

LEVELING THE PLAYING FIELD: ACCESS TO STUDY ABROAD FOR FIRST- GENERATION COLLEGE STUDENTS

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What Do We Know?

- Quite a bit from the student affairs sector (academic preparation, transition to postsecondary education, and progress toward degree attainment).
- Not included in Open Doors
- Comprise as much as 40% of undergraduates
- Very heterogeneous group
- First Gens are far less likely than their peers whose parents went to college to participate in study abroad (National Survey for Student Engagement)

More likely to...

- ❑ Come from racial/ethnic minority
- ❑ Low socioeconomic background
- ❑ Speak another language besides English at home
- ❑ Achieve low scores on college entrance examinations
- ❑ Enter college without AP credits
- ❑ Have feelings of guilt, alienation, and abandonment over going to college



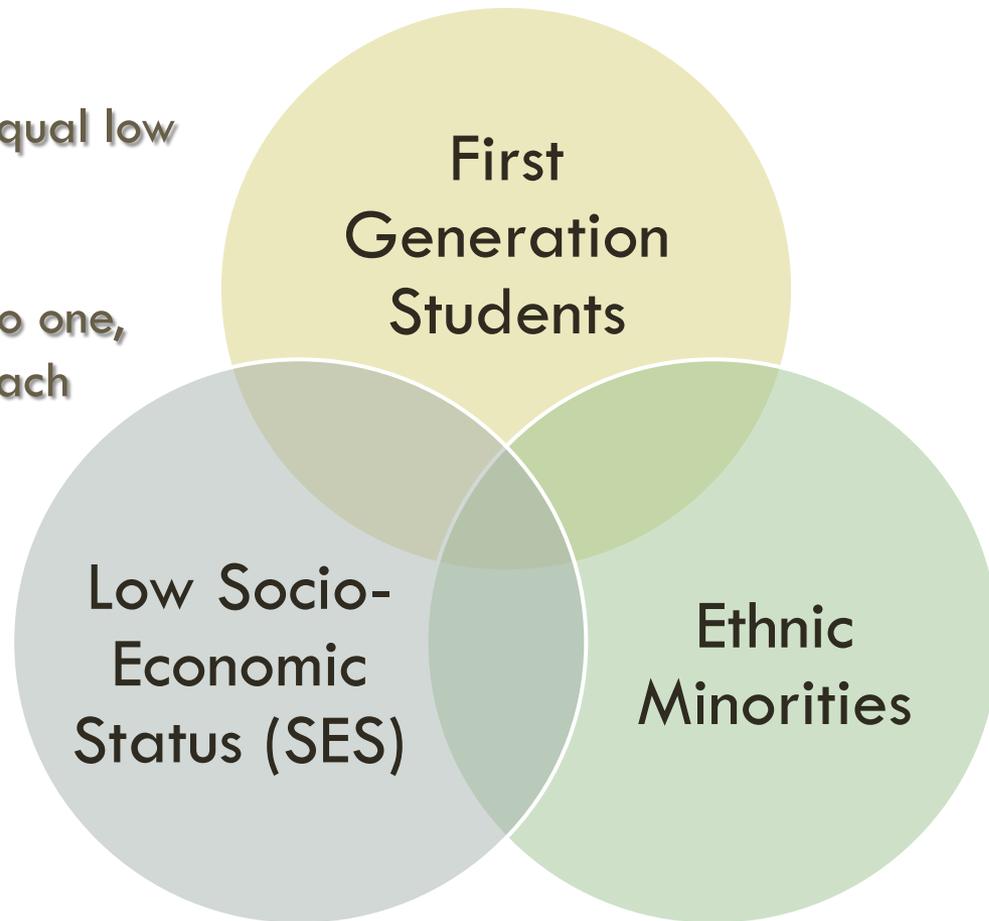
“It is only when we see that mobility involves not just gain but loss. . . that we can begin to understand the attendant periods of confusion, conflict, isolation, and even anguish that first-generation students report.” (London, 1989)

Recurring Characteristics

- Vocation focused
- Non-humanities majors
- Rarely seek high-engagement activities (“just get through”)
- Less likely to take out loans, more likely to have job
- Lack of persistent guidance or academic system knowledge

First gen does not always equal low income

Three often get bundled into one, eclipsing unique needs of each



What *MAY* be the Barriers?

