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A Time for Change: An Examination of a Historically Black College or University (HBCU) and Its Efforts to Globalize and Acculturate International Students into Campus Life

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ABSTRACT

EDUCATIONAL LEADERSHIP

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A TIME FOR CHANGE: AN EXAMINATION OF A HISTORICALLY BLACK COLLEGE OR UNIVERSITY (HBCU) AND ITS EFFORTS TO GLOBALIZE AND ACCULTURATE INTERNATIONAL STUDENTS INTO CAMPUS LIFE

Committee Chair: Barbara Hill, Ed.D.

Dissertation dated May 2016

This study took place at a historically black college or university (HBCU) in the southeastern region of the United States. The participants were two administrators who worked directly with international students, 11 international graduate students, and seven international undergraduate students. Grounded theory was used to analyze the data because this theory is built upon information gathering which can lead to the emergence of concepts or themes.

The purpose of this study was to examine the institutional efforts of a HBCU to retain international students. The study collected qualitative data to analyze international students’ social integration and acculturation to HBCU culture, as well as their perceptions, attitudes, and ideas regarding institutional retention efforts. To analyze the qualitative data, the researcher used open coding to identify emergent themes from the
interviews. The descriptive statistics provided numerical references about the increasing cost of attendance, increasing enrollment of international students, and decreasing enrollment of domestic students.

The findings of the study indicated that many international students did not know about HBCU campuses, nor were they socially involved on campus; however, this did not have an effect on their retention.
A TIME FOR CHANGE: AN EXAMINATION OF A HISTORICALLY BLACK COLLEGE OR UNIVERSITY (HBCU) AND ITS EFFORTS TO GLOBALIZE AND ACCULTURATE INTERNATIONAL STUDENTS INTO CAMPUS LIFE

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

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DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

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The road to finish this dissertation has been long, hard, and emotional. I have spent many nights in tears and prayer. Thankfully, God strategically placed amazing people in my life to challenge, support, and nurture me through this educational dream.

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CHAPTER I
INTRODUCTION

A new wave of students is coming to America in search of education and unfortunately, some colleges and universities are not prepared to meet their holistic needs. Historically black colleges and universities (HBCUs) have actively recruited international students to bring economic, social, and educational benefits to their campuses. This study examined how HBCUs can recruit and retain international students through social integration and acculturation practices, which will ultimately improve the value of education at HBCUs. Some HBCUs experience declining enrollment, which has an impact on the institutional budget. If HBCUs admit and retain international students, this could positively increase their financial stability. In order to fully understand the benefits of international students, institutions must first examine the facts.

According to the Institute of International Education (IIE) (2014a), the number of international students who have chosen to pursue their education in the United States has grown by 72% over the last 15 years. In fact, for the 2013–2014 academic year, the IIE (2014b) reported a record high of 886,000 international students attending U.S. postsecondary institutions, which was an 8% increase from the previous year. Moreover, the graduate international student population also continues to increase. Of the 886,000 international students reported for the 2013–2014 academic year, 329,854 were graduate students, which was a 6% increase from the previous year (IIE, 2015). HBCUs have an
opportunity to take advantage of this trend by providing the proper tools necessary to support this new wave of international students. Furthermore, it is an opportunity for HBCUs to elevate their bottom line.

Not only do international students bring their culture to college campuses, they also bring money. State funding toward higher education is lessening and institutions must find ways to fulfill this deficit. Extra tuition received by an institution can allow for better facilities, programs, research, and faculty. In reference to the surge of international students pursuing their education in America, Francisco Sanchez stated, “There is no better export than higher education” (cited in Stephens, 2013, para. 9). Moreover, Larry Summers stated, “International students are key to economic growth” (cited in Stephens, 2013, para. 9); they are necessary due to the scarce financial climate of HBCUs today.

A secondary benefit to the rise of international students at HBCUs is that they allow for increased opportunities for socialization with different groups. HBCUs have a stigma that they do not prepare their students for the “real world” because historically the majority of the population has been one race/ethnicity: black. However, an increase in international students at HBCUs would help to reduce this stigma as well as other stigmas associated with HBCUs and the black community. Stephens (2013) explained that international students bring new perspectives and culture to the classroom, where students can learn from each other. Similarly, Allan Goodman, President and CEO of the IIE (2011), stated, “As business and culture transcend national borders, our future workforce—even at the local level—will need to think globally” (p. 1). Today’s graduates must be prepared to work across communities and countries to compete in a global market. Students must learn to communicate in social environments by integrating with
their international peers. Consequently, they will be prepared to flourish in their professional careers.

Thus, in order to recruit more international students, it is important to understand why international students choose to pursue their education in America. Tempera (2013) stated that one reason is the “…strong reputation when it comes to higher education; 13 of the 20 world’s best schools are on American soil, according to Quacquarelli Symonds World University ranking” (para. 4). American college culture is unique because of dorm life, fraternities, sororities, social clubs, and organizations (Tempera, 2013). Finally, international students choose to attend American schools because they offer a wide variety of academic programs to suit their needs.

The large number of international students who attend American colleges and universities should impact how school administrators approach their jobs. Just as the colleges and universities prepare their students to approach the world from a global perspective, so must administrators. Given the evidence, HBCUs can tap into this international resource to thrive while providing a well-rounded experience to their students.

Statement of the Problem

HBCUs must take action and accept international students in order to fulfill the deficit in tuition and bring the global culture and community onto their campuses. The foundation in which HBCUs were built was to educate African Americans during a time when it was illegal or not priority to educate blacks in America. Brown, Donahoo, and Bertrand (2001), Garibaldi (1984), Roebuck and Murty (1993), and Williams (1988) all
referred to the central mission of HBCUs; for instance, Brown (2013) stated the following:

The amended Higher Education Act of 1965 defines Historically Black Colleges and Universities (commonly referred to as HBCUs) as any accredited institution of higher education founded prior to 1964 whose primary mission was, and continues to be, the education of Black Americans. (p. 5)

Due to the “separate but equal” education laws, HBCUs existed because other institutions would not educate African Americans. The landmark case of Brown v. Board of Education (1954) in which the Supreme Court declared “separate but equal” public schools for blacks and whites to be unconstitutional, not only affected K–12 education but it also had an impact on institutions of higher education. According to the Leadership Conference on Civil and Human Rights (n.d.), “The Brown case served as a catalyst for the modern civil right movement” and proved that “separate but equal” was more like “separate and unequal” (para. 1) in terms of funding, facilities, and salaries for blacks compared to whites. However, once barriers were removed for blacks and they had the ability to attend predominantly white institutions (PWIs), HBCUs suffered from a loss of funds due to the drop in enrollment. As a result, many HBCUs have been forced to close their doors because of financial reasons. Consequently, HBCUs must reinvent themselves to appeal to a larger community of learners in order to increase enrollment.

