

*Assessing First-Generation Lower-Income Dartmouth Students College Preparedness in Respect
to Support From The First-Year Student Enrichment Program*

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INTRODUCTION

First-generation low-income students are known to be disadvantaged throughout the process of entering college. According to data from the U.S. Census, 56% of Chicana/o students drop out or are “pushed out” of high school due to discriminatory behavior of authority figures, such as teachers and the legislators, whose policies shape marginalized students educational opportunities and outcomes (Aguilar 2013). This horrific statistic is relatively the same or worse since the 1970s. Today, students of color face inequities in the education system from the slashing of funding for ethnic high schools to lack of support and resources.

This realization leads us to analyze support programs that attempt to face this systemic issue, in terms of lack of education access and support. For example, institutions in the realm of higher education have implemented mentoring and advising programs that are dedicated to aiding first-generation students in their preparedness as they transition from high school to college. These support programs attempt to close the gap that first-generation students face when entering the gates of higher education.

At Dartmouth College, the First-Year Student Enrichment Program (FYSEP) serves first-generation low-income students from providing community-building activities to the cultivation of a strong peer network foundation. FYSEP’s mission is to support first-generation and/or low-income students thrive academically, professionally, personally, and socially. Their main goal is to provide resources and aid to eligible first-year students in order to set them up for a successful transition into the College. Eligible first-year students are defined as students that meet a specific income requirement in order to be invited into the program. FYSEP obtains this list of students that meet this income requirement from the Financial Aid Office at Dartmouth College.

Through FYSEP, incoming Dartmouth students are offered the opportunity to experience

Dartmouthian culture, partake in mock classes, and experience the physical landscape. This previous summer session, in 2021, lasted for four weeks, the longest run time in the history of the FYSEP program. It is important to gather information from the '25s to aid future classes in terms of solidifying help-seeking behaviors and institutional navigation.

Through our partnership with FYSEP, a survey and research proposal will be provided to FYSEP's team to utilize for further research. FYSEP will be better equipped to collect and analyze data from students in the class of 2025 who participated in the program, as well as the students who were offered the opportunity but denied participation in the program. In order to collect the data, FYSEP will conduct an online survey that will take approximately five minutes, and afterwards participants will be placed in a raffle for 3 \$20 gift cards. The research team hopes that this incentive will increase the number of responses, thus aiding the team tremendously in the analysis of FYSEP's impact on '25s.

Consequently, the data that is collected will help FYSEP solve the proposed research question, which will be elaborated upon later in this research proposal. Moreover, emphasis is placed on the importance of this study to substantially aid future first-generation low-income students' transition into Dartmouth College. Thus, FYSEP students will be better equipped and ready to take on the challenges of navigating the College's physical and nonphysical landscapes.

Literature Review

First-generation students are an important population of college students to research. Today, around 55% of college students are considered first-generation, meaning that their parents either did not go to college or did not complete a bachelor's degree (National Center for Educational Statistics 2016). At Dartmouth College, approximately fifteen percent of the Class of 2025 is first-generation. Compared to their continuing generation peers, first-generation

students face different barriers because of their generational status. To help reduce these differences, universities and colleges have developed programs designed specifically to support first-generation students adjust to college life. Dartmouth's FYSEP program is a summer educational program for first-generation, low-income students that prepares them for success inside and outside the classroom (Dartmouth College 2021). The research team aims to learn whether FYSEP's methods are effective at preparing these students for college.

Previous studies reveal that first-generation students face more barriers in terms of academics and institutional navigation than continuing generation students in several different aspects of their college careers. Socially, first-generation students often don't have networks of people that they can ask for assistance with college guidance or academics to the degree that continuing generation students do (Ives and Milagros 2020). Further, receiving an education and gaining social mobility can make low income students feel alienated from their families and communities (Lehmann 2014), lessening their support networks. First-generation students report feeling a sense of culture shock on arrival to college (Checkoway 2018) and experiencing a reduced sense of belonging (Sanchez-Connally 2018). They report feeling intimidated by their peers and worry that they are inadequate compared to others, even more than continuing generation students of similar income levels (Aries and Seider 2005). Further, likely because of this lack of belonging, first-generation students tend to hold themselves to very high standards and put pressure on themselves to succeed (Garriott et. al 2015).

