%

Table 2. Of the AB 540 first-year students retained from 2013 in Fall 2016:

Fall 2013: AB 540 First-Year	Number of AB 540 Students (N= 37)	Both English & Math	English Only	Math Only	Percentages
Needed Remediation	17	4	12	1	46%
Entered Exempt	20	N/A	N/A	N/A	54%
Total Number of AB 540 Students who entered Fall 2013	37	N/A	N/A	N/A	100%

Note: The sample size for Fall 2013 is too low to be statistically significant.

Fall 2013: General Population	Number of Students (N= 2158)	Both English & Math	English Only	Math Only	Percentages
Needed Remediation	1202	502	360	340	56%
Entered Exempt	956	N/A	N/A	N/A	44%
Total Number of Students who entered Fall 2013	2158	N/A	N/A	N/A	100%

Table 3. Of the AB 540 first-year students retained from 2014 in Fall 2016:

Fall 2014: AB 540 First-Year	Number of AB 540 Students (N= 59)	Both English & Math	English Only	Math Only	Percentages
Needed Remediation	32	22	4	6	54%
Entered Exempt	27	N/A	N/A	N/A	46%
Total Number of AB 540 Students who entered Fall 2014	59	N/A	N/A	N/A	100%

Fall 2014: General Population	Number of Students (N= 2167)	Both English & Math	English Only	Math Only	Percentages
Needed Remediation	1002	374	392	236	46%
Entered Exempt	1165	N/A	N/A	N/A	54%
Total Number of Students who entered Fall 2014	2167	N/A	N/A	N/A	100%

Table 4. Of the AB 540 first-year students retained from 2015 in Fall 2016:

Fall 2015: AB 540 First-Year	Number of AB 540 Students (N=58)	Both English & Math	English Only	Math Only	Percentages
Needed Remediation	34	14	11	7	59%
Entered Exempt	24	N/A	N/A	N/A	41%

Total Number of AB 540 Students who entered Fall 2015	58	N/A	N/A	N/A	100%
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Fall 2015: General Population	Number of Students (N= 2202)	Both English & Math	English Only	Math Only	Percentages
Needed Remediation	955	388	295	272	43%
Entered Exempt	1,247	N/A	N/A	N/A	57%
Total Number of Students who entered Fall 2015	2202	N/A	N/A	N/A	100%

Table 5. Of the AB 540 students who entered in 2016:

Fall 2016: AB 540 First-Year	Number of AB 540 Students (N= 66)	Both English & Math	English Only	Math Only	Percentages
Need Remediation	32	15	8	9	48%
Entered Exempt	34	N/A	N/A	N/A	52%
Total Number of AB 540 Students who entered Fall 2013	66	N/A	N/A	N/A	100%

Fall 2016: General Population	Number of Students (N=	Both English & Math	English Only	Math Only	Percentages
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	2152)				
Needed Remediation	832	268	277	287	39%
Entered Exempt	1320	N/A	N/A	N/A	61%
Total Number of Students who entered Fall 2016	2152	N/A	N/A	N/A	100%

Table 6. Four-Year Continuation* Rates of AB-540 Students and Regularly Admitted Students (First-time Freshmen by Fall Entry Term)

	Fall 2012 Entrants
AB-540 Students Females Only	
Continuation Rate	50.0%
Numbers	
Graduated	0
Enrolled	6
Not Enrolled	6
Total	12

	Fall 2012 Entrants
CSUSM Students (Non-AB540) Females Only	
Continuation Rate	63.5%
Numbers	
Graduated	205
Enrolled	518

Not Enrolled	415
Total	1138

		Fall 2012 Entrants
AB 540 Males Only		
Continuation Rate		25.0%
Numbers		
Graduated		0
Enrolled		1
Not Enrolled		3
Total		4
		Fall 2012 Entrants
Non-AB540 Males Only		
Continuation Rate		57.3%
Numbers		
Graduated		59
Enrolled		295
Not Enrolled		264
Total		618

A four-year continuation rate shows the percentage of an entry cohort that is enrolled at the beginning of the ninth term after entry. (Minimum n=10 to calculate rate).

