

# A CONCEPTUAL FRAMEWORK FOR THE ASSESSING RURAL EDUCATION'S ASSETS & STRENGTHS (AREAS) SURVEY



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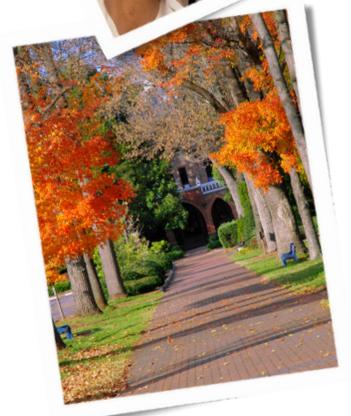
## PURPOSE

We aim to investigate the programs, policies, and practices that improve rural college students' outcomes in higher education and facilitate their successful transitions to the workforce.

Through a multi-institutional approach, we will collect and analyze data from rural and non-rural students enrolled at two-year and four-year colleges and universities across the U.S.

## RESEARCH QUESTIONS

1. What are the effects of institutional programs and practices on low-income rural college students' academic outcomes (e.g., retention, GPA, and degree completion)?
2. What are the effects of institutional programs and practices on low-income rural college students' psychosocial outcomes (e.g., sense of belonging, psychological wellbeing, perceptions of campus climate)?
3. What are the effects of institutional programs and practices on low-income rural college students' workforce-related outcomes (e.g., career decision-making efficacy, employment status, preparedness)?