The heightened barriers faced by first-generation students can be attributed to their lower level of cultural capital. Cultural capital refers to attributes that promote social mobility, including knowledge of customs and norms, often taught by one's parents or surroundings (Bourdieu 1986). These important norms are present within education, and knowledge of them is

necessary to succeed in one's academic career (Lareau and Weininger 2003). This knowledge is often imparted by one's parents or surroundings (Bourdieu 1986). Since their parents attended college, continuing generation students receive cultural capital from their parents, who directly or indirectly impart upon them common norms of behavior within colleges (Wilbur and Vincent 2016; Roksa and Potter 2011). Since they cannot gain this knowledge from their parents, first-generation students need to seek out this information themselves and must exert far more effort than continuing-generation peers to gain comparable levels of cultural capital. In addition, cultural capital is linked to college preparedness as students that have more cultural capital tend to seek out resources and have an easier time navigating institutions (Acevedo and Lazar 2021).

Levels of cultural capital are known to have a strong impact on the success of first-generation students. Because they tend to have less knowledge of behavioral norms, first-generation students often are unaware of implicit expectations from professors, which can negatively impact academic performance and their ability to successfully navigate through college life (Collier and Morgan 2008). Additionally, first-generation students who have been able to receive more cultural capital from their environment are generally better able to institutionally navigate and succeed (Ivemark and Ambrose 2021). In many cases, first-generation students gain cultural capital from elite high schools, which pass on expectations that will help students succeed academically (Jack 2016).

Help-seeking behavior is one form of cultural capital that impacts academic success. A key study by Jessica Calarco found that middle-class children are more likely to be encouraged by parents to directly seek help in educational settings. This help-seeking behavior is generally rewarded by the educational system. Meanwhile, working-class children are often not taught this norm, putting them at a disadvantage (Calarco 2011). Similarly, first-generation college students

are often less comfortable seeking out academic help because they are intimidated by professors and other authoritative figures at their universities (Richards 2022). However, some first-generation low income students adjusted better to college because they attended high schools that instilled a help-seeking mindset (Richards 2022). We would like to not only investigate whether students have knowledge of resources, but also whether they actively seek out these resources, since the way that one applies one's knowledge of resources can have drastically different effects on the level of cultural capital that one has (Lareau and Horvat, 1999).

The FYSEP staff has also requested that we research the effectiveness of mental health programming in the FYSEP curriculum. From the literature, we know that first-generation students have unique challenges in terms of mental health. Because of wealth disparities and lower levels of cultural capital, first-generation low income students often experience feelings of exclusion and discomfort (Aries and Seider 2005). Additionally, first-generation students experience substantially more academic and financial stress (House et al. 2020). Thus, it is crucial that we learn more about whether FYSEP is effectively teaching students about mental health resources and how to reach out to them. Outside of academic help-seeking, we are also interested in investigating whether first-generation students have become more knowledgeable about mental health resources and more comfortable using them because of FYSEP.

Current research about the effectiveness of first-generation student programming does not cover comprehensive programs like FYSEP, which includes mock classes, continuous mentorship, and a summer residential experience. However, existing research shows that aspects of FYSEP have been effective at helping first-generation college students. First-generation students adjust better to college life if they participate in programs that accustom them to contacting faculty and authority figures (Inkelas et al. 2007; Schwartz et al. 2018), and programs

that provide structured spaces for students to interact with peers help these students adjust to college academics (Inkelas et al. 2007). Additionally, mentoring significantly increases the academic success of first-generation students, especially when the mentors have similar backgrounds to their mentees (Ahmed et. al 2021). Further, programs directed at first-generation students that educate them about how their backgrounds affect their college experience have lasting positive impacts on the students' education (Stephens et al., 2015). While these studies indicate that many similar programs or single aspects of FYSEP may be helpful, we specifically want to research the impact of FYSEP on first-generation students' institutional navigation and help seeking behavior.

RESEARCH QUESTION

What is the effect of FYSEP participation on college preparedness in terms of help-seeking behaviors (academic and mental-wellbeing resources) and institutional navigation (knowledge of what resources there are and how to access them)?