- **Cost**
Non-transferrable financial aid, low tuition rates, lack of income while abroad, unwillingness to take out student loans, tangential costs: application fees, passport expenses, student visas, airline tickets, housing deposits, etc.
- **Lack of Information**
Fear of the unknown, lack of info on the opportunity, unawareness of relevance, curricular requirements (perceived and real)
- **Family Constraints**
Perceptions of safety, distance, childcare, job considerations, lack of family financial contribution, student loss of income
- **Individual Limitations**
Students with children, “there are more immediate issues,” mixed bag



“It is only when we see that mobility involves not just gain but loss. . . that we can begin to understand the attendant periods of confusion, conflict, isolation, and even anguish that first-generation students report.” (London, 1989)

SUPPORTING FIRST-GENERATION COLLEGE STUDENTS AT THE UNIVERSITY OF TEXAS AT AUSTIN

STUDY ABROAD



INTERNATIONAL OFFICE
THE UNIVERSITY OF TEXAS AT AUSTIN

Overview

Our **vision** is that all UT students who are interested in and eligible to study abroad will have the opportunity to do so.

We aim to take small steps to address the needs of this population on a campus-wide level.

- 24% of 2012 incoming class reported being first-generation college students (neither parent has a four-year degree)
- Around 20% of our graduates study abroad
- 9% of first-generation college students study abroad (within 6 years)

Supporting the Mission of UT Austin

- Supporting four-year graduation rates
 - UT study abroad participants are more likely to graduate and experience a shorter than average time-to-degree than non-participants (Hamir, 2011)

- Influencing Retention
 - Empirical research on the UT Austin student population demonstrates academically at-risk students stand to benefit the most from study abroad
 - Study abroad representative on campus-wide retention committee



Access to Information

- Reach the freshman class three times.
 - Myths prevail; reach them before they decide against the opportunity.
- Partner with Retention Programs
 - Liaison builds and maintains a relationship through staff trainings
 - Liaison offers tailored study abroad events each semester

Example Initiatives

- Reception for first-generation college freshmen
- International Travel 101

Partner Highlight



Dr. Ge Chen, assistant vice president of the university's Division of Diversity and Community Engagement, and Dr. Leonard Moore, history professor and associate vice president for the Division of Diversity and Community Engagement.

New study abroad program and scholarship help students explore social entrepreneurship in China.



STUDY ABROAD CHINA

START A BUSINESS. MAKE MONEY. CHANGE THE WORLD.



Study Abroad in Beijing, China

with Dr. Leonard Moore and Dr. Ge Chen

HIS 317L:

Social Entrepreneurship in China and the U.S.

2 Course Flags: Ethics & Leadership and Global Cultures

Maymester 2013: May 25–June 22, 2013

FALL APPLICATION DEADLINE:
November 1, 2012

You may be able to study abroad in China for just the price of airfare!

Scholarship money is available!

VISIT:

<http://world.utexas.edu/iss/tax/info/taxtreaties/scholarship>
for UT Study Abroad scholarship information.

For additional information contact the Longhorn Center for Academic Excellence.

(512) 471-1205

lcae@austin.utexas.edu
LCAE Office: SSB 4.400

Social entrepreneurship is an emerging field in which passionate people driven by a desire to change the world lead, design, and launch businesses that solve social problems. This course specifically looks at how innovative people in the U.S. and China use business approaches to address some of these problems. The course will explore the United States and China's social entrepreneurial landscapes, examine challenges in their current systems, and look at the similarities and differences between the U.S. and China's approaches to social entrepreneurship as viable ways of solving social problems. In addition to classroom learning, students will engage in an internship at a local school in Beijing which serves the city's large and expanding migrant population. By working at the school, students will gain first hand knowledge of how one venture is attempting to address one of China's greatest social problems: migrant education.

Dr. Leonard Moore (Professor of History and Associate Vice President), will teach the HIS 317L course. Dr. Ge Chen (Executive Director of TRIO Programs and Assistant Vice President) will provide classes in Chinese language and culture. HIS 317L meets a core curriculum requirement for the university, and carries two course flags.

Academic Barriers to Participation

Student Withdrawal from Participation

- 35% of students who withdraw from study abroad cite academic reasons
- 22% of students who withdraw from study abroad cite financial reasons

First-gen students often cannot risk taking classes abroad that do not fulfill degree requirements.