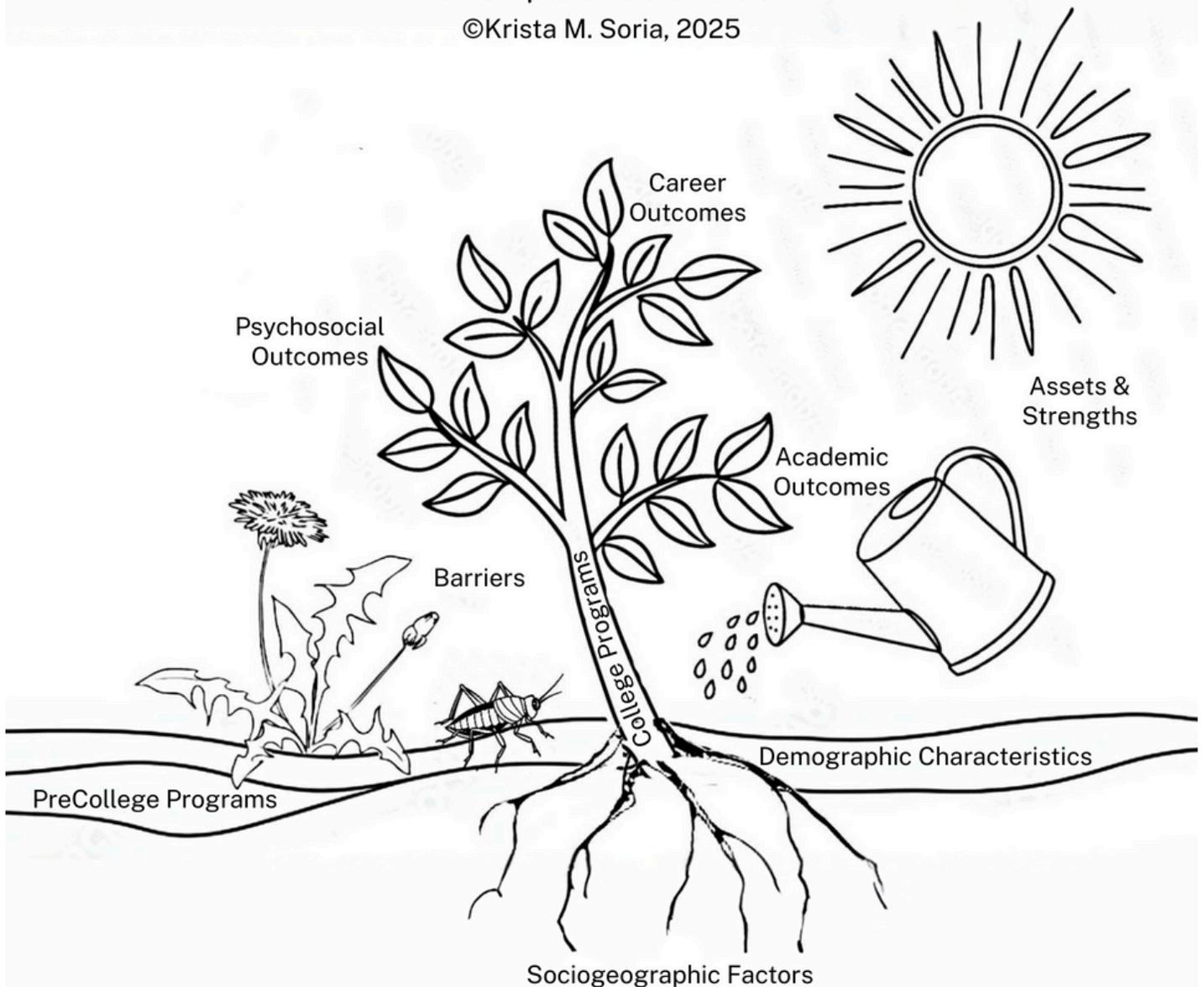


# INTRODUCTION

The visual conceptual framework emphasizes the complex, ecosystem-like nature of students' college experiences. College students' development of academic, psychosocial, and career outcomes is nurtured by their assets and strengths (e.g., critical cultural wealth) and hindered by barriers (e.g., basic needs insecurity). Students' demographic characteristics and participation in precollege programs are the foundational "soil" providing support and resources to students' readiness and development. College programs (e.g., mentorship) reinforce and sustain students' development while sociogeographic factors (e.g., rural attachment) are the roots that symbolize deep connections to community, place, and environment.

## Assessing Rural Education's Assets & Strengths (AREAS) Survey Conceptual Framework

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# VARIABLES

## **Demographics**

- Gender
- Sexual orientation
- Race/ethnicity
- Disability
- Social class
- Parents' education
- Income
- Age
- Caregiver
- Foster care
- Crime conviction
- Marital status

## **Pre-College Programs & Practices**

- Internship (paid/unpaid)
- Employment (related/not related to career/academic interests)
- Career assessments
- Career fairs/events
- Job shadowing or apprenticeships
- Career discussions
- Academic enrichment programs

## **Assets**

- Critical cultural wealth (work volition, career choice and life satisfaction)
- Work capital (economic, human, social, and cultural)
- Nondominant cultural capital (aspirational, familial, navigational, and resistant)

## **Barriers**

- Mental health (MDD and GAD)
- Housing and food insecurity
- Economic constraints
- External barriers to career goals
- Critical cultural wealth (financial stress)

## **College Programs and Practices**

- Internship (paid/unpaid)
- Employment
- Community service
- Service-learning courses
- Living-learning programs
- Learning communities
- Study abroad
- Undergraduate research
- Participation/leadership in student organizations
- Mentorship
- Trauma-informed climate

# VARIABLES

## **Sociogeographic Factors**

- Rural identity & attitudes
- Rural attachment
- Community/proximity aspirations
- Livability
- Environmental quality (e.g., amount of public seating amenities)
- Social and cultural elements (e.g., places for informal gatherings)
- Accessibility (e.g., sidewalk condition)
- Safety (e.g., crime rate)
- Amenities and services (e.g., healthcare)
- Housing (e.g., accessibility to residential locations by foot)

## **Academic Outcomes**

- Theory of planned behavior (attitude and self-efficacy to academic major, norms about completion, intention to withdraw)
- College social-emotional crossroads (academic capital)
- Cumulative GPA
- Expected graduation spring/summer 2025
- Continued or expected enrollment in the upcoming academic year
- Postgraduation plans

## **College-Related Variables**

- Residence
- International
- Transfer
- Enrollment intensity
- Degree type
- Academic major
- Academic level
- Year of enrollment
- Educational funding and debt