Our research question investigates the effect of FYSEP (First-Year Student Enrichment Program) on college preparedness of first-generation lower-income students at Dartmouth College. We focused on these students' help-seeking behaviors and institutional navigation when transitioning into the College. This research question is imperative to understanding the first-generation college student experience at Dartmouth and the necessity of supporting students and setting them up for success. As noted from Aguilar's (2013) research, first-generation lower-income students are set up for failure in certain schools in today's time because of the lack of funding and structural violence such as legislation and behaviors from teachers. Our group's research will provide the FGO (First-Generation Office) with an online survey. Consequently,

the office will have the tools to collect data from current students to analyze and deduce ways to better support future classes, in regard to one's entire Dartmouth experience.

We conceptualize college preparedness as the ability to face the challenges unique to college within two dimensions:

- Institutional navigation: the social know-how to competently operate in a college environment (know what resources there are and how to access them).
- Help-seeking behaviors: (emphasis on behaviors of seeking help in terms of academics and mental-wellbeing)

We propose that FYSEP pursue these dimensions of college preparedness because the literature reveals first-generation college students typically perform worse academically, are less likely to seek out help when they need it, are not educated on the available resources on their college's campuses, and have low cultural capital relative to their peers (Aguilar 2013; Ahmed et al. 2021; Checkoway 2018; Collier et al. 2008). Consequently, we conceptualize cultural capital by focusing on a student's ability to navigate the environment of the institution (help-seeking behavior such as attending office hours, talking to professors, seeking mental health resources and support from professors, deans, faculty, etc.). It is hypothesized that if students participate in the FYSEP program then their college preparedness will improve in terms of institutional navigation and help-seeking behaviors (DVs). We suggest comparing FYSEP participants and eligible non-participants. We propose that gaining cultural capital through FYSEP participation distinguishes these groups and increases college preparedness to help FGLI students succeed.

METHODS

Sampling and Recruitment

FYSEP will study Dartmouth '25s that participated in the FYSEP and Dartmouth '25s that were sent an invitation to partake in the program, but ultimately did not participate. The First-Generation Office (FGO) has access to the emails for both groups, FYSEP summer session participants and non-FYSEP students who were eligible and did not attend. Thus, sampling will not be used because of access to the entire target population. Instead of using random sampling, a survey will be sent by email to the entire target population of FYSEP-eligible '25s. Their valuable responses will substantially help the research team gain a better understanding of how FYSEP supports first-generation students by encouraging help-seeking behaviors.

Furthermore, periodic emails that serve as reminders of the online survey will be sent every two weeks to non-respondents of the survey to increase response rate of data collection. FYSEP should consider the possibility of offering compensation to all respondents, such as entering respondents into a raffle for a gift card. It is imperative to stay conscientious and respect everyone for their time, even if they do not complete the survey in its entirety. It is possible that respondents may deem questions to be too personal to answer. Even these incomplete surveys should warrant compensation for ethical reasons.

In addition, it is important to note that the research team might face response rate differences between FYSEP participants and non-participants of FYSEP. FYSEP participants will likely have personal ties to FYSEP and be more eager to see it improve and thrive. Consequently, this might skew our data results, as people may attempt to portray FYSEP in a more favorable light. A way to address this possibility is to ensure that we get as many FYSEP participants as possible to ensure that the sample size is as close to the total population of FYSEP '25s (decrease standard error by a high margin). Additionally, non-participants may be more apathetic to FYSEP and likely to ignore our emails. The research team will entice these

individuals by emphasizing the importance of their voices and their perspectives that will aid future classes. By structuring the email around the importance for the common good, it will consequently cause non-participants to (more likely) partake in the survey and provide the research team with their Dartmouth experiences.

Furthermore, these steps of preparation must be done for this mismatch in response rates and taken into consideration during analysis, in regard to the entire scope of the impact of FYSEP participation for first-generation lower-income students at Dartmouth College.

The research team firmly believes that our survey will be generalizable due to the fact that it is solely focused on first-generation students in class of 2025 at Dartmouth who were eligible for FYSEP. This will cause the survey to be only generalizable to only the FGLI at Dartmouth and not all FGLI. However, the researchers may be able to generalize FYSEP's findings from this research study and develop solutions to better support Dartmouth 26's that enroll in the FYSEP program. To meet this expectation, the researchers must mitigate response bias, keep up response rates, and so forth. Regarding validity, we believe that our indicators accurately measure help-seeking behavior. We ask participants about their comfort of using resources, knowledge about these resources, and use of these resources, which cover the full scope of seeking help. We believe that because of the strength of our indicators, that our answer will give an accurate view of the increase in college preparedness that is yielded from FYSEP.