In order to thrive, HBCUs must look overseas to recruit international students to increase enrollment while providing their students a greater sense of global awareness. This affirms the need for HBCUs to become competitive and be a part of the global workforce. HBCUs must look globally for international students to attend their
institutions to help fulfill the financial gap. In fact, Stephens (2013) stated, “International students who pay full tuition keep institutions in the black” (para. 8). However, it is not enough for these institutions to admit international students without a support system to acclimate them to the unique environment offered by HBCUs. Without a support system, many students feel segregated from the rest of the student body and feel that they were only accepted because of their economic value (Stephens, 2013). It is important for every student to feel comfortable, accepted, and wanted within the walls of an educational institution. HBCUs should work to provide a climate of open dialogue for all students to know and appreciate the value of each person.

Students who attend HBCUs must be prepared to become competitive in the global work market where they will seek employment. Consequently, HBCUs should admit international students to provide new perspectives and ideologies to enhance student experience. However, HBCUs must be prepared to support and acclimate international students to the culture of black American institutions. If international students are not welcomed or socially integrated into this culture, HBCUs risk losing not only tuition, but also the many invaluable viewpoints that international students bring to college campuses.

It is not enough for colleges and universities to accept international students without supporting their success while attending the institution. According to Schulmann and Choudaha (2014), “International students encounter a unique set of challenges related to academic and social integration, in addition to often experiencing mismatch between pre-arrival expectations and the realities of school life when actually on campus” (para. 2). Universities play an important role in the acculturation and social integration process,
which, as stated by Smith and Khawaja, “Highlights the need to create positive environments conducive to retention” (cited in Schulmann & Choudaha, 2014, para. 2). Accepting international students is about more than receiving tuition money; it is about maintaining their presence at the institution, which in turn adds value to overall education at the institution.

For HBCUs to embrace and retain international students, they should have a concern and plan for the social integration and acculturation struggles international students face when they reach campus. *Social integration* is “an intentional process to create a community, by encouraging domestic and international students to engage with each other in ongoing interaction, characterized by mutual respect, responsibility, action, and commitment” (Young, 2014, p. 1). *Acculturation* is “the process in which an individual learns about and adapts to the sociocultural norms of the host country” (Sin, Kim, Yang, Park, & Laugheed, 2011, p. 1). In other words, social integration and acculturation make up the process by which different people learn about and become comfortable with one another. Clearly both ideologies play a role in the retention of international students at HBCUs.

**Purpose of the Study**

This dissertation addressed the retention of international graduate and undergraduate students through social integration and acculturation. It examined the international student experience and ways HBCUs can support new students when they arrive to campus. Through interviews and observations, the researcher examined the international student experience and how HBCUs accommodate this growing population.
while still maintaining their true mission. International students are a growing population and the numbers spike every year. For HBCUs to remain competitive, they must embrace this new culture of students. International students not only make a tremendous impact on American institutions, but also on the U.S. economy as a whole. Thus, if HBCUs want to remain competitive, they must invest in support systems for international students.

**Research Questions**

RQ1: Does the current HBCUs recruitment process address acculturation needs of graduate and undergraduate international students?

RQ2: What social integration strategies are HBCUs using to retain international graduate and undergraduate students in their respective institutions?

RQ3: What are international graduate and undergraduate students’ perceptions of the HBCUs current acculturation strategies?

RQ4: Do social integration strategies of international graduate and undergraduate students at HBCUs have an impact on the retention of this targeted student population.

**Significance of the Study**

HBCUs continue to struggle with low enrollment and limited financial means to support themselves. International students will benefit HBCUs because they provide alternative funding sources to the institution and bring global perspectives to the university environment. HBCUs have a responsibility to educate black Americans and prepare students for the culturally diverse workforce. International students bring
diversity to HBCUs. International students not only affect the population of higher education but P–12 education as well. International families, or English language learners (ELLs; as stated in P–12 language), have an impact on students’ experience and retention in higher education.

Due to low enrollment, HBCUs are plagued by financial struggles and as a result, many raise the cost of tuition. HBCUs must find new and creative ways to generate revenue for the institution in order to supplement the loss of income. Given the history and current trend of less funding, HBCUs need to find other methods for generating revenue. International students can help HBCUs to meet their economic goals. However, admitting international students is not enough to retain them. HBCUs must invest in the students as well.

Retention is extremely important to any institution. This research aimed to provide insight to HBCUs about different retention strategies. It aimed to offer ideas to meet the day-to-day needs of this student population (e.g., maintaining an international student office).

HBCUs are extremely rich in black American culture and support the needs of this student population. Admitting international students will not cause the institution or students to lose a piece of their history; rather, it will allow students to share their history with others. This cultural exchange will create open dialogue among international students, domestic students, faculty, and staff. These positive conversations and interactions will enrich the HBCU experience. International students bring a new perspective to the classroom that allows students to learn and grow socially and academically. According to Bevis and Harrison (cited in Lee & Rice, 2007),
“International students increase diversity of the student population, add new perspectives to classroom conversations, and, related, increase our awareness and appreciation for other countries and cultures” (p. 381).

Institutions of higher education are not the only educational entities affected by this influx of international students. According to the National Education Association’s President, Dennis Van Roekel, ELLs are the fastest growing segment of the public school population. Over the past 15 years, the number of ELL students has nearly doubled—to about 5 million. By 2015, ELL enrollment in U.S. schools will reach 10 million and by 2025, nearly one out of every four public school students will be an ELL (Van Roekel, 2008). With these growing numbers, educational institutions must be aware and knowledgeable of ways to support and retain this growing population.