E. SUGGESTED OPPORTUNITIES AND IDEAS FOR A DREAMer CENTER AT CSUSM

Group 2 explored resource centers across the CSU system that were created to support undocumented students and that are frequently called “DREAMer Centers.” This endeavor supports the academic promise and excellence of AB 540 students by advocating for and cultivating a safe and welcoming campus environment while serving as informed contacts who

have current policy information and can refer to available resources to foster pathways for prospective students by building community relations with local educators. As outlined below, the group found that the CSUSM Strategic Priorities support the creation of a DREAMer Center.

Current CSU DREAMer Centers: Long Beach, Fullerton, Sacramento, Fresno, Los Angeles, Dominguez Hills and Sonoma (pending).

REQUEST	SPECIFICATIONS	CSUSM STRATEGIC PRIORITY
Establish a DREAMer Center	<ul style="list-style-type: none"> • Reports to the CSUSM Student Affairs VP • Advocacy and awareness of Dreamer needs and resources on campus and the community • Manage Dream Center staff, create yearly strategic plan • Responsible for maintaining the Dreamer /AB-540 website • Programming and scheduled event planning • Collaborate with community, high schools and CSUSM campus partners (Faculty, staff, students) • Provide Ally trainings to campus staff, faculty, students • Keep abreast of legislation that impacts Dreamers • Provide Financial Aid resource information (scholarships, Dream App, Dream Loan) to Dreamers • Provide personal and academic advising to Dreamers • Provide support to advise and assist the campus community on legal and ethical issues that impact undocumented and Deferred Action for Childhood Arrivals (DACA) students. • Provide support to families to navigate the college transition • Provide a cultural understanding of the population that will be served • Provide a safe zone for Dreamers/AB 540 families 	<p>CSUSM Strategic Priority 3: Campus Climate</p> <p>CSUSM Strategic Priority 4: Community Partnerships</p> <p>CSUSM Strategic Priority 5: “Committed to respecting and modeling the diversity of our region with in the context of social justice”</p>
Staff and operational Budget/Fund	<ul style="list-style-type: none"> • Establish operational budget • Hire SSP III Coordinator, Graduate Student and student assistants \$65,000 	Strategic Priority 3: Campus Climate

	<ul style="list-style-type: none"> • Supplies • Printed materials • Conference travel • Informational workshops for campus and off campus community \$35,000 	<p>Strategic Priority 4: Community Partnerships</p> <p>Strategic Priority 5: Educational Equity</p>
Collaborative Partner Resources	<ul style="list-style-type: none"> • AB-540 advisory board • Standing Together As One Dream (S.T.A.N.D.) Students • S.T.A.N.D. Advisor • Education without Borders, Ally Trainings, national, state and regional organizations • Financial Aid and Scholarships Office • CSUSM Social Justice Centers: Latin@, Cross Cultural, GEC, LGBTQ, and Black Student Center • PASO, CAMP, EOP • Student Life and Leadership • Student Health & Counseling Services • Student Housing • Undergraduate Advising • Career Center • SOAR/Cougar Care Network • Identify Financial Aid & Scholarships Advisor (liaison) who will provide financial aid and scholarships information to Dream/AB-540 students. • Compile list of High Schools that can collaborate to support Dreamers/ AB-540 students • Create a CSUSM contact list (Staff and faculty who are familiar with the information needs of Dreamers/AB-540 students and may be contacted to assist with further questions. 	<p>Strategic Priority 1: Academic Excellence</p> <p>Strategic Priority 2: Student Life</p> <p>Strategic Priority 3: Campus Climate</p> <p>Strategic Priority 4: Community Partnerships</p> <p>Strategic Priority 5: Educational Equity</p>