



Undocumented College Students: Perceptions of the Residential Campus Experience Related to Marginality and Mattering

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UNDOCUMENTED COLLEGE STUDENTS, who often live off campus for financial reasons as well as family obligations, cannot take advantage of what is considered to be a primary factor in facilitating student success: the sense of community and of mattering that are provided by residence halls, residential staff, and thoughtful programming. In order to determine the perceptions that undocumented college students have of the on-campus experience, this study investigated two central issues: (1) the barriers to undocumented college students living on campus and (2) their perceptions of how living off campus impacts their feelings of marginality or mattering. Participants' stories highlighted feelings of marginality as a result of several significant challenges to living on campus, especially family expectations and travel logistics. Our findings can contribute to the scholarship and can inform student affairs practitioners in their efforts to increase undocumented college students' sense of mattering.

There are many benefits of living on campus, ranging from improved retention (Schudde, 2011) and the development of a sense of belonging (Dumford et al., 2019) to meeting interpersonal and health needs (Jacoby & Garland, 2004). However, undocumented college students face several barriers to living on campus (Raza et al., 2019), and few studies have been conducted on their perceptions of how living on campus connects to a sense of mattering, which is a key component for student success (Schlossberg, 1989). As such, the research questions guiding this study were as follows: What are the barriers to undocumented college students living on campus? And what are their perceptions of how living off campus impacts their marginality or their sense of mattering? There is a pressing need to understand the experiences of undocumented students as an avenue to best support them, given that their experiences are continually shaped by hostile and uncertain sociopolitical and campus climates (Nienhusser et al., n.d.; Shelton, 2019).

Higher education and student affairs (HESA) professional associations have called for educators to better support undocumented college students, and a recent statement by the Association for the Study of Higher Education (ASHE) and College Student Educators International (ACPA) highlighted "deep concern over the exclusionary policies and practices that have prevented higher education access and success of undocumented immigrants (with and without DACA)" (Nienhusser et al., n.d., p. 2). Similarly, HESA educators are called upon to support undocumented students and professionals and to "bring about societal transformation where educational access, opportunity, and success exist regardless of immigration status" (Student Affairs Administrators in

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Higher Education [NASPA], 2022, para. 4). These calls from professional associations set the foundation for the current study, which seeks to inform housing educators of the experiences of undocumented college students as an avenue to better serve this student population.

CONCEPTUAL FRAMEWORK

This study was guided by Schlossberg's (1989) work on marginality and mattering, which addressed the concern of more fully engaging postsecondary students in learning and defined mattering as "our belief, whether right or wrong, that we matter to someone else. This belief acts as a motivator" (p. 9). On the other end of the spectrum is marginality, a feeling that Schlossberg says "leads us to conclude that we do not matter" (1989, p. 8), noting that "people in transition often feel marginal" (1989, p. 6). In developing this work, Schlossberg interviewed 24 participants using a pre-existing framework focused on four aspects of mattering (attention, importance, ego-extension, dependence) in the three domains of relationships, work, and voluntary/community activities, which then led to the addition of another dimension: the feeling of appreciation one has when they perceive that their efforts have been recognized. Citing sociologist Morris Rosenberg, Schlossberg ultimately concluded that "mattering is a motive and does determine behavior" and emphasized that "we need to make sure our programs, practices, and policies are helping people feel they matter" (1989, p. 11). In addition, "describing marginality and mattering is not enough. There is a critical need to help people deal with marginality so that they will eventually matter" (Schlossberg, 1989, p. 12). One way to address this need is through the "affirmation of rituals" during the process of a transition, which involves three stages: an initial feeling of separation followed by liminality or "a feeling of being between the old role and the new role" (Schlossberg, 1989, p. 12) and then reincorporation.