Example Initiatives

Study Abroad by Major initiatives – curriculum integration

My Credit Abroad Database

Curriculum Integration

Study Abroad Map – History Major

SAMPLE STUDY ABROAD PLAN (10-12 CATALOG)

FIRST YEAR

Fall	Spring
Foreign Language 601D*	Foreign Language 610D*
UGS 302-W or 303	Science & Technology, Part I
RHE 306 or Math	RHE 306 or Math
HIS (European)*	HIS (LAAAME)*

SECOND YEAR

Fall	Spring
Foreign Language 611D*	Natural Science
Science & Technology, Part I	Science & Technology, Part II
GOV 310L	E 316K*
HIS (United States)*	GOV 312
	HIS (United States)*

THIRD YEAR

Study Abroad Exchange	(choose fall or spring)
HIS (upper division)	HIS (upper division)
Social and Behavioral Sciences	Visual & Performing Arts
CEHET (Liberal Arts core)	HIS (upper division)
Minor	Elective (upper division)
Elective (upper division)	Minor

FOURTH YEAR

Fall	Spring
Minor (upper division)*	Minor (upper division)*
HIS 350L/R-W	HIS (upper division European)*
HIS (upper division LAAAME)*	Social Science*
Natural Science	Elective (upper division)*
Elective*	Elective*

*These are alternate courses that can be rotated to a semester abroad, allowing flexibility to consider a wider selection of programs.

- Map indicates which specific classes to take abroad (per the departmental partner)
- Courses are pre-approved at programs listed in brochure
 - Course fit drives program selection
- Integrates a semester abroad into a four-year degree plan

Academic Access

My Credit Abroad Database

◆ UT Course Equivalent	◆ Title links to course details	◆ Foreign Course Number
BIO 359K	Animal Behaviour	C12321
BIO 373	Ecology	C12338
BIO 365R	Molecular and Developmental Neurobiology	C12341
BIO 349	Developmental Biology	C42443
ARH 332L	Art at the Tudor Courts, 1485-1603	V41123
ARH 365	Inventing French Art: from the Renaissance to Louis XIV	V41174
ARH 366N	Matisse, Picasso, Duchamp	V41201
RTF 314	Approaches to Film and Television	W51025
PHY 301 + PHY 316	From Newton to Einstein	F32CO2
CH 431	General Inorganic Chemistry	F12GIN

- Pre-approving courses empowers students to select courses that advance them toward graduation
- Advisors engage in the planning process

Financial Barriers to Study Abroad

31.2% of students decided against study abroad to meet college expenses (SERU 2011)

- Just-in-time funding v. planning scholarships for first-generation college students
- The “real cost” of study abroad

Example Initiatives

Scholarship Application Workshops

Planning Scholarships

Planning Scholarships

- Funding for first-generation students to study abroad in the next 2 to 4 years, depending on award type
- Allows time to plan with academic advisor (degree progress) and study abroad coordinator (cost, program fit)
- Specialized events – welcome reception to connect with students
- Early disbursement options for upfront costs
- Mentoring - hour-long advising sessions that focus on credit and finances

Student Highlight

- Jessica – kinesiology major, England fall 2013 exchange

Recap - Our Model of Support

- Strategic partnerships - retention programs
- Fall reception for all first-generation, first-year students
- Longer advising sessions
- Planning scholarships – advanced funding, extra mentoring
- Parent guide
- Credit – curriculum integration
- Reach the freshman class three times, starting with orientation
- Peer mentoring
- Remote advising
- Career

Creating Study Abroad Opportunities for Low Income, First Generation, and Ethnic Minorities at the University of Connecticut, USA:

A SUCCESSFUL MODEL

Bidya Ranjeet
Director, Student Support
Services

Dorothea Hast, Assistant
Director, Office of Global
Affairs: Study Abroad

UNIVERSITY OF CONNECTICUT

- Public Land-Grant University
- Research One Institution
- Top 20 Public University
- 22,301 Undergraduates
- 81% Connecticut Residents



UNIVERSITY OF CONNECTICUT STUDY ABROAD STATISTICS 2011-12

- 950 students studied abroad
- 69% women/31% men
- 65.9% White
- 4.6 Black
- 8.4 Hispanic
- 5.9 Asian



