What underserved population does your research address?

First generation students are those students whose parent(s) or legal guardian(s): (1) did not receive or complete any level of post-secondary education, (2) enrolled at or earned a two-year degree from a community college, and/or (3) earned any level of post-secondary education outside the United States. These students may have older siblings who have completed a degree. A parent may refer to a student’s biological mother and father, or it may include stepparents, adoptive parents, guardians, foster parents, grandparents, or others.
Constructs

**Well-Being**
*Building a life of vitality, purpose, resilience, and engagement.*
Enriched by diversity and characterized by thriving across a range of domains, including physical, career, social, community, psychological, and financial. Characterized as being satisfied with one’s life and regularly experiencing curiosity, hope, meaning and joy.

**Civic Engagement**
Working to make a difference in the civic life of our communities and developing the *combination of civic knowledge, skills, values and motivation* to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Model

First Generation Status

Demographics

Civic engagement activities

Well-being activities

Well-Being
- Purposefulness
- Flourishing
- Self-Realization

Student Engagement
- Belonging
- Interpersonal Relationships
- Resilience

Civic engagement activities
Research Questions #1: To what extent does participation in civic engagement activities (civic values, civic engagement, civic action) enhance the well-being (purposefulness, flourishing, self-realization) of first generation students? To what extent does participation in civic engagement activities enhance moderators of well-being such as sense of belonging, development of interpersonal relationships, and resiliency? Are first generation students who participate in civic engagement activities more likely to flourish (as defined by Keyes) and graduate?

Research Questions #2: To what extent does participation in well-being focused activities enhance the well-being (purposefulness, flourishing, self-realization) of first generation students as measured by the Gallup well-being student survey? To what extent does participation in well-being focused activities enhance moderators of well-being such as sense of belonging, development of interpersonal relationships, and resiliency? Are first generation students who participate in well-being more likely to flourish (as defined by Keyes) and graduate?

Research Questions #3: What differential pathways exist for first generation students navigating campus and community involvement options? Which campus programs and interventions are most effectively promoting student flourishing and success for first generation students?
Why is this research relevant for your institution? Why now?

A Well-Being Campus:  
https://youtu.be/8RLB3cymsfI

Need to match data with stories; to educate campus on FG issues

Increased hope and resilience  
→ Student success and flourishing
Three insights thus far...

Diverse conceptualizations and definitions of first-generation status lead to an increasingly critical approach to our work *(see Seider, Clark, & Soutter, 2015, Journal of College & Character, 16 v4)*.

Asset versus deficit approach to contributions of first-generation students. Commitment to supporting students throughout college career.

Transformative power of research process itself – interviews, story sharing, creating a culture of support.
For more information

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