Summary

International students enter American institutions in search of a better education. Institutions must work to admit and retain students. Due to the financial constraints and history of HBCUs, these institutions are hesitant to admit and support international students. HBCUs have a commitment to their students to educate, nurture, and prepare black Americans for the global workforce. International students can help to achieve this commitment by enhancing the financial and intellectual capital of HBCUs. International students enter American institutions and experience social desegregation and issues with acculturation, which makes it difficult for HBCUs to retain international students at their institutions. HBCUs can take control of their economic deficit by admitting and retaining international students. Efforts to retain international students, such as through social
integration and acculturation, are important because they can help HBCUs to gain economic capital as well as become more competitive in the college and university education market.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

There are five emergent themes in the research on international students: recruitment, retention, social integration, acculturation, and HBCUs. With the surge of international students, it is imperative that HBCUs consider foreign investments and become part of the effort to offer competitive education. Thus, once international students are recruited to an HBCU campus, it is the institution’s responsibility to retain them by socially integrating them into the school. It is critical for international students and American students to learn appreciation and respect for each other’s culture. Only through acculturation practices will the student population mix in a cohesive way, creating an enjoyable campus for everyone. According to Haigh (2014), “Recruiting international students is a matter of survival” (p. 8).

Recruitment

International students come to the United States for several reasons: to pursue academic goals (Hull, 1978); to get education and training that is not available in their home countries (Woolston, 1995); to acquire prestige through a degree from an American institution of higher learning (Huntley, 1993); and to escape unstable
home-country economic and political conditions. (Cited in Özturgut & Murphy, 2009, p. 374)

There is clearly a benefit for international students to leave their home countries, so it is in the best interest of the institutions of higher education to capitalize on this market. Recruitment of international students is important for a number of reasons. Bolsmann and Miller described three reasons for recruiting international students: “academic internationalization, economic resources, and building academic entrepreneurialism” (cited in Özturgut, 2013, p. 8). According to Haigh (2014), “Internationalization is a part of the process that secures a university’s reputation by demonstrating its world-class character” (p. 10).

Funds from international students not only benefit the institution, but domestic students as well. They can help to make physical upgrades to the institution, recruit highly qualified faculty, and fund future faculty or student research. Quazi explained that domestic student funds alone are not enough to pay for school departments to hire more instructors and administrators (cited in Özturgut & Murphy, 2009). Furthermore, the money gained from international students is helpful for upgrading campus infrastructure and facilities, and can contribute to building creative educational environments for all students.

The recruitment of international students has not always been a priority for many American colleges and universities. In 1989, O’Banion wrote, “Only a few colleges recruited international students or sent students to study abroad” (cited in Cudmore, 2005, p. 45). Conversely, 22 years later, Bista and Foster (2011) stated, “The number of
international students attending institutions of higher education is on the rise in the United States” (p. 1). The globalization of higher education has demonstrated that international students contribute to the economic well-being institutions, as well as the learning experience of domestic students.

International students not only support the betterment of the institution, but they also help institutions stay competitive in the larger U.S. economy. Haigh (2014) stated, “The decline of government funding for higher education, coupled with the policies that drive the expansion of higher education participation rates, have forced universities to adopt new budget-oriented approaches” (p. 8). This was also supported by Simmons: “Underfunded by our governments, our universities have come to depend on the money international student bring” (cited in Haigh, 2014, p. 8).

According to Tas (2013), the National Association for Foreign Student Affairs estimates that college tuition and living expenses contribute $20.23 billion to the U.S. economy (p. 1). Because the international student population is growing, the U.S. government also benefits from this influx. Tas (2013) further claimed that “international students provide a dynamic force for the growing global economy and expand world knowledge” (p. 2). Universities must stay competitive in the ever-changing economic market. International students bring money to the U.S. economy as well as support the shrinking budgets of colleges and universities. These supplemental funds can support the institution economically and provide global education to students.

Many institutions focus on the economic benefits of international students rather than the larger purpose of students entering higher education. According to Currie and Newson (1998), “Humanitarian motivation for recruiting international students has
declined by the motivation to boost revenue and export earnings” (cited in Cudmore, 2005, p. 47). Furthermore, Walker, Knight, and Burn acknowledged the shift: “International student recruitment not only has emerged as a means of internationalizing institutions, but with higher tuition fees charged, has provided an attractive means of coping with decreases in government funding over the past two decades” (cited in Cudmore, 2005, p. 47). All institutions of higher education have concerns about the amount of revenue generated. This does not mean that institutions can forget about the educational benefits that international students bring to American campuses. According to Brown,

There is an intensified competition for international students and this has put pressure on the institution to improve their product and develop internationalization strategies to attract international students and to provide an environment in which domestic and international student can benefit from their confrontation with diversity. (Cited in Özturgut, 2013, p. 8)

This affirms the importance of recruiting international students while providing a comprehensive program to retain, integrate, and acculturate them to American higher education. Özturgut (2013) explained that institutions can spend more on recruiting international students than they do on domestic students. If institutions spend money on recruiting these students, their efforts to retain them can be just as important. Institutions can thrive on their positive reputation; they can focus on reaching global markets, which can only boost their value in the educational realm.

Tas (2013) stated, “International students constitute a significant economic, educational, and cultural resource for the United States as a whole as well as for higher
learning institutions, communities, and states in which they are studying and acculturating” (p. 2). He further explained that it is higher education’s responsibility to educate students in a global context. HBCUs can use not only the economic gain, but also the intellectual capital of international students to create cross-cultural learning environment. “Internationalization is a part of the process that secures a university’s reputation by demonstrating its world-class character” (Haigh, 2014, p. 10). According to the Association of Universities and Colleges of Canada,

International students are important for the quality and relevance of higher education, as their presence on campuses across the country is a key part of building a stronger international and intercultural dimensions to teaching and research and a crucial global perspective to Canadian campuses. (Cited in Cudmore, 2005, p. 47)

This same statement holds true for American institutions. According to Bista and Foster (2011), “International students provide opportunities and the students and community to learn new languages, cultures, and traditions” (p. 9).