STEPS TAKEN BY UCONN

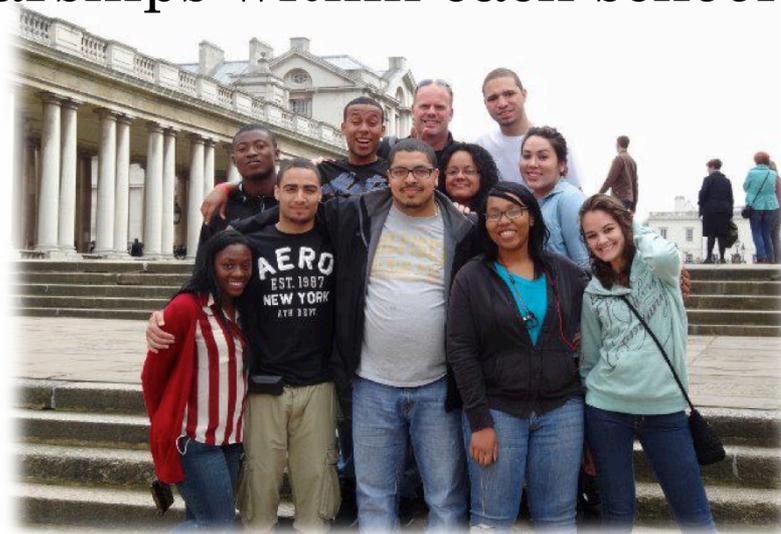


- Study Abroad invests in SSS program: increasing collaboration over time.
- Study Abroad outreach to cultural organizations.
- University hires Vice Provost for Global Affairs.
- University hires Vice Provost for Diversity.



MORE STEPS

- Study Abroad increases number of faculty-led programs, some that include whole cohorts of students.
- Study Abroad meets with faculty and deans to determine how funds can be raised to support all students who want to study abroad, i.e. through donor sponsored scholarships within each school across campus.



CURRENT UCONN GOALS

- Access
- Fund raising
- Increase scholarship
- Alumni Groups
- New Faculty led study abroad programs
- SSS as a model



STUDENT SUPPORT SERVICES AT UCONN

- Low income/ First generation to college
- Minority students
- Academic need



BARRIERS TO STUDY ABROAD

Personal Barriers:

- ❑ Student anxieties/fear of the unknown
- ❑ Lack of exposure/role models
- ❑ View study abroad program as a luxury
- ❑ Family obligations
 - Translators/transportation providers
 - Help in family business
 - Family care givers



BARRIERS TO STUDY ABROAD

Institutional Barriers:

- ❑ Lack of Culturally Relevant programs
- ❑ Length of Programs, bias for long-term
- ❑ Cost and Finances of targeted programs
- ❑ Advising Practices



CASE STUDY OF A SUCCESSFUL PROGRAM:

- ❑ Exclusive for TRIO students
- ❑ Three-week summer program
- ❑ University of Liverpool
- ❑ Six college credits
- ❑ Transatlantic slave trade in Liverpool
- ❑ COE Staff Exchange Program



CASE STUDY UCONN SSS STUDY ABROAD PROGRAM SELECTED FINDINGS



Advising Practices



Conscious creation of a culture
within the SSS program that
values and advocates for study abroad



CASE STUDY UCONN SSS STUDY ABROAD PROGRAM

SELECTED FINDINGS

- ❑ Staff as Resident Directors
 - ❑ Students know the Resident Director before they go on the trip
 - ❑ Families trust Staff
 - ❑ Past RD's personally speak to students about the power of the program



CASE STUDY UCONN SSS STUDY ABROAD PROGRAM STUDENT VOICES

“Our SSS advisor was great. She was always there for any questions we had. Always made sure everyone was alright and cared for us in a very special way. While she treated us like adults she also watched out for all of us like a mom would.”



CASE STUDY UCONN SSS STUDY ABROAD PROGRAM

SELECTED FINDINGS

- ❑ Marketing
 - ❑ Educate students about the value of study abroad.
 - ❑ Students do not enter college expecting to go on Study Abroad
 - ❑ Lack family and peer role-models
 - ❑ Constant and early marketing



CASE STUDY UCONN SSS STUDY ABROAD PROGRAM STUDENT VOICES

“Most of my inhibitions were taken away from simply talking to SSS counselors and receiving enough information before I made the decision. ...The encouragement from them also stimulated my interest and desire to study abroad.”



CASE STUDY UCONN SSS STUDY ABROAD PROGRAM

SELECTED FINDINGS

- ❑ Advising as Process
 - ❑ Teaching the SSS students how to negotiate these complex systems
 - ❑ Planning their program of study and travel
 - ❑ Procuring passports and other travel documents
 - ❑ Reassure and communicate with family



CASE STUDY UCONN SSS STUDY ABROAD PROGRAM

STUDENT VOICES

[My SSS advisor] was beyond exceptional in assisting me with my passport and visa issues. She drove me to New York to the Jamaican consulate. She also drove me to New Haven to catch the train for New York. Once I encountered visa/passport issues, I wanted to give up. [My advisor] was very encouraging and supporting.”



