



Rural Students Across the Globe: Recruiting and Supporting Rural U.S. Students Abroad

December 1, 2022

#LaunchIDEASabroad

The IDEAS (Increase and Diversify Education Abroad for U.S. Students) Program is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by World Learning.

IDEAS Program

A program of the U.S. Department of State Bureau of Educational and Cultural Affairs, USA Study Abroad branch

Seeking to expand higher education institutions' capacity to grow and diversify study abroad programs for U.S. students

- Increase number of students studying abroad, especially from historically marginalized and/or underrepresented groups
- Increase the number of U.S. higher education institutions offering study abroad programs
- Expand study abroad to new overseas destinations, particularly those that are less common

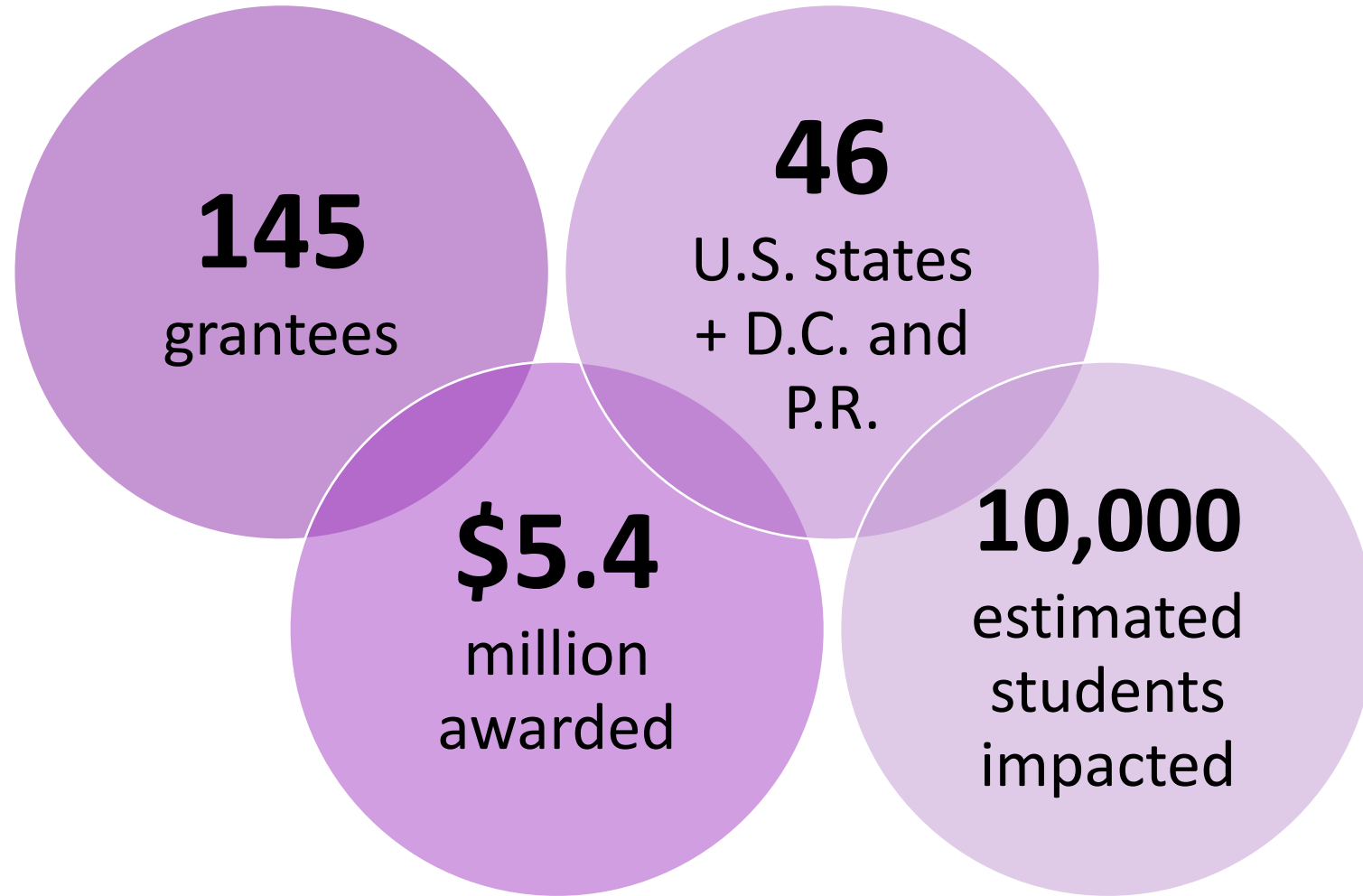
Grant Competition

- Approx. 30 grants of up to \$35,000
- Approximately 1 IDEAS consortium grant of up to \$50,000

Capacity Building Initiatives

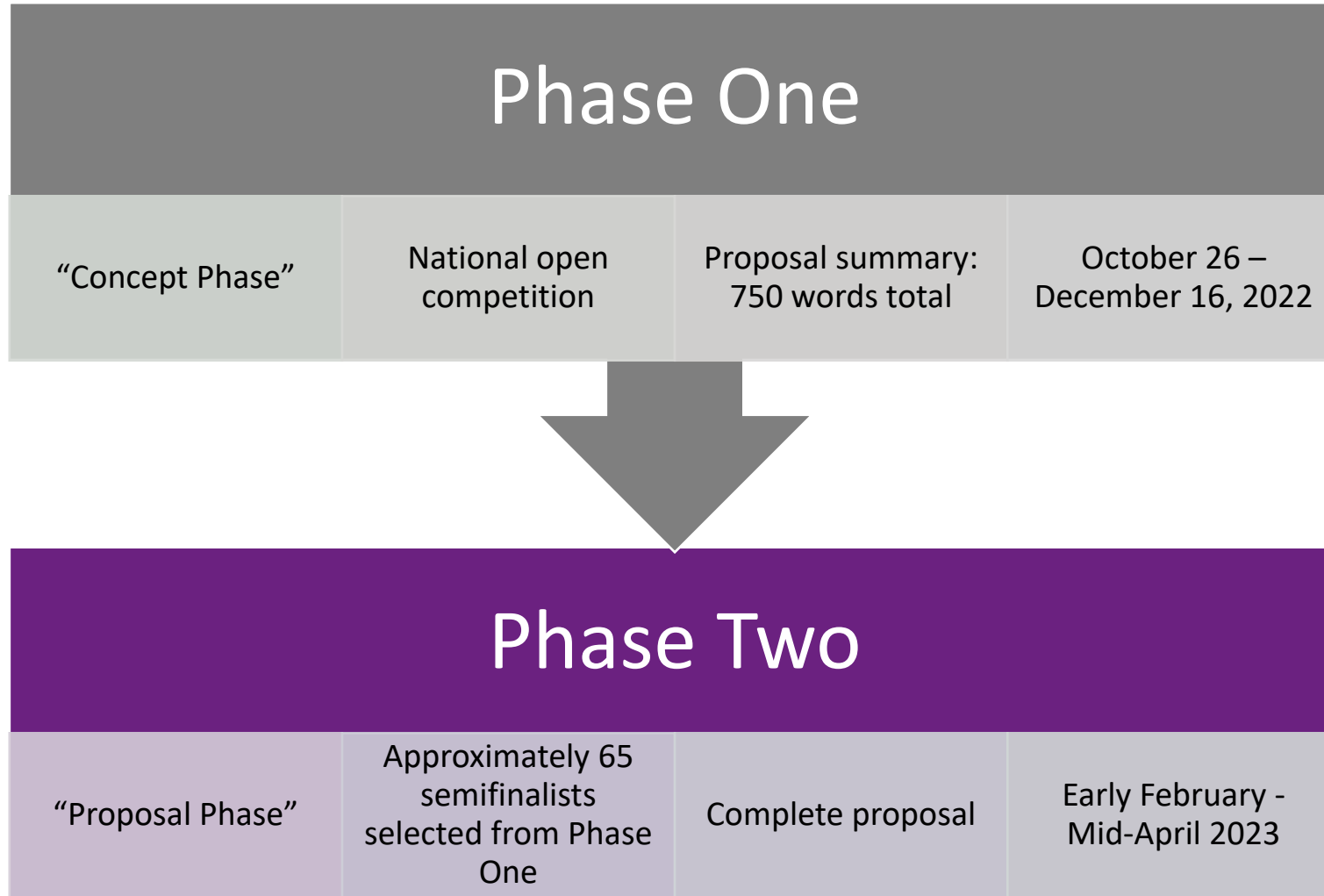
- Virtual and in-person, open to everyone





IDEAS Grant Competition

Competition Overview



Pop Quiz!