Ultimately, the current study highlights Schlossberg's questions: "Do we have a shared humanity? Can a campus community be created that allows all students to find a place of involvement and importance?" (1989, p. 5). Connection is critical in this process. "As people tell us their stories, we can listen in ways that connect us. . . . the most important lesson is that even with our differences, we are connected by the need to matter and the need to belong" (Schlossberg, 1989, p. 14), and this sense of mattering leads to student satisfaction and retention. Schlossberg's marginality and mattering framework guided the study, and we were attentive to concepts related to feelings of connectedness and inclusion.

CAMPUS HOUSING AND UNDOCUMENTED COLLEGE STUDENTS

In this literature review, we highlight the benefits of living on campus for undocumented students, as well as the challenges of having to commute.

The Benefits of Living on Campus

A large body of scholarship supports the numerous reasons why living on campus can be beneficial to undergraduates, including improvements in retention (Schudde, 2011), sense of belonging (Dumford et al., 2019), and the ability to meet interpersonal and health needs (Jacoby & Garland, 2004). Schudde's (2011) work is vitally important to understanding on-campus housing's impact on undergraduate retention. Using national longitudinal data, Schudde employed propensity score matching and logistic regression models to illustrate how on-campus housing improves first-year undergraduate retention and social integration, reporting that students who lived on campus participated in more extracurricular activities, worked fewer hours at a job, and reenrolled at significantly higher rates than did peers living off campus.

Numerous scholars have studied the value of living on campus as it relates to student engagement and sense of belonging. Jacoby and Garland (2004) found that students who live off campus can lack a strong sense of belonging to their campus and may have unmet needs, such as food or access to health care, which inhibits their engagement and satisfaction. Dumford and colleagues (2019) explored how students' sense of belonging is cultivated by the places and people where they live; students living with roommates on campus had higher levels of self-perceived peer and institutional belonging. There are also specific challenges for students who must commute to campus and may feel marginalized as a result (Kodama, 2002), since they experience a cumulative disadvantage due to unreliable transportation issues (Dache, 2022).

Undocumented College Student Experiences

Scholarship on undocumented college students explores their limited access to financial aid, identity-based resources, and supportive educators. The recent ASHE/ACPA joint statement highlights a restrictive policy landscape for these students, which is "riddled with federal and state public policies that severely restrict the postsecondary education access and success of undocumented and DACA recipient students" (Nienhusser et al., n.d., p. 5). In addition to limited access to tuition benefits and financial aid, "Undocumented immigrants and many DACA recipients encounter challenges receiving state occupational licensing and certifications due to their immigration status" (Nienhusser et al., n.d., p. 7). Also, students may feel uncomfortable on college and university

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campuses because of the “hostile U.S. immigration climate, including the uncertain future of DACA” (Shelton, 2019, p. 102). Scholars have also highlighted the broad array of social identities within the undocumented college student population (Nienhusser et al., n.d.), a breadth of diversity revealing that these students experience socioemotional stressors, peer support, activism, and family concerns in unique, individual ways.

Higher education institutions and practitioners can foster success for these students in numerous ways: establishing resource centers specifically for undocumented students, training faculty and staff about this population’s needs, and establishing and funding culturally relevant services (Nienhusser et al., n.d.). Undocumented students also need identity-based mentors and allies across campus who can help them with social integration and can advocate for their needs (Witkowski et al., 2020). Institutional agents can serve them by developing immigration-related status competency via knowledge, awareness, and skills (Nienhusser et al., n.d.) and creating campus-wide support networks while also considering functional area-specific efforts.

The Residential Experience

The on-campus housing experience has long “played a key part in the ways students grapple with issues of inequity and spaces where social justice education has been enacted” (McGowan et al., 2017, p. 10). Living in a residence hall can help students develop critical consciousness (Otchere et al., 2017); provide placemaking (Tichavakunda, 2020) for Black collegians by acknowledging “the ways that urban Black Americans create sites of endurance, belonging and resistance” (Hunter et al., 2016, p. 31); and offer identity development support for students who identify as queer (Mollet et al., 2020).

