### Problem of Practice

- Despite the growing presence of first-generation college students (FGCS) within postsecondary education, the Office of Student Organizations and Leadership (OSOL) continues to focus on, and only cater to the needs of traditional students.
- Although OSOL fosters a holistic environment for student learning, involvement, and participation, it fails to serve our diverse student body as most of the services and resources provided are exclusive of non-traditional students; in fact, less than 2% of the students we serve annually are FGCS.

### Research Questions

RQ1: For engaged/involved first-generation college students, what is facilitating their engagement/involvement in co-curricular activities?

RQ2: For unengaged/uninvolved first-generation college students, what is inhibiting their engagement/involvement in co-curricular activities? What barriers do they perceive?

RQ3: What are the perspective of OSOL staff regarding first-generation college students' engagement/involvement or lack of engagement/involvement in co-curricular activities?

### Context/Participants

- **Office of Student Orgs and Leadership (OSOL)**
  - Educational Outreach and Student Services Department
  - Memorial Union 3rd Floor, Tempe campus
- **3 Involved FGCS**
  - Active member of 1+ student org(s)
  - Participate in 1+ campus event(s)
- **3 Uninvolved FGCS**
  - Isn’t active member of 1+ student org(s)
  - Doesn’t participate in 1+ campus event(s)
- **4 OSOL personnel**

### Cycle 0: PoP

- Data collected from interviews with OSOL personnel indicated lack of knowledge about FGCS' barriers.
- Despite their lack of knowledge, OSOL personnel want to enhance FGCS' co-curricular experience.
- Collaboration with TRIO will help educate OSOL personnel as well as other institutional agents on campus about FGCS' unique barriers.
- Uninvolved FGCS expressed need for support system on campus.
Enhancing First-Generation College Students' Co-Curricular Involvement

Theories/Lit Review

- FGCS are less involved in co-curricular activities than non-FGCS (Pike & Kuh, 2005).
- FGCS benefit more from co-curricular involvement than non-FGCS (Garcia, 2010).
- **Astin’s Student Involvement Theory**
  > To inform on how students develop skills through their participation in co-curricular activities.
- **Rendon’s Validation Theory**
  > To inform on challenges facing FGCS and better understand their needs.

RQ1: How and to what extent does implementation of the First to Finish peer mentor program affect FGCS’ (a) self-efficacy for, (b) attitudes toward, and (c) intentions to participate in co-curricular activities?

RQ2: How and to what extent does implementation of the First to Finish peer mentor program affect FGCS’ college adjustment?

RQ3: How and to what extent does implementation of the First to Finish peer mentor program affect FGCS’ skill development (leadership, interpersonal, professional, etc.)?

Innovation/Intervention

- Collaborate with TRIO Student Support Services and existing student orgs supporting FGCS to develop a peer mentor program led by OSOL.
- Invite first-generation faculty, staff, and involved student leaders to serve as mentors.
- Train mentors in an effort to equip them with knowledge necessary to advise mentees.
- Host welcome kick-off event for mentees to meet mentors.
- Require mentors to meet occasionally with mentees to provide guidance, support, and info on benefits of co-curricular involvement.

Cycle 1: Where am I headed?

- Recruit involved and uninvolved FGCS;
- Distribute survey to measure involved FGCS’ skills and college adjustment;
- Conduct interviews to collect data on barriers facing uninvolved FGCS and perspectives of OSOL personnel;
- Collaborate with TRIO Support Services to identify first-generation faculty, staff, and involved student leaders interested in serving as mentors for the First to Finish peer mentor;
- Train mentors, and host welcome kick-off event.

References