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The IDEAS Program supports rural students and institutions

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Example: WV

0.16%

of college students
study abroad (#50)*



2017 Grantee



2021 Grantee



2016 Grantee

*<https://www.nafsa.org/sites/default/files/media/document/State-by-State-19-20-study-abroad-statistics.pdf>

USA Study Abroad



Rebecca Johnson
IDEAS Program Officer,
USA Study Abroad,
U.S. Department of State

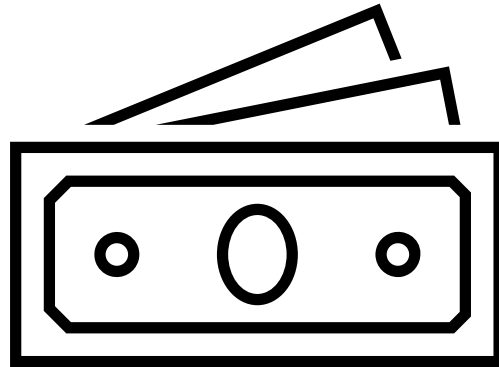
Mission:

To advance U.S. foreign policy goals by increasing and diversifying U.S. study abroad through programs for both individuals and institutions and to support the next generation of diverse American leaders to gain the knowledge and skills they need to succeed in a globalizing world.

Registrant Recap

What is your biggest challenge in encouraging rural students to study abroad?

90%



“Many students at our rural institution have not left their corner of the world and are fearful or unaware of opportunities.”

“Thinking they won't fit in, adjusting to college life in the city was already rough.”

“They self select out before they speak to us or are afraid to be away from family.”

“Internet.”

Registrant Recap

What is your biggest success – outreach, partnership, resource, etc. – in reaching rural students on your campus?

peer ambassadors
passport programs
faculty-led programs
cross-campus visits
word-of-mouth

Registrant Recap

What is your biggest success – outreach, partnership, resource, etc. – in reaching rural students on your campus?

“Partnerships with international institutions that are rural.”

“Partnerships with local high school language teachers.”

“Specific programs for majors that have large numbers of rural students (Agriculture).”

“University extension networks and agriculture-based programs.”

“Virtual exchange as a way to bridge the unknown and develop interest in exploring the world.”



Speakers

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Rebekah de Wit

Director of Global Education,
Community College of Baltimore County
(2020 Grantee)



Matt Jost

Assistant Dean of Instruction, *Colorado Mountain College*
(2020 Grantee)



Andrew Koricich

Executive Director,
Alliance for Research on Regional Colleges;
Associate Professor,
Appalachian State University



John Sunnygard

Associate Provost for Global Learning and International Affairs,
Western Kentucky University (2021 Grantee)

Overview of Rural College-Going Students

In recent decades, rural students have closed gaps regarding high school graduation and college attendance (Wells et al., 2019).

- Rural students have stronger community and social **connections** that promote **achievement**.
- Many rural students are still **first-generation** college students (Wells et al., 2019).
- Rural students are more likely to first attend a **community college**, and those attending four-year colleges often attend broad-access institutions (Koricich et al., 2018).
- **Socioeconomic status** remains a strong predictor of rural students' pathways (Koricich et al., 2018)
- Gaps still persist regarding **degree completion** but have also closed with time.

Rural Serving Institutions (RSIs): Who Are They?