These intentionally designed on-campus housing experiences should also be guided by the needs of specific student populations, though little is known about how many undocumented or “DACAmented” students choose to live on campus (Davidson & Preciado, 2017). However, scholarship on the unique experiences or perceptions of undocumented students living in on-campus housing is limited in part because this option is not possible for so many of them (Davidson & Preciado, 2017). Some institutions offer specific resources for them, such as institutional websites providing information about affordable housing, housing co-op programs, and scholarships (University of California Berkeley, n.d.; University of California Merced, n.d.). Barriers to their living on campus include the cost of housing (Raza et al., 2019) and the need to fulfill the family responsibilities that undocumented students, specifically those from Latinx backgrounds, may have in the home. The current study addresses these challenges and offers recommendations for “housing professionals to better serve undocumented students” (Davidson & Preciado, 2017, p. 98) by educating staff at all levels on the unique needs of this population, implementing ally training programs, creating accessible resources, and offering critical hope.

METHODOLOGY

Our methodology reflected a qualitative design focused on understanding how people make sense of their lived experiences and included using a purposeful sample, conducting interviews, utilizing inductive data analysis, and presenting findings via themes (Merriam & Tisdell, 2016). A constructivist epistemology informed our approach as we examined participant meaning making and sought to “capture diverse understandings and multiple realities about people’s definitions and experiences” (Patton, 2015, p. 122). The first author conducted semi-structured qualitative interviews with five undocumented college student participants, resulting in more than 66 single-spaced pages of data, and completed the initial data analysis and then partnered with the second author to complete the study.

Participants

As the first author, I used purposeful sampling to recruit participants who held specific characteristics related to the research question (Patton, 2015), inviting individuals who identified as an undocumented college student and were enrolled for at least one semester at a U.S. institution of higher education within the previous academic year. To identify participants, I emailed gatekeepers such as university administrators who could share the invitation with students, and I emailed students who publicly self-identified as undocumented on institutional websites within undocumented student organizations. I identified additional students recommended by initial participants, reflecting a purposeful snowball sampling technique (Patton, 2015). The sample size of five participants reflected the assertion that “there are no rules for sample size in qualitative inquiry” and “in-depth information from a small number of people can be very valuable” (Patton, 2015, p. 311). See Table 1 for participant demographics.

TABLE 1
Participant Self-Identified Profile Summaries

Name	Anticipated graduation year	Major	Race and/or ethnicity	Region	DACA recipient
Eddy	2021	Sociology	Mexican	West Coast	Yes
Esmeralda	2022	Kinesiology	Mexican	West Coast	Yes
Little Johnny	2021	Business Economics	Latinx	Mid-South	Yes
Maytate	2021	Social Work	Latinx	Mid-South	Yes
Samantha	2021	Higher Education (2019) (masters); undergraduate Sociology degree	Mexican	West Coast	Yes

Data Collection

I conducted one round of remote 75-minute audio interviews. Semi-structured interview questions explored each person's journey as an undocumented college student, how campus living opportunities contributed to a sense of marginality versus mattering, and ways to better serve undocumented students, all of which are concepts drawn from the literature review (e.g., Davidson & Preciado, 2017; Raza et al., 2019; Shelton, 2019). Conversation points centered concepts from the marginality and mattering framework regarding sense of safety, belonging, connection, inclusion, engagement, and value as members of the community (Schlossberg, 1989).