Recruiting international students is only the first step toward changing American institutions in higher education. International students also have much to gain from being recruited by American institutions of higher education. Because there are benefits for both institutions and international students, institutions should take more steps to retain international students on their campuses.
Retention

It is not enough for institutions to recruit international students, but they must also retain them. Because the number of international students is increasing, retention efforts need to be stronger. There is currently little data on the retention of international students; thus, it is important to collect data at the institutional level in order to understand areas for improvement.

According to Bista and Foster (2011), “Institutions spend money on the recruitment efforts of international students but neglect the importance of retaining them” (p. 2). “Retention focuses on the institutional efforts to provide support and comfort to meet the needs of the students” (Bista & Foster, 2011, p. 3). According to Goodwin and Nacht, “Most U.S. colleges and universities have been admitting international students without having a strong understanding of their purpose and how these international students would fit within their institutions” (cited in Özturgut, 2013, p. 2). Byrd (1991) claimed that institutions do not fully understand the needs of international students because they are just a small group; they often receive the same treatment as domestic students. Byrd further explained that when international students enroll in larger numbers, institutions experience cultural differences in terms of student behavior and cultural expectations. International students do not have the same needs as domestic students. If international students are not comfortable or do not have a positive experience, they will be more likely to leave the institution.

According to Tas (2013), if international students’ needs are left unmet, this can cause more challenges in the adjustment process (p. 9). According to Bista and Foster (2011), “Services provided on the surface are beneficial but there needs to be more
services for international students on a practical level” (p. 3). International students receive assistance with their visas and educational documentation, but other services such as counseling and student activities are often not a priority on campuses. International students may also put up certain barriers that make certain services seem unimportant; however, these services can contribute substantially to students’ educational experiences. According to Özturgut (2013), “The issue with retention is that once the students arrive on campus, the academic and social support services can be rather limited or substandard” (p. 2). Further, institutions do not offer sufficient personal support to retain international students (Özturgut, 2013). The services an institution provides to international students are important to the retention efforts of that institution. Institutions cannot afford to have substandard services because this affects their retention numbers and the associated economic benefits.

According to Tas (2013), “The successful integration of students into the university environment is a crucial element in raising retention rates” (pg. 12). Tas (2013) stated that “Orientation is one of the most significant elements of the retention process” (p. 13). Nelson (1993) and Clark (1995) provided alternate strategies, stating that some efforts to achieve integration at universities include freshman seminars, mentoring programs involving faculty and staff, and strategies developed to create a supportive campus climate. All of these strategies are important to retaining international students; nonetheless, work is still needed in order to retain this valuable student population.

Retention efforts are important to all colleges and universities. It is also important to have a formal means of assessment for recruitment efforts so that institutions can
evaluate the quality of their work. Bista and Foster (2011) suggested, “If there is not procedure of formal evaluations, institutions think they are doing better than they actually are” (p. 4). Hains, Lynch, and Winton (2000) stated that when recruiting and retaining international students, the key is the ability to relate and communicate effectively when individuals involved in the integration do not share the same culture, ethnicity, language, or other salient variables. Özturgut (2013) concluded that international students need a personal touch when it comes to retention; involvement from all stakeholders is critical. Tas (2013) reported that “A positive transition can result in better language development, acculturation, and the attainment of educational and individual objectives” (p. 2). All parties can gain from the retention of international students. Institutions must see retention as a priority and should take all measures to make international students’ time on U.S. campuses worthwhile.

**Social Integration**

In American institutions, the social integration of students is extremely important. A well-rounded student should be involved with others in order to exchange ideas and interact. This allows students to experience others who are different from them—a piece of education they can take with them as they venture into the professional world. These interactions support the global workforce and students can grow to accept and work with other cultures. Ware, Hopper, Tugenberg, Dickey, and Fisher (cited in Owens & Loomes, 2010) defined social integration as “Interpersonal connectedness” (p. 276). Cohen, Brisset, Skoner, and Doyle (cited in Owen & Loomes, 2010) further explained
that social integration is measured by the “... social relationships, ... participation in social activities, or the perception of being an integrated member of the community” (p. 276). Özturgut (2013) claimed that “most international students face social problems related to social integration, daily life tasks, homesickness, and role conflicts” (p. 4).

According to Tinto, “Students not only need to persist in their study in order to graduate, but they also need to participate in the student culture, both within and outside the immediate context of the learning environment (i.e. social integration)” (cited in Rienties, Beausaert, Grohnert, Niemantsverdriet, & Kommers, 2012, p. 687). This research demonstrates that social integration has a large impact on the student experience. International students must socially integrate with the domestic students in order to gain a wholesome college experience as well as a sense of belonging. According to Rienties et al. (2012), “In comparison to domestic students, international students need to pay additional attention and effort to social integration, as their family, friends from their home country and social network are mostly not within easy reach” (p. 688).

According to Mallinckrodt and Leong (1992), “Although many international students complete their studies without apparent difficulty, many others experience significant problems in adjusting to life in the United States, including financial resources, social integration, problems in daily life tasks, homesickness, and role conflicts” (cited in Mallinckrodt & Leong, 1992, p. 71). The researchers continue to explain that most relationships between American and international students are superficial and, often, friendships do not form (Mallinckrodt & Leong, 1992). In a study done by Tas (2013), “[International students] indicated that they lacked the network of social support that they had in their home country” (p. 35). The international students in
the study chose to befriend other international students over domestic students because international students were more accepting. Genuine relationships between international and domestic students are important to the success of all students. These relationships prevent international students from feeling secluded and unwelcomed on U.S. college campuses. According to Yeh and Inose (2003), “The loss of social support has a significant influence on the psychological well-being of international students and it is challenging for international students to establish the same caliber of social support networks in a new country” (p. 16).

Furthermore, Yeh and Inose (2003) stated, “International students tend to remain exclusively with other international students from their host countries” (p. 16) or with other international students who are experiencing the same transition. While it is important for international students to form friendships with other international students, they must also form relationships outside of their comfort zone to avoid social isolation.