We assigned a score (0-4) to all institutions based on the following:

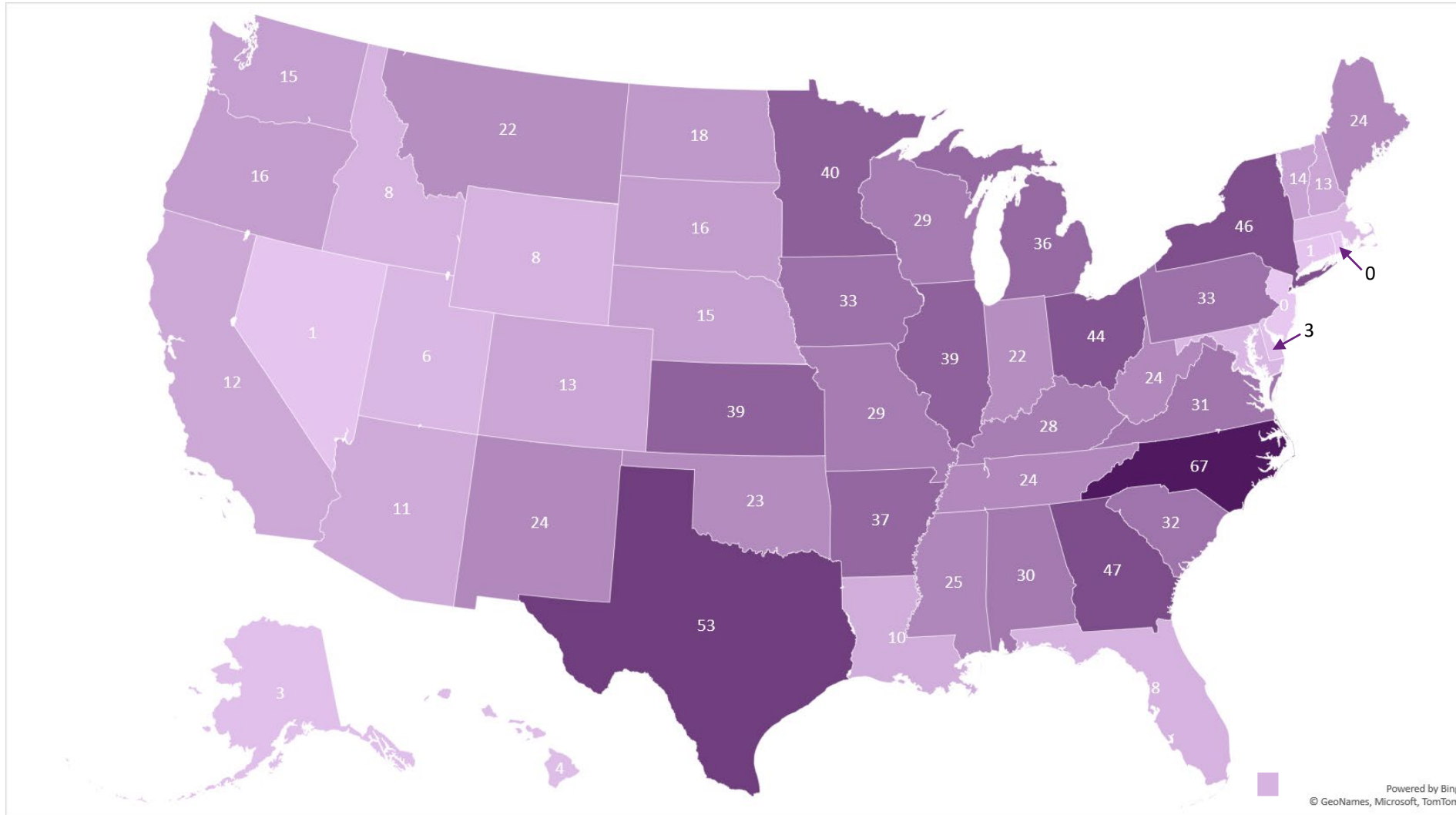
- % of institutions' home county population classified as "rural" by U.S. Census Bureau
- Average % of adjacent counties' population classified as "rural" by U.S. Census Bureau
- Absolute size of home county population (categorical)
- Whether an institution's home county is adjacent to a metropolitan area (Y/N)
- % of an institution's awards in fields of unique rural importance: Agriculture, Natural Resources, and Parks & Recreation

Scores above the average (1.175) are deemed "RSIs," and those above 2.095 are "High RSIs."

