
**Poster Abstract**
Interactions with university faculty is identified in college engagement research to significantly affect college student persistence and completion. What motivates students to interact with faculty in college is less understood. This study examines the effects of self-regulation, achievement motivation, and campus resource knowledge on faculty interactions among first-generation college students

**Study Summary**
Disparities in college completion between first-generation college students (FGCS) and their non-first generation college student counterparts is a prevalent issue in higher education (Ishitani 2003, 2006; Warburton, Bugarin, and Nunez 2001; Choy, 2000). Delayed college enrollment, part-time enrollment status, employment status, academic preparation, family support, and enrollment in remedial courses are characteristics identified by scholars to impede FGCS 4-year college degree completion (Pascarella, Pierson, Wolniak, & Terenzini, 2004; Choy, 2001, 2002; Horn, 2000; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996; York-Anderson, 1991; McConnell, 2000). In contrast, active participation in leadership positions, internships, and using academic campus resources are important indicators of college engagement that promote college student retention and degree completion. In particular, student-faculty interactions on campus is a critical component of FGCS college experiences that can affect their path toward receiving a 4-year college degree. Research has found FGCS to be significantly less likely to assist faculty in their research for course credit, communicate with faculty by email or in person, and interact with faculty during class (Kim and Sax 2009). Although, research provides insight into the characteristics and types of student-faculty interactions, little research has addressed what cognitive and motivational characteristics inform FGCS plan to interact with faculty. This study investigated the extent to which awareness of campus resources (i.e., college knowledge), ideas of intelligence (i.e., academic achievement motivation), and balancing personal and academic responsibilities (i.e., self-regulation) effects student plans to engage in academic discussions with faculty at a research university. Respondents were 180 FGCS who completed an online survey which assessed aspects of their college experience (e.g. awareness and use of campus resources, balancing academic and personal responsibilities) and cognitive characteristics (e.g., growth & fixed mindset). Exploratory factor analysis was performed to examine psychometric properties of measures representing the college experiences and cognitive characteristics of FGCS as well as our outcome variable of motivation to engage in academic discussions with faculty. Regression analysis also was also performed to assess main effects between independent and dependent variables of interest. Study findings indicated factors of motivation to engage faculty in academic discussion (α=.79), academic and personal life balance (α=.91), campus resource awareness (α=.93), and mindset (α=.88) produced high internal consistency. Regression results also showed a main effect of gender (β= -.19, p = .01), campus resource awareness (β= .20, p = .04), mindset (β= -.16, p = .05), and personal and academic life balance (β= .24, p = .01), on overall plans to engage in academic discussions with faculty.
university faculty among FGCS. Findings suggest understanding differences in motivation to engage faculty members by gender among FGCS is an important for researchers and college personnel to consider. Moreover, how universities support FGCS in regulating and managing personal and academic responsibilities as well as their awareness about resources inform their plans to engage faculty on campus. Therefore, our study findings can inform the strategies universities take in supporting their academic success as well as offering personalized support to FGCS as an underrepresented group on campus.