

The UnGuide Report



Background:

In June of 2016 six public universities from around the United States participated in a student summit funded by the First in the World Program, Fund for the Improvement of Postsecondary Education (FIPSE), US Department of Education. Students from the six universities mapped out possibilities for a project that could identify barriers, identify supports, and map out creative strategies for getting through college as a first-generation student and/or student of color.

The UnGuide now represents a resource tool, formed from that collaboration, that is a space for students to find support in navigating their undergraduate years. Specifically, the UnGuide has become a resource created by underrepresented students for underrepresented students.

Topics:

The UnGuide posts cover a range of topics important to college students: being first-generation, belonging, bullying, community-building, family, faith, dreams, internships, leadership, mental health, counseling, mentorship, networking, politics, resources, public service, raising awareness, self-care, stress, struggles, support groups, resources, and underrepresented students.

Accomplishments:

Using *Mapping* techniques, we interviewed students from six universities on topics related to civic engagement, advice for future [underrepresented] students, and discussions about what students want their university to be. Using *Mapping*, we focused on the assets that students bring, the facilitators to their success, and the barriers that hindered their success. (z.umn.edu/CAUSE).

We also explored several unique resources available at the University of Minnesota, requesting information about how these resources are made available to underrepresented students. Such resources include: Let's Talk: Mental Health Resources, Multicultural Center for Academic Excellence (MCAE), and the Asian Pacific American Resource Center (APARC). (<http://www.theunguide.org>).

Finally, we created social media presences to disseminate the UnGuide to underrepresented undergraduate students, and to also facilitate discussions on multiple platforms. (<https://www.instagram.com/collegeunguide/?hl=en>; <https://www.facebook.com/TheUnGuide/>).

Many wonderful students that identify with diverse, underrepresented communities have worked with us on the UnGuide and have subsequently – and successfully – *graduated*.



Acknowledgements

This partnership evaluation was developed largely under grant #P116140033 from Fund for the Improvement of Post-Secondary Education, First in the World program, the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and endorsement by the Federal Government should not be assumed.