- RSIs: 1,087
- High RSIs: 504

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RSI Counts by State

RSIs: Who Are They? (cont.)

RSI Counts by Institutional Designation

DESIGNATION	RSIs (%)	HIGH RSIs
Land-grant institution	70 / 113 (61.9%)	33 / 113 (29.2%)
Historically Black Colleges & Universities	30 / 93 (32.3%)	11 / 93 (11.8%)
Tribal Colleges & Universities	32 / 34 (94.1%)	26 / 34 (76.5%)
High Native-enrolling (non-TCUs)	28 / 30 (93.3%)	18 / 30 (60.0%)
High Hispanic-enrolling	83 / 466 (17.8%)	41 / 466 (8.8%)
High Black-enrolling (non-HBCU)	32 / 87 (36.8%)	22 / 87 (25.3%)
High Asian / Pacific Islander- enrolling	24 / 306 (7.8%)	3 / 306 (1.0%)

RSI Counts by Institutional Sector

SECTOR	RSIs (%)	HIGH RSIs (%)
2-year, public	444 / 841 (52.8%)	238 / 841 (28.3%)
2-year, private	8 / 22 (36.4%)	4 / 22 (18.2%)
4-year, public	325 / 711 (45.7%)	129 / 711 (18.1%)
4-year, private	310 / 951 (32.6%)	134 / 951 (14.1%)
Total	1,087 / 2,525 (43.0%)	504 / 2,525 (20.0%)

Consideration for Study Abroad

Build bridges beyond “brand name” universities.

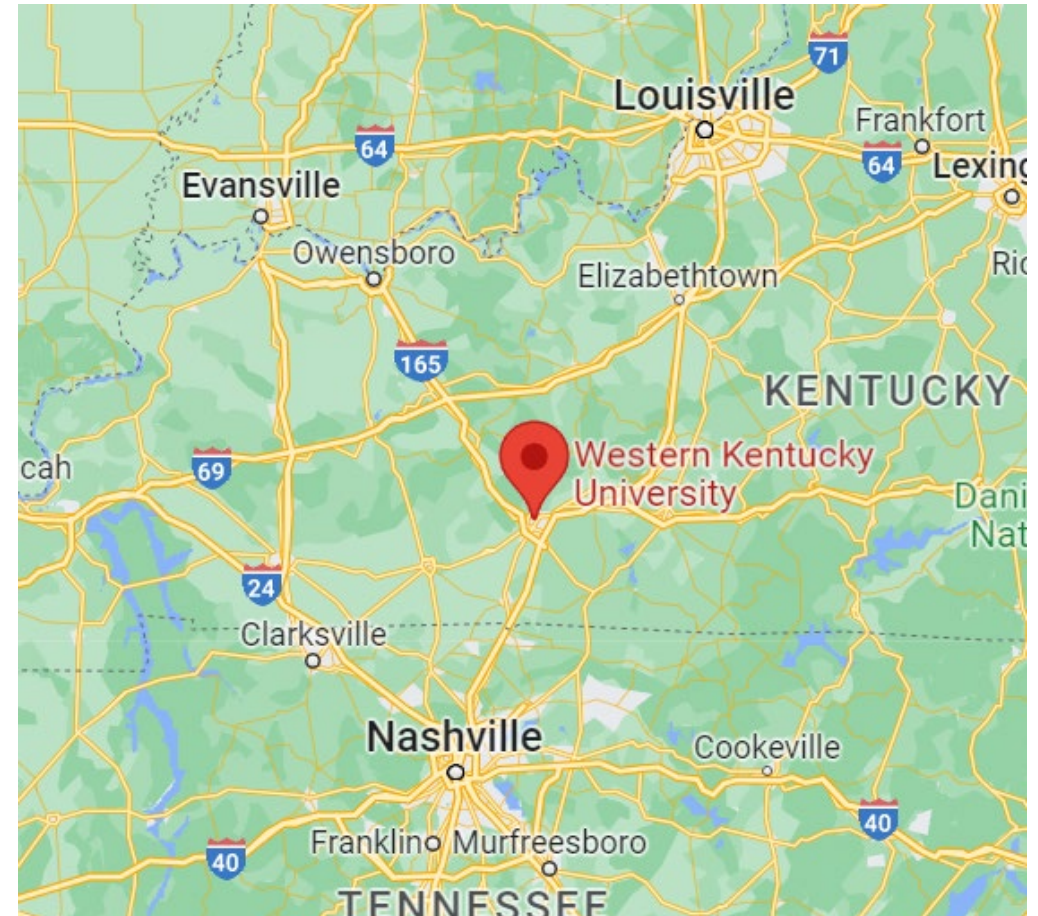
- Rural students are everywhere
- National and global ranking schemes are biased
- Rural students bring unique perspectives and want to be exposed to global cultures and perspectives. **This is good for students, as well as for host institutions and nations.**