De Araujo (2011) explained that international students may experience unique adjustment problems with the host environment, such as language barriers and social behaviors. Pederson (1991) concluded that international students lose their traditional sources of social support when they enter American institutions. Özturgut (2013) affirmed that “friendship networks” (p. 4) are important to the experience international students, and help them to create relationships with American students—thus improving overall retention at the institution. De Araujo (2011) stated, “Social support has been viewed as a critical resource in the stress and coping literature and as a major contributor of buffering stress” (p. 4). Byrd (1991) claimed that even though international students are on U.S. campuses, this does not mean that there will be automatic interactions with
domestic students. Severiens and Wolff stated, “As social integration or interconnectedness is essential to mental and emotional health and supports better leaning outcomes” (cited in Owens & Loomes, 2010, p. 276). There must be intentional institutional strategies to create an environment conducive to social integration. International students are a diverse population within themselves, so they will experience stressors that are unique to them. It is easy for international students to isolate themselves and experience social separation; institutions must be aware of this behavior and actively promote social integration.

Tas (2013) stated, “Equally important are those students’ out of class learning experiences including student organizations, volunteer projects, intramural activities, travel, and involvement in residence halls” (p.2). Learning does not happen just in the classroom. Students must have pragmatic life experiences, such as social integration with peers, to foster their holistic development.

Social integration can thus support the needs of international students by creating an environment that promotes inclusivity and respect for others. This will ease stress and create a better experience for international students. Orientation programs not only welcome and introduce international student to the community, but they also help to integrate international students both socially and academically.

One distinction where graduate international students differ from undergraduate international students is in the creation of their social networks. According to Erichsen and Bollinger (2011), “Graduate international students rely on advising relationships as a means for their academic and personal needs” (p. 312). They further explained that institutions should be conscious of their developmental role of international graduate
students as they are introduced to the scholar community. Perrucci and Hu (1995) stated, “The satisfaction of international graduate students with their experiences in the host environment is largely shaped by their language skills, self-esteem, and a feeling of positive involvement with their social environment” (p. 506). According to the researchers, international graduate students’ interactions with the host country can increase satisfaction, mutual understanding, and acceptance. Perrucci and Hu (1995) stated,

The positive experiences of international graduate students are influenced by a number of individual and social resources which can be strengthened by specific programs available through the university which contribute to a more satisfactory academic and social experience of its international students. (p. 507)

Mallinckrodt and Leong (1992) affirmed that “international students rely on their academic program faculty for social support rather than their peers” (pp. 71–72). International graduate students are more focused on their academic program and rely on program faculty to become their social network. Institutions must understand that even in graduate school, international students have social integration needs as well. They must provide opportunities for international graduate students and domestic graduate students to interact outside of the classroom.

One of the barriers to social integration is level of comfort of with the English language. “Additionally, cultural norms, language barriers, and the nature of friendships in the host country may also impede international students’ ability to establish friendships, and thus contribute to their feelings of loneliness” (Smith & Khawaja, 2011, p. 703). Not only are there institutional barriers to forming an environment conducive to
social integration, but international students face personal barriers as well. Institutions need to help students build on or gain confidence in these skills to make the social integration process fluid.

**Acculturation**

According to Sandhu and Asrabadi, “Acculturative stress often accompanies emotional pain, such as, feelings of powerlessness, marginality, inferiority, loneliness, and perceived alienation and discrimination” (cited in Yeh & Inose, 2003, p. 17). Mallinckrodt and Leong stated that “in addition to language difficulties, cross cultural differences in social interaction may also prevent international students from forming close relationships with American students and may contribute to acculturative stress” (cited in Yeh & Inose, 2003, p. 16).

According to Sam and Berry (2006), acculturation refers to “the changes that arise following contact between individuals and groups of different cultural backgrounds” (p. 11). Acculturation is an exchange of interpersonal interactions between international students and individuals in the host country whereby both cultures are shared either purposefully or non-purposefully. Acculturation to the campus environment and to the United States can cause serious stress among many international students. International students bring their own culture to the host country and they must then acclimate to a new environment without losing sight of their own cultural identity. “It is important to understand their experiences and problems in order to facilitate the development of multicultural environments that will be supportive of their academic goals” (Kwon, 2009, p. 1020).
Tas (2013) claimed international students leave their home country and enter a new environment, an adjustment that continues well past arrival. International students experience a period of adjustment known as “culture shock” (Tas, 2013, p.2). According to Chen, culture shock is a “disorientation to the norms and practices of the host culture” (cited in Wadsworth, Hecht, & Jung, 2008, p. 67). Disparities in expectations and actual achievement continue to influence this adjustment. As stated by Tas (2013), “Searching for new ways to acculturate these students into communities and campuses enriches their lives and increases the possibility of retaining them as students and allowing them to complete their educational goals” (p.2). Tas (2013) further explained that sociocultural adaptation refers to how well an individual is acculturating in their daily lives to the new context. International students often have needs that are nonacademic, but rather cultural in nature. For students enrolled in institutions of higher education, satisfying academic and non-academic needs related to educational goals, living conditions, finances, social relations, and acculturation is critical (Tas, 2013).

Chavajay and Skowronek (2008) introduced the idea that during the acculturation process, international students may experience low acceptance from their domestic students or their culture; further, they may not understand the cultures of other international students. Tolerance of the other cultures requires time, constant interactions, and intentional efforts aimed at integration.

The international students will be generally focused intently on their academic work and will be ignorant of strategies to use to form friendships with Americans. At the same time, their U.S. peers frequently have little experience of people who are culturally and linguistically different. (Byrd, 1991, p. 12)
Even though is not always priority for international students to make friends and immerse themselves in the campus culture, the institution must create an environment that makes this important. International students attend postsecondary education in the United States with the goal of excelling academically. Part of the academic experience is acculturating to the culture and becoming a global citizen.