Measurement

Within the recruiting email, there will be a link to the survey where respondent's data will be collected. A web survey method will be used to gather data because of its general resource efficiency. As opposed to other methods, like in-depth interviews or experiments, web surveys are less costly and time consuming for researchers. For example, if the research team

were conducting intensive 1-1 interviews, then it would take an enormous amount of time to transcribe and code the field notes for data analysis. However, web surveys are not without their flaws. Their response rates, the proportion of people who complete the survey, are typically lower than that of other survey types like telephone interviews, face-to-face interviews, and even mail questionnaires. Additionally, the quality of web survey responses suffer because, unlike telephone or face-to-face interviews, respondents cannot ask researchers for clarifications. Fortunately, this web survey will avoid the coverage error typical of most web surveys because the contact information of the entire target population will be known and everyone in the target population will therefore have the opportunity to participate in the survey. Furthermore, by adding a consent form to the online survey, it will build trust between the respondent and the researchers. This stronger bond will contribute to better responses and will minimize the standard error in the collection of data from the online survey.

After viewing briefing material and submitting a consent form, the survey will begin with a simple yes or no question to measure the independent variable, FYSEP participation; respondents will be asked whether or not they participated in FYSEP's summer session. The majority of the remaining questions will measure college preparedness (help-seeking behaviors and institutional navigation), the dependent variable and its two dimensions. In addition, inspired by the work of Calarco (2011) and Bordieu (1986), college preparedness will be conceptualized as consisting of two dimensions, institutional knowledge and help-seeking. Survey questions pertaining to institutional knowledge will determine whether or not a respondent knows what resources are available to them and whether or not they know how to access those resources. Survey questions pertaining to help-seeking will determine how comfortable respondents are with using those resources and how often they use those resources (specific time frame).

Ultimately, this study will only focus on academic and mental health resources at Dartmouth, in the context of the first-generation low-income student experience.

After the first question, respondents will face a series of questions that will determine their institutional knowledge of academic resources at Dartmouth. For example, respondents will be asked to self-rate how knowledgeable they are about what academic resources exist at Dartmouth College. Then, respondents will be asked to self-rate how knowledgeable they are about how to access academic resources. It is imperative to note that self-rating might be skewed as one's perception of their own knowledge might not be indicative of their actual knowledge of help-seeking behaviors. We will minimize this possibility by placing emphasis on the importance of being honest and to reflect and think about their own experiences. It is crucial to ensure that their perspectives are upheld, but it is important to keep into account that some students might lack confidence and therefore cause them to lower themselves lower (Gillen-O'Nee 2021). This is why the research team decided to include a section to remind the respondent the importance of being honest and to reflect from the past and think in the present.

After finishing up the series of questions about institutional knowledge of academic resources, respondents will face a series of questions about seeking help in terms of academic resources. Up until this point, respondents will have only seen academic resources referred to in general terms. Questions in this section will refer to specific academic resources—librarians, professors, and deans—that FYSEP highlights in their programming. These resources were chosen because they are non-student figures of authority. It is important to note power dynamics between students and their professors and to ensure that the research team acknowledges this difference when analyzing the results from the data collection. Furthermore, respondents will be asked to self-rate how comfortable they are approaching their professors, deans, and librarians

for help. Respondents will also be asked how often they approach their professors, deans, and librarians for help. By asking these questions, the research team will be better equipped to note differences in response in regard to power dynamics and how students go about navigating the resources and opportunities available to them at Dartmouth College.

After responding to questions about academic resources, respondents will answer two series of questions about mental health resources. Their first series of mental health resource related questions will determine respondents' institutional knowledge of mental health resources at Dartmouth. Respondents will be asked first to self-rate how knowledgeable they are about what mental health resources exist at Dartmouth. Respondents will then be asked to self-rate how knowledgeable they are about accessing mental health resources at Dartmouth.

Then, respondents will face a final series of questions to determine their help-seeking behaviors regarding mental health resources. Similarly to the academic resource related-questions, respondents will have only seen mental health resources referred to in general terms up to this point in the survey. Questions in this section will refer to specific mental health resources: Dick's House counselors and off-campus counseling. Again, this study will specifically ask respondents about non-student figures of authority. Respondents will be asked to self-rate how comfortable they are approaching the chosen mental health resources, noted in the previous sentence. Respondents will then be asked to report how often they use the chosen mental health resources. Ultimately, their responses to these questions will aid the research team by ensuring that each facet is acknowledged and analyzed to better understand the first-generation experience at Dartmouth College.