## **Psychosocial Outcomes**

- College social emotional crossroads (campus cultural fit and school-family integration)
- Critical cultural wealth (campus discrimination and belonging)

## **Career Outcomes or Behaviors**

- Career exploratory behavior
- Perceived employability
- Community/proximity aspirations
- Career aspirations
- Internship (paid/unpaid)
- Employment
- Career assessments
- Career fairs/events
- Job shadowing or apprenticeships
- Occupation type
- Postgraduation plans

# **ACADEMIC OUTCOMES MEASUREMENTS**

Theory of Planned Behavior (Dewberry & Jackson, 2018)

- Attitude to course (e.g., I wish I had chosen a different academic major to study at my college)
- Self-efficacy to course (e.g., I have the ability to complete my studies successfully)
- Norms about course completion (e.g., My family and friends would want me to stay at my college until my studies are completed)
- Intention to withdraw (e.g., I do not expect to leave my college before my studies are completed)

College Social-Emotional Crossroads (Garriott et al., 2020)

- Academic capital (e.g., I know where to get help with my academics)

Self-reported measures:

- Cumulative grade point average (GPA)
- Expected graduation in spring/summer 2025
- Continued or expected enrollment in the upcoming academic year
- Postgraduation plans (e.g., continuing education)

# **PSYCHOSOCIAL OUTCOMES MEASUREMENTS**

College Social-Emotional Crossroads (Garriott et al., 2020)

- Campus cultural fit (e.g., I feel connected to a community on campus)
- School-family integration (e.g., I feel resentment from my family for being in college)

Critical Cultural Wealth (Duffy et al., 2020)

- Campus discrimination (e.g., I feel there is a general atmosphere of prejudice among students)
- Sense of belonging (e.g., I feel a sense of belonging to this university)

# CAREER OUTCOMES MEASUREMENTS

Career Exploratory Behavior (Sheu, 2023)

- e.g., in the past week, I spent more time than usual learning about college majors and careers that I am interested in
- 

Community/Proximity Aspirations (Irdam et al., 2023)

- material aspirations (e.g., "having lots of money")
- occupational success aspirations (e.g., "being successful in my line of work")

Career Aspirations (Gray & O'Brien, 2007)

- Educational aspirations (e.g., I think I would like to pursue graduate training in my occupational area of interest)
- Leadership and achievement aspirations (e.g., I hope to become a leader in my career field)

Perceived Employability (Berston & Marklund, 2007)

- e.g., "I know of several organizations or companies where I could get work"

Self-reported measures:

- Internship (paid/unpaid)
- Employment (related/not related to career/academic interests)
- Career assessments
- Career fairs/events
- Job shadowing or apprenticeships
- Occupation type
- Postgraduation plans (e.g., working, seeking employment)

## **ASSET MEASUREMENTS**

Critical Cultural Wealth (Duffy et al., 2020)

- Work volition (e.g., I will be able to choose the jobs I want)
- Career choice satisfaction (e.g., I have a firm sense of what type of work I would like to do for a living)
- Life satisfaction (e.g., In most ways, my life is close to my ideal)

Work Capital (Kim et al., 2024)

- Economic work capital (e.g., I can afford materials that improve my work productivity [e.g., a laptop, books, and software])
- Human work capital (e.g., I have job qualifications that help me excel at work)
- Social work capital (e.g., I can access hidden positions through my connections)
- Cultural work capital (e.g., I know how I'm supposed to behave at work social events, including group meals)

Nondominant Cultural Capital (Sablan, 2019)

- Aspirational: The ability to maintain hopes and dreams for the future
- Familial: Connections to and knowledge of family and networks
- Navigational: The ability to navigate through schooling institutions that were not designed with them in mind
- Resistant: The knowledge and motivation to transform structures

## **BARRIERS MEASUREMENTS**

Mental Health (MDD/GAD; Kroenke et al., 2003; Kroenke et al., 2007)

Housing and Food Insecurity (CDC, 2009; Hager et al., 2010)

Economic Constraints (Duffy et al., 2019)

- e.g., for most of my life, I have not felt financially stable.

