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Purpose & Population

This study examines how first generation college students (FGCS) in the Student Success Program (SSP) navigate through their college experiences. This study aims to help expand professors' knowledge and better inform programs for FGCS about these students in order to better address the students' needs, and help them stay in college.

Dialogical Interview

R: Special. It [FGCS label] gives ya some *umph*, right?

P: YEA, yea it made me feel proud because...it was more than just myself that I was... You know, in the beginning it was just myself, but now it's way more. I'm changing the history of my family, and I'm giving other generations ahead of me an opportunity.

Figure 1: Conversation on FGCS identity label empowerment

Methodologies

- Dialogic Research framework (Cameron, et.al, 1992)
- Sample size: 9 first-generation college students ranging from first-year student to senior
- Interviewed each student one-on-one for approximately 30 minutes
- Transcribe and analyze interviews

Guiding Questions

- How do first-generation college students think about their identity in a college environment?
- How they have or have not experienced any kind of conflict in their identity while pursuing a degree?
- How do they talk about their experiences as first-generation college students?

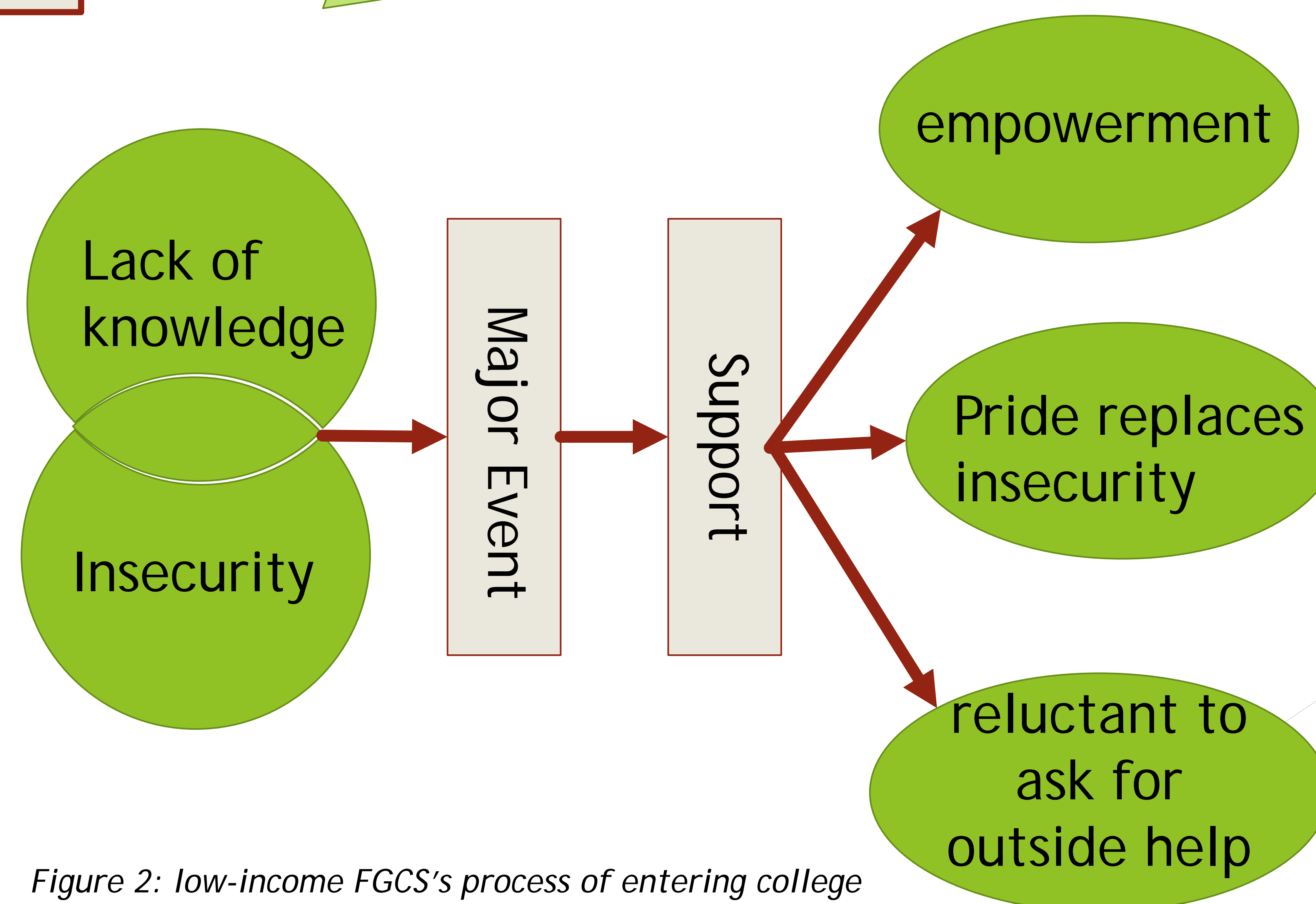


Figure 2: low-income FGCS's process of entering college community

Preliminary Results

Once FGCS learn about this Identity label, they use that label as a form of encouragement during times of struggle and/or intense loneliness. I speculate that FGCS have positive views were due to the structure of the SSP.

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