Another reason for the lack of interaction between the domestic students and international students according to Bunz is “the American tendency toward ethnocentrism, the habitual disposition to judge people from other cultures by standards and practices of one’s own cultural or ethnic group” (cited in Özturgut & Murphy, 2009, p. 376). Aubrey explained, “Asian, Middle Eastern, and African students have been trained to sit quietly in lecture-type classes and take detailed notes to be memorized in preparation for exams that are usually given only once or twice a year” (cited in Özturgut, 2009, p. 376). Furthermore, international students often have concerns about the competitiveness, individualism, and assertiveness of American culture (Parr, Bradley, & Bingi, 1992). Understanding the culture of both domestic and international students is important to creating a comfortable learning environment.

According to Frey and Roysircat (2006), “In the United States, there is less awareness and availability of help resources that are commonly found in international students’ home countries” (p. 208). Further, “Understanding the relationship between culture and the frequency of utilization of help resources by international students would provide direction to institutions regarding relevant support services for these students” (Frey & Roysircat, 2006, p. 208). Institutions can provide resources on acculturation, but they have limited utility unless international students are using them. Institutions can
model or mimic the resources that are found in their host countries in order to fully support the needs of international students.

Many international students experience acculturative stress when entering American institutions. Smart and Smart (1995) defined acculturative stress as “the psychological impact of adaptation to a new culture” (p. 25). If international students are not creating relationships or if the institution is not helping to build those relationships, international students will have a high level of acculturative stress.

**Historically Black Colleges and Universities (HBCUs)**

It is important to analyze the historical premise of HBCUs and the ways in which they support current and future students. According to Brown et al. (2001), “These colleges and universities were able construct environments that allowed them to supply their students with skills that would help them succeed in life as well as in the classroom” (p. 559). Because the founding principles of HBCUs were to provide underrepresented minorities with educational opportunities, international students can also benefit from this mission. International students attend HBCUs in order to access an environment that may not be available in their country, and to gain life skills and an academic education. Brown et al. (2001) further stated that “since their inception, these institutions have continued to successfully promote an educational agenda that is both academically superior and culturally relevant” (p. 560). Culturally relevant teaching is important for students who attends HBCUs because it helps them to identify with the material. HBCUs can teach international students about the culture so that they have a deeper
understanding of the institutional purpose, which can also help with the acculturative process in general.

According to Allen, Epps, and Hannif (cited in Brown et al., 2001), black students at predominantly Caucasian colleges experience the following: “(a) lower academic achievement (b) lower persistence rates, (c) poorer overall psychological development, (d) less likelihood of enrolling in advanced degree programs, and (e) lower postgraduation attainments and earnings” (p. 566). This demonstrates that “Black students have a difficult time developing a healthy personal identity and often experience feelings of isolation and discrimination on predominantly White campuses” (Brown et al., 2001, p. 566). Brown explained that black colleges are often more accepting and less prejudiced. Black colleges differ in many ways from predominantly white institutions: “These institutions have always been inclusive and open to all those who sought access to higher education. HBCUs practically invented the open door policy which welcomed all that applied” (Brown et al., 2001, p. 567). Because HBCUs are typically more accepting of others and different cultures, international students are able to feel at home and develop a comfortable space to learn and grow.

**Summary**

International students provide great benefits to college campuses for multiple reasons. Postsecondary institutions must understand that international students offer more than monetary benefits. To remain current in higher education trends, international students must be a part of the strategic plan and mission of the institution. HBCUs
educate minorities and allow others to grow while preserving their culture. International students can grow in this environment and succeed if provided with the right resources.
CHAPTER III

THEORETICAL FRAMEWORK

Many HBCUs struggle to thrive due to low enrollment and financial difficulties. Attracting international students can provide an opportunity for HBCUs to resolve both enrollment and financial issues. Another added benefit is that the learning and educational experiences that both international and domestic students will have available to them will be enhanced through their constant interactions and cultural exchanges with people who are different from them in many capacities. If the interactions among international and domestic students are intentional through staff and administrators, the learning process can prepare students to enter a global workforce successfully.

Furthermore, HBCUs benefit from encompassing both American culture and black American culture, which are uniquely different from each other. Ways in which HBCUs differ from predominantly white institutions are not only the academic focus of the institutions, the demographics of students who attend these institutions, and the social structure of the students and the institutions; but the norms and mores of this community of learners, may in many cases, be uniquely different. Additionally, due to this unique culture at HBCUs, it is important that both international and domestic students acculturate through constant social integration. While culture shock is common among international students; black culture, and its uniqueness, can provide a different level of
culture shock. Thus, it is important that international students and domestic students can acclimate and acculturate with each other. Although some may think that focusing on admitting international students deviates from the original mission of HBCUs, to provide African Americans with an exceptional education, international students can add to the educational process by providing different perspectives inside and outside of the classroom.

In order to examine the recruitment and retention strategies of an HBCU and their international student population located in the southeastern region of the United States and in a large metropolitan area, a grounded theory approach including the use of both descriptive statistics and qualitative measures. The theoretical framework for the study focuses on the following theories: (a) Berry’s Model of Acculturation (2006) (see Appendix A), (b) World Education Services (WES) Interdependence of Recruitment and Retention Practices (2014) (see Appendix B), and (c) Tinto’s Integration Model (1975) (see Appendix C). These theories explain a few factors: the way students move to cultural competence, methods institutions can use for recruitment and retention as interdependent ideas, and techniques to integrate students socially to increase retention. These theories support the research by showing the relationship between recruitment and retention through social integration and acculturation on HBCU campuses. These theories show that while it is possible for HBCUs to recruit international students, they must figure out a way to retain them. Tinto’s Integration Model (1975) shows that if students become socially engaged in campus culture, retention rates increase. Therefore, in order to retain international students at a higher rate, HBCUs must engage them
through on-campus events and activities. If retention rates among international students rise, HBCUs will have greater success recruiting internationally in the future.

Tinto’s Integration Model (1975) also explains “that the process of dropout from college can be viewed as a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems (as measured by his normative and structural integration) continually modify the goal and institutional commitments in ways which lead to persistence and/or to varying forms of dropout” (Tinto, 1975; p. 94). Furthermore, Tinto (1975) clarifies that “The individual’s integration into the academic and social systems of the college most directly relates to his continuance in that college” (p. 96). Tinto’s model (1975) explains the importance of a person’s experiences at an institution and the ability for those experiences to have a direct impact on their decision to stay at an institution. If an institution wants to retain students, it is integral for them to work with students and provide appropriate resources, services, and opportunities.