RSIs are looking to connect and create new opportunities for their students.

- There is a wealth of untapped talent on these campuses.
- How can domestic RSIs and international rural colleges find commonality and build pathways?
- How can international partners build new study abroad or exchange programs with domestic RSIs?

Western Kentucky University

- Mid-sized Regional Public Applied Research University
- 17,000 undergraduate and graduate students: 88% come from 100-mile radius of campus
- In AY 2021-2022, WKU produced more Gilman scholarships than the rest of the Commonwealth combined!
- Chinese Language Flagship



Why Rural Students?

- Students from rural counties have a **36%** five-year graduation rate (vs. 83%)
- Rural students who study abroad have an **86%** five-year graduation rate
- Come from a very small, often sheltered and suspicious community



What is Counties to Countries (C2C)?

- Research: What do WKU's rural students think about study abroad?
- Targeted at first- and second-year students – “git’em before they leave”
- Embedded in first-year Living and Learning Communities
 - **Costa Rica** – Agriculture
 - **Ireland** – Environmental, Atmospheric and Geology
 - **Senegal** – Political Science, African & African American Studies
- One semester-long preparation program with growth assessment
 - Parent sessions
- Focus on supporting students through the basics

LucKY Bonus!

“Kentucky’s Innovative
Scholarship Pilot Program”
scholarships for refugees
and displaced students

+

WKU receives \$223,000 in
study abroad scholarships
all dedicated to C2C!



Colorado Mountain College

- Dual mission institution – certificates, associate degrees, and four-year bachelor degrees
- Continuing to expand and support dual enrollment
- In 2021 CMC became a Hispanic Serving Institution (HSI)



International Programs at CMC

- Traditionally CMC has done “short term” study abroad well
 - 2022-2024 five short programs (12-days – 3 weeks)
- Connecting our rural institution with a broader world view of their learning

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Extended Study Abroad Program in Chile

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Partnering with Chilean businesses and universities

- Pucon Kayak Retreat – Pucon, Chile
- Universidad de la Frontera – Pucon, Chile campus.

Connecting issues found in U.S. tourism industry with Chilean issues in tourism

- Teaching along the theme of Sustainable Tourism

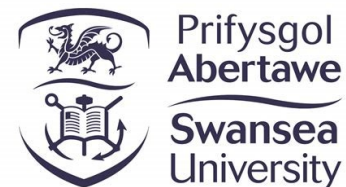
A 10 – 16-week experiential opportunity for students

Focus on our mountain communities



Community College of Baltimore County (CCBC)

- **CCBC:** Large urban-corridor community college in Maryland with six locations
- **2020 grant:** “Expanding Study Abroad for Underrepresented Students in a Maryland Community College Consortium”
- **Strength through collaboration:**
 - Statewide urban-rural project team
 - Two short-term abroad programs open to all Maryland community colleges
 - Faculty development
 - University partners



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Community College of Baltimore County (CCBC)

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“Expanding Study Abroad for Underrepresented Students in a Maryland Community College Consortium”

- Two new programs starting in summer 2023:
 - United Kingdom: Swansea and London
 - Trinidad and Tobago
- Extra outcomes:
 - Domestic university partner
 - Virtual programs during travel bans
 - Statewide online seat bank to share courses



The poster for Swansea University's Summer Virtual Study Abroad program features four images: a stone bridge over a river, a cityscape of Swansea, a dragon statue, and a hand holding a rock. The text on the poster includes the university's name, the program title, a description of the program, availability for all summer classes, and a list of pre-recorded sessions. Logos for the US flag, the Department of Education, USA Study Abroad, and World Learning are at the bottom.