External Barriers to Career Goals Measure (Verbruggen & Sels, 2010)

- e.g., lack of time, lack of support

Critical Cultural Wealth (Duffy et al., 2020)

- Financial stress (e.g., I worry about having to pay monthly expenses)

## **PRECOLLEGE PROGRAMS & PRACTICES**

Self-reported measures:

- Internship (paid/unpaid)
- Employment (related/not related to career/academic interests)
- Career assessments
- Career fairs/events
- Job shadowing or apprenticeships
- Career discussions
- Academic enrichment programs

## **COLLEGE PROGRAMS & PRACTICES**

Trauma-Informed Climate Scale (TICS-10; Hales et al., 2019)

- Safety (e.g., when I come to school here, I feel emotionally safe)
- Trust (e.g., I can trust staff, faculty, and administrators to be fair in dealing with all students)
- Choice (e.g., I don't have many choices when it comes to choosing my academic major or careers)
- Collaboration (e.g., The staff, faculty, and administrators listen only to their favorite students)
- Empowerment (e.g., Students are not supported when they try to find new and better ways to do things)

Self-reported measures:

- Internship (paid/unpaid)
- Employment (related/not related to career/academic interests)
- Community service
- Service-learning courses
- Living-learning programs
- Learning communities
- Study abroad
- Undergraduate research
- Participation/leadership in student organizations
- Mentorship

## **COLLEGE-RELATED VARIABLES**

Self-reported measures:

- Residence
- International
- Transfer
- Enrollment intensity
- Degree type
- Academic major
- Academic level
- Year of enrollment at present school
- Educational funding
- Educational debt

## **DEMOGRAPHIC CHARACTERISTICS**

Self-reported measures:

- Gender
- Sexual orientation
- Race/ethnicity
- Disability
- Social class
- Parents' education
- Income
- Age
- Caregiver
- Foster care
- Crime conviction
- Marital status

# **SOCIOGEOGRAPHIC FACTORS**

## Rural Identity & Attitudes (Tatum et al., 2024)

- Attitudes (e.g., rural communities provide few opportunities for new experiences)
- Identity (e.g., you are typical of people who live in rural communities)

## Livability (Almashhour & Samara, 2022)

- Environmental quality (e.g., amount of public seating amenities)
- Social and cultural elements (e.g., places for informal gatherings)
- Accessibility (e.g., sidewalk physical condition)
- Safety (e.g., crime rate)
- Amenities and services (e.g., healthcare services)
- Housing (e.g., accessibility to residential locations by foot)
- "Other" services (e.g., banking services)

## Community/Proximity Aspirations and Rural Attachment (Irdam et al., 2023)

- Proximity aspirations
  - community aspirations (e.g., "to help make my community a better place")
  - proximity aspirations (e.g., "living in or close to my community where I grew up")
  - land aspirations (e.g., "living near open land and natural landscapes/views")
- Rural attachment (e.g., I have a lot of pride in my rural background)

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## **SURVEY INFORMATION**

The AREAS survey will be administered beginning spring 2025 to rural and nonrural college students attending both rural and nonrural two-year and four-year colleges and universities across the United States. If you are interested in having your college or university students participate in the AREAS survey at no cost to you, please contact Dr. Krista Soria (PI):

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## **RECOMMENDED CITATION**

Soria, K. M., & Weerasekara, N. (2025). *A conceptual framework for the Assessing Rural Education's Assets & Strengths (AREAS) survey*. AREAS Consortium.

## **FUNDING INFORMATION**

Our research is funded by the Ascendium Education Group and the University of Idaho. Ascendium Education Group is a 501(c)(3) nonprofit organization committed to helping people reach the education and career goals that matter to them. Ascendium invests in initiatives designed to increase the number of students from low-income backgrounds who complete postsecondary degrees, certificates and workforce training programs, with an emphasis on first-generation students, incarcerated adults, rural community members, students of color and veterans. Ascendium's work identifies, validates and expands best practices to promote large-scale change at the institutional, system and state levels, with the intention of elevating opportunity for all. For more information, visit <https://www.ascendiumphilanthropy.org>.