The final question in the survey will be an optional open-ended question. Respondents who participated in FYSEP's summer session will be asked what more they believe FYSEP

could have done to help in their transition to college. Respondents who did not participate in FYSEP's summer session will be asked what resources they needed to better transition into life at college. The final question will allow FYSEP to discover new topics for future study. This question will be optional so that respondents share only what they truly believe is important.

Although respondents will answer all questions, they will not be able to view all the questions at the same time. Respondents will only be able to view questions organized into pages as outlined in Appendix B. The choice to assign questions to specific pages is informed by a desire to better organize survey questions by themes and topics. Organizing questions by pages will also improve flow and help respondents keep themselves within the advertised five minute expectation of completing the survey. Additionally, pages are ordered by increasing levels of personal information offered. For example, the first page will ask respondents if they participated in FYSEP's summer session, a relatively mundane topic compared to the last page where respondents will be asked how frequently they use mental health resources.

Analysis

To analyze the data gathered, FYSEP will create cross-tabulation frequency tables. The rows should indicate whether or not a respondent participated in FYSEP. The columns should indicate the self-rating respondents gave to themselves for a specific question. FYSEP will use statistical analysis software like Stata to create the cross-tabulation frequency tables. Stata will also be used to conduct a Pearson's chi-squared test for statistical significance. If the p-value of a chi-squared test is less than 0.05 for any given table, then the results of that table will be interpreted as finding a statistically significant relationship between FYSEP participation and the specific part of college preparedness that a survey question is measuring. In the event that

response rates are too low and a small sample size is yielded, then the cross-tabulation tables will still provide descriptive data from which to interpret the results.

FYSEP should expect to find more institutional knowledge and help-seeking behaviors among participants in the summer session than non-participants.

Strengths, Weaknesses, and Limitations

This study will not be able to determine causality between FYSEP participation and college preparedness. Because this study uses a cross-sectional design where respondents report data at one point in time, it is not possible to determine a causal relationship. The use of a longitudinal approach where respondents are asked to fill out the same questionnaire on multiple occasions would build a better case for causality, but that approach would likewise not be able to build a strong case for causality the same way an experiment would. However, insightful information should still be gathered that can determine a relationship between participation in FYSEP and college preparedness. As a result, this study can find the relationships that constitute a causal relationship.

This study will not be burdensome on either FYSEP or participants. Because of the choice to use a web survey method, cost and time constraints will be kept to a minimum for FYSEP. Most of the data gathering and analysis will be automated and computerized. For respondents, the total time to complete the survey should be no more than five minutes. The small expected completion time combined with the ability to take the survey at a time and location of a respondents' choice means that participation in the survey will not heavily disrupt a respondent's day. However, respondent flexibility in filling out the survey does compromise researcher ability to control a respondent's environment.

This study will be strengthened by the choice to target FYSEP class of 2025 invitees during the spring term for two main reasons. Firstly, the '25s have participated in the most up to date version of the FYSEP summer session. The program has changed greatly since its creation, and it can look very different from year to year. The class of 2023 FYSEP summer session was only a few days long, the class of 2024 summer session was moved online because of the pandemic, and the class of 2025 summer session lasted multiple weeks. Therefore, this study avoids comparisons between respondents whose experience of FYSEP vary wildly. Conducting the study during the spring term also allows FYSEP to measure its impact beyond the period immediately following the end of the summer session. As a result, FYSEP will be able to make more substantiated claims about its long-term impact.

This study is weakened by selection bias. Two types of selection bias occur. Firstly, all FYSEP summer session invitees are selected with an income requirement. Secondly, all invitees then choose to either participate or not participate in the FYSEP summer session. The creation of a control group is therefore impossible because of the absence of random selection. The closest one could come to constructing a control group would be to invite a third group of respondents just above the income cutoff who never received an invitation, but these students would likely skew more affluent than the rest of the participants. It is possible that students who selected into FYSEP's summer session already knew they would need more help transitioning to college and therefore engaged very intentionally. It is also possible that students who rejected the invitation did so because they were confident in their ability to transition to college or because they had a better use of their time.