SWANSEA UNIVERSITY | WALES, UK

SUMMER VIRTUAL STUDY ABROAD

Explore Welsh society & culture virtually with our partners at Swansea University, including a dive into Welsh language, history & oppression - plus sessions on literature, linguistics, media & communications, criminology, education, sports & much more!

AVAILABLE FOR ALL SUMMER CLASSES

Join as a class or individually. Both live and asynchronous sessions available.

    **World Learning**
EDUCATION | DEVELOPMENT | EXCHANGE

SWANSEA SESSIONS

LIVE SESSIONS*

MONDAY, JUNE 13, 8-9 AM
Welcome to Swansea, Virtual Campus Tour, Meet Our Student Ambassadors
<https://swanseauniversity.zoom.us/j/98915076577>
pwd=1ENQ023m08B7m0u026R0C0A0Y04T09
(Webinar ID: 989 1507 6577; Passcode: 026991)

WEDNESDAY, JUNE 15, 10-11 AM
Developing the Criminological Imagination
<https://swanseauniversity.zoom.us/j/94355450788>
pwd=2mV0t022WV0A0220L0J0A0V0h0C009
(Webinar ID: 943 0349 0788; Passcode: 829325)

FRIDAY, JUNE 17, 8-9 AM
British Culture Quiz!
<https://swanseauniversity.zoom.us/j/95432252740>
pwd=Z2v0t0W0T0A0W0V0C0J00V0V0K0e0d09
(Webinar ID: 954 3225 2740; Passcode: 191634)

MONDAY, JUNE 20, 9-10 AM
VARISITY - A Sporting Challenge
<https://swanseauniversity.zoom.us/j/93260956229>
pwd=Q0e0W0Y0p0d0B0J0K0t0Y0W0L0V0D0T09
(Webinar ID: 932 6095 6629; Passcode: 525378)

THURSDAY, JUNE 23, 8-9 AM
Wales - A Very Quick History
<https://swanseauniversity.zoom.us/j/94588870449>
pwd=N0E0F03V0B0V040g0W0T0M0H0C0g0d09
(Webinar ID: 945 8887 0449; Passcode: 331063)

FRIDAY, JUNE 24, 8-9 AM
Thank You and Farewell Session
<https://swanseauniversity.zoom.us/j/97797637460>
pwd=0C0A0400Z020g0W0C0h0g0W0T0A0D0J00
(Webinar ID: 977 9763 7460; Passcode: 192502)

PRE-RECORDED SESSIONS
<https://www.swansea.ac.uk/study-and-humanities/mariand-virtual-summer-programme/>

- Intro to British Culture & Politics
- How Do We Explain Criminal Behaviour?
- The Dragon Awakes: A Focus on Wales
- Exploring Dylan Thomas
- Welsh Language Lesson Part 1
- Centre for Academic Success Session
- Wales - England's Colony Part 1
- Why Should We Care about Parents in Education?
- Welsh Language Lesson Part 2
- Applying to Swansea University, How to Finish your Bachelor's Degree at Swansea University
- Wales - England's Colony Part 2
- Media and Communications in the World of Sports
- Applied Linguistics: Language and Literacy

*All live sessions will be recorded & added to website a few days after airing.

Q&A

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Key Takeaways

- More research needs to be done on rural students abroad
- Virtual programs may provide a “bridge”
- Engaging community and campus partners is key to success
- Target academic departments and partner institutions likely to attract rural students
- Students’ identities are intersectional
- Rural institutions and students bring unique strengths to international experiences



FUTURE INITIATIVES

2023 Grant Competition

Webinars

Workshops



Stay in touch with the IDEAS Program!

Email	<u>IDEAS@worldlearning.org</u>
Website	<u>StudyAbroadCapacityBuilding.org</u>
LinkedIn	<u>https://www.linkedin.com/company/ideas-program</u>