Data Analysis

The second author joined the study for data analysis using a basic qualitative design that “involves identifying recurring patterns or themes supported by the data from which they were derived” (Merriam & Tisdell, 2016, p. 25). The first cycle coding method was driven by In Vivo coding to mirror participant language as closely as possible in naming codes and categories, which prioritizes and honors participants' voices (Saldaña, 2016). The second cycle involved focused coding to search for the most frequent or significant codes to develop the most salient categories (Saldaña, 2016). Analytic memoing, which aligns with these methods and reflects research rigor, revealed the thinking process behind our data analysis and also serves as a code and category-generating method (Saldaña, 2016). We also followed Merriam and Tisdell's (2016) suggestion that findings are derived from and supported by raw data, and we utilized direct quotations from participants and engaged in peer review to check the alignment of findings and data. The use of strategies such as investigator triangulation by use of multiple researchers (Patton, 2015) enhanced trustworthiness and rigor through member checks, peer debriefing, and reflective journaling (Merriam & Tisdell, 2016).

Reflexivity and Positionality

Throughout the study, we were attentive to issues of reflexivity and positionality by engaging in meaningful reflection about our salient identities, including thought work during memoing and peer debriefing (Merriam & Tisdell, 2016). The first author is a White, U.S.-born citizen who has retained permanent citizenship status throughout her life. The first author also dedicated time to meaning making around positionality as a higher education scholar and former housing professional who is likely viewed by participants as someone in a position of authority. Power dynamics likely resulted from these various identities and experiences, which could alter how participants disclosed their stories. The second author identifies as a White, U.S.-born citizen who shares privileged outsider experiences and identities with the first author. As such, we held conversations regarding ethical research engagement, including disrupting the notion of false objectivity (Merriam & Tisdell, 2016). We also thanked participants for their time with an e-gift card.

Barriers to living on campus were rooted in family expectations, but participants also noted a desire for the mattering that they perceived comes from connecting to immersive campus experiences, including living in campus housing.

LIMITATIONS

The current study sample size and focus were impacted by institutional review board and external grant constraints regarding funding and timelines, along with ethical considerations that arose as the COVID-19 pandemic emerged. As such, it was beyond the scope and capacity of the current study to expand the sample size, gather data from undocumented students living on campus, or complete an analysis of the pandemic's impact on students that might have included determining how childcare shutdowns and remote learning affected undocumented college students helping at home. These realities of qualitative research relate to "what can be done with the available time and resources" (Patton, 2015, p. 311). Also, due to the nature of the realities preventing these students from living on campus and pandemic-induced campus shutdowns, none of the participants lived on campus. However, these stories still provided valuable knowledge about why these students had to live off campus and important insights into their perceptions of how campus living can facilitate mattering. These stories are one piece of a broader, complex puzzle, and future studies could also include data from undocumented students who have lived on campus.

FINDINGS

Participants' stories highlighted the feelings of marginality caused by the many barriers to living on campus, especially family expectations and travel logistics.

Family Expectations

Barriers to living on campus were rooted in family expectations, but participants also noted a desire for the mattering that they perceived comes from connecting to immersive campus experiences, including living in campus housing. Family expectations were tied to the cultural norms in collectivist cultures, and respondents acknowledged the responsibility of staying home to help parents care for siblings and understood that doing so would save money. For example, Little Johnny, a Latinx man from the mid-South majoring in business economics, explained matter of factly that "as a Latinx community, typically we don't leave our house until we're married." Respondents also emphasized the need to better include family members in outreach efforts conducted in their native language. In fact, Little Johnny emphasized that ongoing parental outreach is his "number one suggestion" for removing the barriers to living on campus. Eddy, a Mexican man from the West Coast majoring in sociology, offered the specific suggestion that multilingual translators could be available to help families feel included and felt assured that his parents "would definitely appreciate someone who spoke Spanish and who had a sense of understanding of the community. Especially if they were coming from a Latino background."

Despite outreach efforts, the family expectation to stay at home sometimes interfered even with shorter term overnight campus stays. Esmeralda (a Mexican woman from the West Coast majoring in kinesiology) and Samantha (a Mexican woman from the West Coast enrolled in a higher education master's program) noted with interest that orientation programs offered students the chance to stay overnight on campus, but even short-term stays might be frowned upon by many Latinx families. Esmeralda explained how these expectations influenced her feelings about staying on campus: "I feel like I would be kind of afraid . . . I'd be a little scared to stay at a dorm" since taking this opportunity was not a part of her community's traditional experience.