Finally, this study is strong because of its versatility across time. It is likely that the same set of survey questions can be applied to students who participate in future FYSEP summer

sessions. Additionally, with little effort FYSEP can update the names of resources if they change or they can add more resources that they think are of interest.

Ethical Considerations

As researchers, we hold the responsibility of upholding complete transparency with all respondents to our proposed survey. Ethical issues that may arise in your research might be a lack of information to the respondent that causes a lack of full and informed consent. By using the Belmont Report as the key ethical standard, we ensure that each respondent is protected in terms of respect, beneficence, and justice.

Firstly, it is imperative to respect all respondents and treat them as “autonomous agents”. Moreover, if respondents are defined as individuals with “diminished autonomy” it is essential that they are protected from exploitation, respected, and treated as equal. This is one of the many reasons why our group has a consent form that can be found in Appendix A. As sociological researchers, we must place the well-being of every respondent as our first priority. We guard against the possibility of lack of information by being as specific and transparent about the goals of our research design and the long term impact that it has in the development of the FYSEP program. In order to accomplish this basic human right, we must undergo a form that provides the respondent with informed consent. A written consent form is the most appropriate for our study because it best communicates the protections of the respondent and creates trust and contributes to a closer relationship between the respondent and sociologist that will improve the quality of each response. Privacy is managed by labeling each respondent as a number. This number’s location will depend on the order that they completed the survey from the entire list of respondents. Moreover, the written consent form is the most appropriate for this study since it

will provide the respondent with explicit information about the background information of the research study.

Moreover, the Belmont Report discusses the important role played by beneficence, in terms of maintaining a person's well-being. Beneficence is an obligation that focuses on the ideology of never harming another person and maximizing the benefits and minimizing the risks. We will incorporate this aspect of the Belmont Report in our consent form by including a line that places emphasis on the mental and physical well-being as the top priority and informing the respondent that they are not required to finish the survey and can quit at any time. Furthermore, we will explain the benefits of this research to each respondent to have the power to help them or future FYSEP participants, for example, via additional programing FGO might create to a bridge an identified gap or adjustments to improve FYSEP's impact.

The last aspect of the Belmont Report is the idea of justice. It is crucial to be as fair as possible in terms of who gets the benefits and the negatives. We will ensure to uphold this standard by ensuring that every Dartmouth '25 in the FYSEP program has the same probability of being chosen into the survey. By following this standard, we maximize fairness and provide clear directions and information about the purpose of our research. Furthermore, if problems arise from the survey such as students not finishing the survey due to complexities or confusion, we will continue to revise the design of the survey to make it as accessible, clear, and easy to understand as possible.

Essentially, as a group we utilize the Belmont Report to ensure that our online survey is transparent and respectful. Once we review the survey design and questions, we will then public the survey. However, we will need to approve every question to ensure that everyone's voice and perspective is noted in order to ensure that the survey is equitable and clear. Then, after

completing this essential precaution, we will be set to send the survey to the public and get data that will aid us tremendously in our research on the role of FYSEP in terms of cultural capital.

Feasibility and Significance

As a group, we learned that our community partner First-Year Student Enrichment Program (FYSEP)'s main goal is to aid incoming first-year students' transition into the College by preparing them for classes, exposing them to the college environment, and serving as a foundation for help-seeking behaviors. Truly, FYSEP's close-knit community substantially helps lower-income first-year students by exposing them to the College environment and by formulating a strong peer network that continues throughout one's Dartmouth experience and even after graduation. Essentially, our community partner expands FYSEP students' utilization of cultural capital by setting them up for success in the College in terms of institutional navigation (academics), and mental health.

Given the goals of our community partner, we are placing emphasis on drafting a survey suited for FYSEP '25s since they are the first class in the history of Dartmouth to have completed a 4 week summer program. We believe that this survey method is most appropriate for FYSEP to roll out since it requires the least time, money, and personnel, compared to the other methods of data collecting and analyzation. Also, this method expands the sample size (decreases standard error) of respondents since it is accessible and cost-effective. Consequently, FYSEP will be in a better position to support future classes and strengthen the program's impact from the student responses from this survey.

