

UNDOCUMENTED UNDERGRADUATES IN THE UTAH SYSTEM OF HIGHER EDUCATION

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My thesis focused on how undocumented students navigate institutions of higher education in the Utah System of Higher Education (USHE), and considers the specific culture, legislation, and demographics of the state of Utah. Following my personal experience as an undocumented student, I interviewed five undergraduate students in USHE to better assist students like myself in institutions of higher education. Using critical race theory to analyze the findings; there are five main themes that were found during the five interviews that were performed to evaluate the effectiveness of the resources and to highlight individual experiences and how they relate to the broader context of educational trajectories.

The themes centered on anxiety in educational institutions and the pursuit of support and safety within higher education institutions. Drawing from the findings, this thesis evaluates these student experiences to emphasize the importance of increased advocacy for this marginalized community. This thesis also chooses to honor their personal stories by using their narratives as guides for educational policy in the Utah System of Higher Education.