Samantha was enthusiastic about staying one night on campus as she explained how she had to navigate family expectations regarding attending overnight orientation: "My parents are strict . . . and so sleeping anywhere else was not okay." Esmeralda and Eddy participated in short-term pre-college stays on campus that included identity-based programs introducing them to multicultural centers and to other undocumented students. Overcoming family constraints to participate and stay on campus was a profound moment as Esmeralda reminisced,

I got to hear an actual person who is very similar to me talk about their experience . . . how . . . they got to manage college . . . something that forever stuck to me because it was the first time someone who was a Dreamer ever talked to me.

Participants' stories highlighted the conflicting desires to honor family expectations while also wanting to connect to campus via immersive experiences. As Little Johnny acknowledged, "I think not living on campus definitely made it a little bit more difficult to really submerge yourself in the college culture and really having that college experience." Notably, Little Johnny did not remark on any family caregiving expectations.

Reflecting an added layer of gender expectation, Esmeralda explained that her family expected her to stay home and help care for her two younger siblings, tasks like helping them with homework: "The main reason was I didn't want to waste more money on it. I just kind of wanted to stay home to continue helping out my parents around the house." Although Esmeralda did not speak about this family reality in a stressful tone, she revealed a sense of disappointment as she noted that she missed out on "typical college life" by not living on campus. However, she also noted that she would have to ask her family for money to live on campus, which she explained with conviction was unacceptable given her family's immigrant identity and the structural barriers to financial mobility. Little Johnny mirrored this sentiment: "We save money by not having to pay college rent. We just live with our parents. It's less of a burden for our parents to have to come up with the money to pay the rent on campus." Although participants noted that living at home saved money, the necessary commutes caused challenging logistics.

Barriers to their living on campus include the cost of housing and the need to fulfill the family responsibilities that undocumented students, specifically those from Latinx backgrounds, may have in the home.

Travel Logistics

Participants explained that the barrier caused by travel logistics led to feelings of marginalization. Concerns included the inability to engage on campus due to work commitments and the risks associated with their undocumented status. These barriers impeded experiences that might have provided them with a sense of mattering and interfered with their ability to connect to identity-based resources, educators, and peers. Maytate, a Latinx student from the mid-South majoring in social work, reflected on her inability to become involved in cocurricular activities, such as student organizations: “The time that they meet . . . did not work out for me . . . where I live [and interfered with my] work schedule and everything. So definitely not living close to campus or living on campus affected my ability to participate.” Eddy also noted that his involvement was limited, and he “really missed a big part of that just commuting to school.” He reflected that commuting “really does affect a person with DACA or person who’s undocumented with the opportunities that are available. I think it’s really important to have that sense of community and belonging.” Little Johnny noted that the additional commutes for evening involvement were risky, and he regretted missing out on experiences such as Latinx nights.

I had friends that lived [on campus], and it was easy for them to go to those events [but] for me, without a driver’s license and living [off campus], it had to be somewhat planned of a trip to be able to make it down there [which is a] risk of should I go or should I not, is this absolutely necessary that I go to campus today?

As commuter students, they also had to consider the consequences of traveling without documentation, which could result in detention or deportation for themselves and their family members.

Participants noted that not having to overcome travel challenges would allow for increased campus engagement, which they recognized as being significant in creating a sense of mattering. Eddy noted that connecting with a campus Dream Resource Center would provide “that sense of community there and knowing that I wasn’t alone and knowing that there were other students like me who felt the same way, who had stories of their own to share about what was going on.” Although travel logistics made it difficult for participants to fully engage on campus, they appreciated the importance of connections outside their homes. Eddy and Samantha explained that campus programs could connect them with college educators who served as resources. Samantha noted that her connection occurred in class and offered important support: “I got a mentor because no one in my family has pursued an education.” Her mentor was the head of the multicultural center, an important identity-based space that participants felt they lacked access to because of travel challenges.