STUDY ABROAD PROGRAMS: WHY THEY MATTER

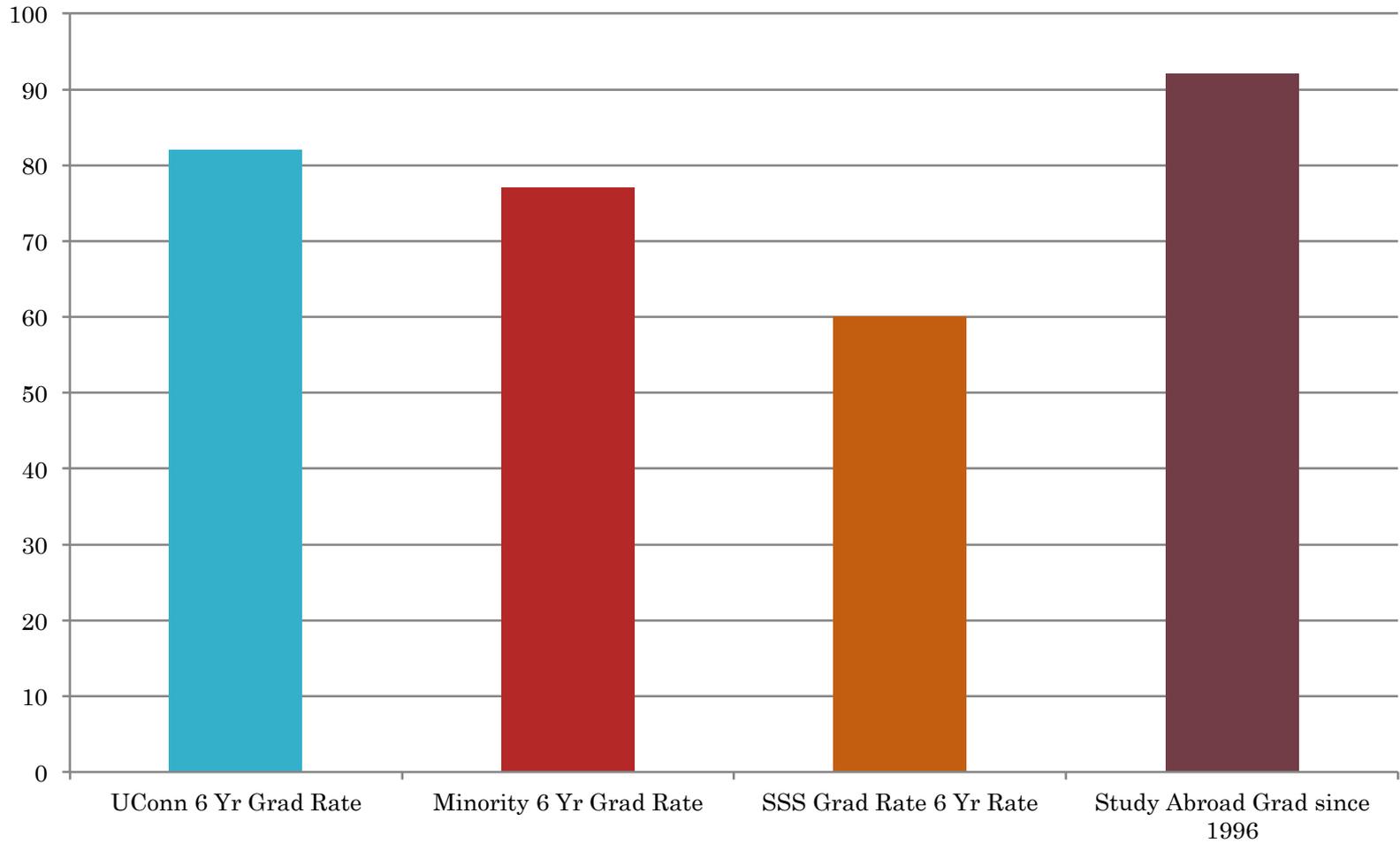
Study abroad programs increase students':

- Cognitive complexity
- Personal maturity
- Intellectual engagement
- Confidence as global citizens