Berry’s (2006) framework of acculturation is impactful to the study because it describes a mutual influence and exchange between two groups who are in contact. The acculturation framework highlights the contact between two cultures and identifies the “cultural and psychological changes that take place and determines how these changes come about” (Sam & Berry, 2006, p. 21-22).

According to the World Education Services (WES, 2014), there is an interdependent relationship between recruitment and retention. A recruitment strategy cannot focus solely on recruitment without addressing the needs of retention. Rather, retention is a key factor of recruitment. If institutions can improve experiences for
international students, they can improve their enrollment life cycle through increased retention and therefore stronger recruitment.

Many colleges and universities have a goal of strong recruitment of international students, but the retention of these students is just as important, if not more important than the recruitment. Berry’s (2006) theory of acculturation will help institutions understand the acculturation process while WES (2014) will help the institutions recognize the relationship between recruitment and retention. Tinto (1975) allows institutions to understand that social integration affects the retention process. The survival of HBCUs is dependent on these five variables. Figure 1 shows the relationship between the independent and dependent variables of this research.

**Independent Variables**

- Recruitment of International Students
- Social Integration of International Students
- Acculturation of International Students
- Retention of International Students
- Cost of Attendance

**Dependent Variables**

- Historically Black Colleges and Universities

*Figure 1.* Relationship between the independent and dependent variables.
Definition of the Variables

Independent Variables

Acculturation is the extent to which both domestic students and international students are able to learn the value in experiencing each other’s cultures, which then gives both student groups a global perspective.

Cost of Attendance is defined as the amount of money it costs to matriculate at the university.

Recruitment is the extent to which HBCUs bring international students to their institutions for an academic learning environment. These actions can be via personal communication or digital communication.

Retention is the extent to which international students continue their matriculation at the same HBCUs through their four years of postsecondary education.

Social Integration is the extent to which domestic and international students interact with each other on a consistent, constant basis through formal or informal activities or environments.

Dependent Variables

HBCUs are institutions in which students of color or underrepresented minorities attend to receive culturally relevant teaching in an environment that nurtures their holistic development.

Limitations of the Study

Although this study is impactful, there are some limitations since not every factor was addressed.
• This study does not account for every HBCU in the southeastern region because of their distinct campus cultural differences.

• There was no existing research specifically about HBCUs and their current international student population, so there is not much research about a specific population of international students attending HBCUs. Moreover, some HBCUs may have higher admission numbers of admitting international students than others.

• Another limitation that this study does not address is domestic student perceptions on their international peers. This solely examines the institutional perspective and the international student perspective.

• Only one HBCU was used in this research, which does not account for all HBCUs.

• Small sample size

Summary

This chapter provided a knowledge base for the study conducted. The theoretical framework provides an outline to understand the research and its importance. Furthermore, the theoretical framework provides answers to how HBCUs can thrive in today’s educational market by recruiting and retaining international students. Due to economic hardships, many HBCUs have been forced to close their doors, but an emphasis on recruiting and retaining international students will not only rectify financial woes, it will enrich campus environment and the education of black Americans.
CHAPTER IV
RESEARCH METHODOLOGY

Introduction

This study was designed to examine ways that HBCUs can increase enrollment and thrive in tough economic times while also preparing its students for a global workforce by recruiting and retaining international students and acculturating them through formal and informal social integration activities. These formal and informal social integration activities encourage and can increase retention among the international student population, which in turn brings an increased number of international students to HBCU campuses. The researcher used a qualitative approach to this study to address the current international recruitment efforts and the perceptions of the international students and institution staff in reference to social integration and acculturation practices. These results will inform other HBCUs of ways to globalize their campuses, gain economic wealth, and ways to maintain survival through specific target practices.

Design of the Study

This study was conducted at an HBCU located in the southeastern region of the United States. Many students choose to attend HBCUs because they are able to gain an ethnic infused academic curriculum, the feeling of empowerment as they share educational goals within the same cultural group, size of the student population, the
impact of legacy generations, and many more reasons. Many HBCUs focus on their financial future and ways they can generate money to fill the enrollment gaps and financial deficit. The independent variables such as recruitment, social integration, acculturation, and retention were addressed through a variety of methods. According to Creswell (2009), grounded theory is “A qualitative strategy of inquiry in which the researcher derives a general, abstract theory of process, action, or interaction grounded in the views of participants in a study” (pp. 13, 229). The data were gathered by document review and interviews of institutional support staff, interviews of international undergraduate and graduate students, and ongoing informal observations.

**Description of the Setting**

Many famous graduates are respected for their professional work both locally and nationally at this HBCU. The researcher attends this HBCU as a graduate student and attends courses with some of the international students. This HBCU has an enrollment of approximately 2,398 students. There are currently 307 international students at this institution and 83% are from Saudi Arabia. It is unknown the breakdown of graduate and undergraduate international students from the number provided.

**Sampling Procedures**

To delve into the perceptions of the targeted student population, the researcher interviewed international students that were identified and approved by the institution. In Creswell (2013), Strauss and Corbin (1998) state, “A key idea is that this theory development does not come from ‘off of the shelf’ but rather is generated or “grounded” in data from participants who have experienced the process” (p. 83). The data were
collected by an established timeframe to provide the researcher time to complete thorough informal observations and interviews. The instruments were sent to Institutional Review Board (IRB) for approval. The research was conducted during business hours for the institutional employees and after business hours to accommodate the students’ schedules. The researcher did not know the international students ahead of time, but because of their relationship to the institution, some of the international students in this study were known by the researcher’s institutional affiliation. Charmaz (2006) states “In grounded theory, I recommend including 20 to 30 individuals in order to develop a well-saturated theory, but this number may be much larger” (cited in Creswell, 2013, p. 157).

**Working with Human Subjects**

The researcher obtained (IRB) approval from the participating HBCU and from the participants in the study. The names of all participants (students and staff) remained anonymous. In order to assure anonymity, the researcher assigned a code to each interview. There is no harm done to any of the students or staff in the data collection process.