Participants also noted the significance of campus engagement for building peer connections. Maytate suggested having “a peer program for university students that are DACA, from maybe graduating seniors or [those who] have already been through . . . to learn about the process and then just help the students out.” Samantha noted the benefits of a peer mentoring program involving students in the same major so that

undocumented students could take advantage of the opportunity for academic help, advice on working with faculty, and networking. She also noted the relevance of an informal DACA or undocumented peer network because “It’s a very close-knit community,” and people do not want to be judged for seeking help from faculty or staff. Given the significance that participants placed on connecting with others such as educators and peers, especially in identity-based spaces, it is important to understand all the barriers that impede these efforts.

DISCUSSION AND IMPLICATIONS

Understanding undocumented college students’ perceptions of living on campus and the significance of marginality and mattering is a crucial part of the current scholarly conversation about supporting this minoritized student population (Dumford et al., 2019; Jacoby & Garland, 2004; Schudde, 2011). Though participants’ perceptions and responses were extremely valuable for the present study, gathering information from a wide range of undocumented college students could provide even more useful data. Studying only one sub-population, such as those who already live on campus, will further minoritize those on the fringes and omit voices that can inform practice. The current study contributes to the scholarly conversation by highlighting the reality that none of our five participants lived on campus, which indicated how impactful these very real barriers were for them.

Facilitating this sense of mattering for undocumented college students is particularly pressing, since connection plays such an important role in increasing satisfaction and retention (Schlossberg, 1989). Feeling that one matters is a fundamental human right that educators should center in their work, particularly for students with minoritized social identities. Undocumented Latinx college students, as reflected in the current study sample, face oppression because of their multiple minoritized social identities—based on race, class, gender, and sexuality—and must constantly confront issues of immigration status, language, ethnicity, and culture (Shelton, 2019). Although there is a growing body of scholarship on the experiences of undocumented college students overall, little research focuses specifically on their perceptions of barriers to living on campus, which were so pressing that all five participants felt they had to live off campus even if it meant missing out on opportunities for engagement and connection. The current study can raise the awareness of campus educators and can inform practice to better support this marginalized student population by facilitating a sense of mattering. The following discussion and implications offer recommendations for practitioners to support mattering and belonging in undocumented college students who have limited or no access to on-campus housing opportunities.

Current study findings affirmed that undocumented college students recognized the benefits of living on campus but also acknowledged external constraints that kept them from being able to take advantage of this opportunity. Understanding these realities is a first step in guiding practice to foster their ties to campus environments. Participants’ stories reflected the prohibitive realities of family and economic constraints and the feelings of marginalization caused by their missing out on the benefits of living on campus, such

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as the improved social integration, cocurricular involvement, and satisfaction that come from a sense of connection and of mattering (Jacoby & Garland, 2004; Schudde, 2011).

Participants' stories can help practitioners understand what practices may help undocumented students consider the possibility of living on campus. Institutions can create purposeful and affordable campus living options for this population, and their outreach efforts can include their families. It's important to recognize that cost is an important factor, as the participants in our study emphasized the importance of saving money by living off campus with their families. One way to address this financial barrier while tapping into engagement opportunities is for housing professionals to recruit undocumented students to serve as resident assistants who could receive a free room and meal plan, which avoids potential issues with receiving a direct paycheck as compensation. This solution is one way that housing educators can meet the call to better serve undocumented students (Davidson & Preciado, 2017) while navigating broader structural realities.

Institutions can also consider creating living-learning communities or designated floors that center immigrant experiences, including those of undocumented students, as an avenue to facilitate the identity-based involvement and social connection that is so closely tied to mattering. When this is not feasible, they should be able to find other ways to take advantage of campus opportunities that facilitate mattering. We also offer a word of caution that this student population has unique identity-based needs, and efforts to understand their perceptions are not meant to force a problematic one-size-fits-all model of how to improve their campus experience or an attempt to erase the cultural reality of familial expectations. Rather, educators can be more attentive to facilitating a sense of mattering in ways that are logistically and culturally relevant.