Ultimately, the data collected from the online survey will help FYSEP and help us solve the proposed research question about the impact of FYSEP's impact in the lives of '25s in terms of college preparedness. Our research design and proposal matter because future generations of

Dartmouth classes will be better equipped to handle the rigors of the college landscape. By utilizing the experiences and perspectives of current Dartmouth '25s that went through the FYSEP program, we gain a better and enriching understanding on the necessity of supporting first-generation lowest-income students in the transition into the College. In addition, 15% of the student body for Dartmouth's class of 2025 is first-generation, a group that is the highest it's ever been. Nonetheless, Programs comparable to FYSEP intervene to increase college preparedness via cultural capital, compared to other intervention strategies that aren't as strong such as undergraduate advising, small friend groups, and weekly tutoring.

This is why improving the FYSEP program is noted as a necessity to support future generations of Dartmouth students. In closing, our research proposal serves as significant in terms of academia because our data will aid us better understand the role played by FYSEP and the support that is offered to promote success. Moreover, the practical significance of our research proposal will aid FYSEP build up from its current curriculum, resources, and opportunities to ensure that FYSEP students have a strong foundation that will follow them throughout their Dartmouth experience and after.

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Appendix

Appendix A: Consent Form

CONSENT

Hello, the First Year Student Enrichment Program (FYSEP) is collecting data and would like to invite you to participate in our research. If you agree to participate, you will respond to a short survey that consists of a few questions. The survey will take no longer than 5 minutes to complete, and will help the FYSEP team better understand the effect of mentorship programs on first-generation low-income students and their preparedness for college.

Your participation in this study is voluntary and you may decide to quit at any time. Your responses are completely confidential and won't be linked with your identity in any way. They will be used only for educational purposes in which we can better the first year student enrichment program (FYSEP) here at Dartmouth college. The instructor of this study is the director of FYSEP Jay Davis. If you have any questions about the study, feel free to contact Jay Davis at Jay.t.davis@dartmouth.edu . Please indicate whether or not you would like to participate in this study.

Yes, I would like to participate in the study

No, I would not like to participate in the study

Appendix B: Survey/Questionnaire

Page 1

1. Did you accept or deny the invitation to participate in FYSEP's summer session?
 - a. Yes, I accepted the invitation
 - b. No, I denied the invitation

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2. How much do you agree or disagree with the following statement?

I know about the resources I can turn to when I need help academically.

- a. Strongly Disagree
 - b. Disagree
 - c. Neither Agree Nor Disagree
 - d. Agree
 - e. Strongly Agree
3. How much do you agree or disagree with the following statement?

I know how to access the resources that can help me academically.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

Page 3

4. How much do you agree or disagree with the following statement?

I feel comfortable approaching my professors for academic help.

- a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
5. How much do you agree or disagree with the following statement?
- I feel comfortable approaching my librarians for academic help.
- a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
6. How much do you agree or disagree with the following statement?
- I feel comfortable approaching my deans for academic help.
- a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree
7. How frequently do you ask your professors for academic help?
- a. At least once a week
 - b. At least once a month
 - c. At least once a term

- d. At least once a year
 - e. Never
8. How frequently do you ask your librarians for academic help?
- a. At least once a week
 - b. At least once a month
 - c. At least once a term
 - d. At least once a year
 - e. Never
9. How frequently do you ask your deans for academic help?
- a. At least once a week
 - b. At least once a month
 - c. At least once a term
 - d. At least once a year
 - e. Never

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10. How much do you agree or disagree with the following statement?

I know about the resources I can turn to when I need help with my mental health.

- a. Strongly Disagree
 - b. Disagree
 - c. Neither Agree Nor Disagree
 - d. Agree
 - e. Strongly Agree
11. How much do you agree or disagree with the following statement?

I know how to access the resources that can help me with my mental health.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

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12. How much do you agree or disagree with the following statement?

I feel comfortable approaching Dick's House Counselling for help with my mental health.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

13. How much do you agree or disagree with the following statement?

I feel comfortable approaching off-campus counselling for help with my mental health.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

14. How frequently do you use Dick's House counselling services?

- a. At least once a week
 - b. At least once a month
 - c. At least once a term
 - d. At least once a year
 - e. Never
15. How frequently do you use off-campus counselling services?
- a. At least once a week
 - b. At least once a month
 - c. At least once a term
 - d. At least once a year
 - e. Never

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16. (Optional) If you participated in FYSEP's summer session, what more could FYSEP have done to help during your transition into college?
17. (Optional) If you did not participate in FYSEP, what resources would have helped you better transition into life at college?