UConn 6 YEAR GRADUATION RATES 2012

%



HOW IFSA-BUTLER IS SERVING FIRST-GENERATION COLLEGE STUDENTS



IFSA Butler

- Targeted outreach (First Gen ToolKit, visuals/posters)
 - ▣ Poster: Making them feel part of the picture
 - ▣ Toolkit: for study abroad advisors, campus collaborating
 - ▣ For Families/Para Familias
 - ▣ Scholarship: Addressing financial concerns up front (First Gen and Fill the Gap)

Services

- Advising
- Money Matters, Preparing to Study Abroad, Pre-departure emails
- Spotlight programs: peer mentors, pre-prof workshops, tutoring, practice interviews
 - ▣ Pilot program in London

Services

- Resume building workshops to help students articulate the skills achieved abroad and better distinguish them in professional pursuits.
- Reflection, blogging to outreach potential first gens interested in study abroad.

Blog

The screenshot shows a Mozilla Firefox browser window displaying the IFSA-Butler website. The browser's address bar shows the URL www.ifsa-butler.org/blog/?author=147. The website's navigation menu includes links for HOME, ABOUT US, PROGRAMS, SERVICES, APPLY NOW, and CONTACT. The main content area is titled "STUDENT PROFILES" and features a profile for Emily. On the left side of the profile, there is a photo of Emily and a bio section. The bio states: "Studying abroad in: Argentina", "Host University: Argentine Universities Program Year Student", "U.S. University: University of Wisconsin/Madison", "Major: Spanish/International Studies", and "Year: Senior". Below the bio, a small blue box contains the text: "Emily received a First Generation Scholarship... more »". The main article is titled "Student Blogs & Vlogs | College Study Abroad Programs, IFSA-Butler" and includes sub-links for "Main", "My Photos", "My Videos", and "My Journey". The article's content begins with the heading "Keeping in touch, homesickness, and the awesomeness of IFSA!" and a date of "November 6th, 2012 in college study abroad | No Comments by Emily". The text discusses the challenges of adjusting to life in Argentina, such as homesickness and communication with family back in the US, and mentions the use of technology like Skype and FaceTime to stay connected. The browser's taskbar at the bottom shows several open windows, including "Study Abroad Entries by Emily" and "IFSA - spyro - Remote D...". The system tray in the bottom right corner shows the time as 12:21 PM.

Study Abroad Entries by Emily | College Study Abroad | IFSA-Butler.org - Mozilla Firefox

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STUDENT PROFILES

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« NSW Domain and Botanical Gardens Post 7: The Food Sequel »

My Posts

(photos, text, video)

Keeping in touch, homesickness, and the awesomeness of IFSA!

November 6th, 2012 in college study abroad | No Comments by Emily

Now that you're on the ground, how has the adjustment affected your family/friends at home? Are you in frequent contact (and if so, what do you use for communication)? How are you confronting/handling homesickness?

Moving to college three years ago really changed my family dynamic. I wasn't around so we communicated by phone and, since I was only 60 miles away, it was easy enough to pick me or to ride a bus back home for a visit. Being on a different continent, it was fairly interesting how my parents and I would catch up almost every other day when I first arrived (which has tapered off lately, as we become more comfortable and there are not as many new things to share). Before I left I made sure to teach my technologically-challenged parents how to use the computer for Skype purposes. And of course, most of my friends have and know how to use Skype, so it's definitely one of my main tools for keeping in touch with my loved ones back in the US. Also, Facebook has been great, since people will post updates about their lives without me having to ask, I can still feel somewhat "in the loop", and the chat feature has been marvelous.

A week before departure I invested in an iPad, and I have never regretted it since arriving here. A lot of people I'm close to use Apple products and a great feature about a number of them is FaceTime. It's an Apple version of Skype. And also useful has been that I can text message people who have iPhones from my iPad using their messenger. Also great for keeping in contact has been a texting app I downloaded from Apple's App Store. It assigned me a US-phone number that I can use to text other US-phone numbers – for free! It also gives me the option to buy minutes to be used to make phone calls, which has been really convenient because it lets me get in contact with my parents through their cell phones and they don't necessarily have to be signed into Skype.

Emily

Studying abroad in: Argentina
Host University: Argentine Universities Program Year Student
U.S. University: University of Wisconsin/Madison
Major: Spanish/International Studies
Year: Senior

Emily received a First Generation Scholarship... more »

My Photos

Start | Study Abroad Entries by Emily | IFSA - spyro - Remote D... | 12:21 PM

Question and Comments

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