Participants' stories reinforced the unique identity-based realities that undocumented college students face. For this reason, campus environments should be shaped to reflect the cultural backgrounds and identities of all students, which is especially pressing for undocumented Latinx students (Shelton, 2019). The participants' emphasis on family reveals how much they value collectivism and community and illustrates the intersections of identities connected to class, language, immigration status, and culture (Shelton, 2019).

In addition to the need to live at home with family, our participants explicitly noted how their family's immigration status related to financial challenges and how being low income created barriers to certain types of work and financial support. Living on campus was perceived as an extra expense that could be avoided by living at home. These realities are complex and nuanced given that they are rooted in culture as well as the broader immigration climate. An awareness of these realities is important in forming culturally relevant and responsive practices that consider circumstances and needs and move beyond majoritized student experiences.

Barriers to involvement can be overcome by making events and opportunities for social connections accessible to commuters at various times of the day, providing free programming, serving free meals at events, providing childcare during events, and partnering with the local community for affordable and flexible transportation assistance to and from campus.

Educators should consider providing purposeful alternative opportunities for these students, and their efforts can draw from knowledge about services for commuter students (Council for the Advancement of Standards in Higher Education [CAS], 2018), who also face barriers to making on-campus connections (Kodama, 2002). Barriers to involvement can be overcome by making events and opportunities for social connections accessible to commuters at various times of the day, providing free programming, serving free meals at events, providing childcare during events, and partnering with the local community for affordable and flexible transportation assistance to and from campus. Higher education institutions can partner with community centers in cultural hubs to create accessible off-site programming that replicates some of the social connection, learning, and developmental activities that take place in campus housing and can even offer affordable short-term housing options for undocumented students engaged in after-hours campus activities.

Undocumented college students could be invited to participate as satellite members of living-learning communities, taking part in educational activities, social events, and hall leadership. An even smaller core of connections could be made if satellite members were assigned a resident assistant, both as a peer and a resource, and a specific floor to identify with. This institutional commitment to serving these students could also include the development of resources and programs to recruit, train, and compensate RAs interested in serving in this capacity. Although funding structures for housing and residence life will vary by institution, institutional agents can work within their local context to serve all students. These alternative efforts at building campus community may facilitate students' sense of peer and institutional belonging via connections to other students on campus (Dumford et al., 2019). Overall, efforts to facilitate mattering for undocumented students by offering alternative on-campus housing connections could allow students to uphold cultural expectations to remain at home while still engaging in campus activities.

CONCLUSION

Using a marginality versus mattering framework, we analyzed data from semi-structured interviews with five undocumented college students who highlighted the challenges they faced to living on campus. Implications provide insight for HESA educators to support undocumented college students by including families in housing outreach, providing affordable campus housing options, creating living-learning communities or designated floors that center immigrant experiences, incorporating commuter student services practices, and creating campus satellite membership in residence hall communities. ■

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DISCUSSION QUESTIONS

1. The students interviewed highlight an emphasis on familial connection. The authors suggest utilizing family outreach in planning housing, and they describe ways that after-hour events can be structured to provide greater access for students' families. For students who are living on campus, how can educators further consider and affirm the virtual role of families?
2. How does financial support toward housing influence undocumented students' perception of mattering and belonging at their institution? In what ways can your institution expand types of financial support?
3. How do undocumented and DACA-mented students learn about campus housing at your institution? In what ways can communication improve outreach, particularly to students' families?
4. The authors advise avoiding a "one-size-fits-all model" to address mattering for undocumented students. If your institution doesn't currently offer a DACA resource center, what administrative or social challenges might exist in implementation?

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