The Role of Institutional Mentors in the Lives of First-year, First-generation Developmental Students at a Select Four-year University and Two-year Community College

This qualitative study investigated the role of TRIO Student Support Services mentors in the lives of ten first-year, first-generation college students who placed into at least one developmental course as they transitioned to higher education. Interviews revealed eight themes related to the role of mentors in participants’ (a) academic transitions to higher education and (b) social and emotional transitions to higher education. Findings were used to make recommendations for practice and discuss implications for further research.

Event Information
Date: July 24
Time: 10:00 AM CST
Zoom Meeting ID: 846 6985 3625

Committee Members
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