**Instrumentation**

The researcher’s dissertation committee chair approved the informal observations and interviews prior to administering it to the participants. The researcher and the members of the dissertations committee at Clark Atlanta University developed the interview questions. Informal observations analysis was used to determine the interaction of international students with their domestic peers and administrators. The researcher
reviewed documents to determine patterns and trends. The interviews allowed the researcher to ask specific questions to guide the research and understand the perceptions of both the international students and the staff.

Participants/Location of Research

The researcher conducted the study at a place convenient to the participating students. Since this is grounded theory research, the researcher conducted the research in an environment where participants were comfortable. The researcher attends this HBCU as a graduate student. The researcher attends courses with some of the international students. As stated in the description of the study, this HBCU has an enrollment of approximately 2,398 students and the international graduate student population is unknown at this time. There are currently 307 international students at this institution and 83% are from Saudi Arabia. All interviews were recorded so the researcher can further analyze the data.

Data Collection Procedures

1. The researcher observed the Office of International Programs at the approved institution.
2. The researcher interviewed international undergraduate and graduate students willing to participate.
3. The researcher interviewed administrators who work with international students.
4. The researcher acquired retention data for document review.
5. The researcher acquired cost of attendance data for document review.
6. The researcher transcribed and coded all data.

7. The researcher reviewed all data for emergent themes.

8. The researcher created a discussion for the emergent themes.

Observation was an ongoing process. All interviews were recorded so the researcher could refer back to this for transcribing and understanding any emergent themes or information needed for the study. The researcher coded all interview responses properly.

Step 1: Observed the Office of International Programs at the approved institution

Step 2: Interviewed international undergraduate and graduate students willing to participate

Step 3: Interviewed administrators who work with international students

Step 4: Acquired retention data for document review

Step 5: Acquired cost of attendance data for document review

Step 6: Transcribed and coded all data

Step 7: Reviewed all data for emergent themes

Step 8: Created a discussion for the emergent themes

**Statistical Application - Descriptive Statistics**

The researcher used descriptive statistics to discuss the increasing or decreasing trends of international students at the HBCU. The researcher used cost of attendance, more specifically, the amount of tuition attributed to international students. The numbers were assessed by the researcher to determine the increasing or decreasing trends as well as the economic benefit the students currently have on the institution.
Statistical Application - Qualitative

The researcher used the qualitative data to analyze any emergent themes. The researcher observed the administrators who directly work with international student. The researcher conducted all of the interviews. After all of interviews with administrators were completed, the researcher transcribed and noted any emergent themes. The researcher interviewed the international students for perceptions about their time on an HBCU campus. The researcher observed the international students in their interactions with domestic students and staff. Finally, this information was transcribed and coded. The researcher used all information for the analysis of data in chapter five.

Summary

This study examined the survival of the HBCUs by recruiting international students and using acculturation and social integration to retain them. This section explains the data analysis and the ways the researcher conducted the study. Each of these elements plays a key role in determining the validity of the benefits international students can provide to HBCU institutions. Qualitative studies allow multiple themes and participant ideas to be used together to help give a clear vision to the researcher, and subsequently they can examine the problem. A grounded theory study allowed the researcher to analyze interviews and information to create themes. Informal observations are essential to the study because they allowed the researcher to validate the interviews and statistical information. These methods of study will provide a holistic view of the international student experience and the ways HBCUs can support this student population. Document review is important because the researcher analyzed increasing
and decreasing trends as it pertains to cost of attendance and enrollment of domestic and international students.
CHAPTER V
ANALYSIS OF THE DATA

Introduction

This chapter displays the data collected during the course of the study, which is both qualitative and descriptive statistical data. Thus, the study can best be described as a grounded theory. Creswell (2013) states, “Grounded theory is a qualitative research design in which the inquirer generates a general explanation (a theory) of a process, an action, or an interaction shaped by the views of a large number of participants” (p. 83). In this study, the researcher used several select instruments to gather data. First, the researcher conducted informal observations of operational protocols implemented by the Office of International Programs which is the site most frequented by international students. Second, the researcher conducted interviews with international graduate and undergraduate students as well as administrators who work directly with the international student population. Finally, the researcher collected documented data as it relates to the enrollment and cost of attendance. A grounded theory study allows for a complete and thorough understanding of the subject(s) in question; it provides insight, which helps the researcher to make implications and draw conclusions related to the findings of the research questions.

The purpose of this research was to understand international students’ educational experiences and make suggestions to support institutions as they continue to assist
international students to thrive in an HBCUs learning environment. The qualitative data reflects the attitudes, ideas, and feelings of international students and the administrators who work directly with them. The interviews with the administrators investigated their current acculturation, social integration, recruitment, and retention practices. The purpose of the interviews with the students was to understand their attitudes and perceptions of their experiences. Furthermore, this also helped to understand the impact of the institutional recruitment and retention efforts on these students’ educational experience at an HBCU. The process was designed to allow the interviewees to speak freely and openly about their experiences. Therefore, additional information was revealed that was included with the data.

The choice to observe the operations in the Office of International Programs was with the goal to understand the environment in which the international students and staff work within. The informal observations gave insight to the needs of not only the administrators, but also the students. The choice to collect quantitative data was to look at the relationship between retention numbers relative to cost of tuition. This is relevant to the study to verify the financial benefits HBCUs can gain from the recruitment and retention of international students. Moreover, the quantitative data provided insight to whether the administrators’ efforts at retention of this targeted student population were meeting their needs.

Description of the Data

The coding in this research was developed so the researcher could easily identify the interviewees when referring back to the collected data. Every interview was recorded
for coding and for identifying emergent themes. The researcher labeled interviewees by initials and a number. For example, IGS1 was the first international graduate student, IUGS1 was the first international undergraduate student, and A1 was the first administrator interviewed. The researcher recorded the words of the participants verbatim, and since English is not the first language for all of the participants, the grammar is purposeful. The quantitative data were not coded in the research. There were 20 participants, all from the same targeted university and country. Two of the participants were administrators: the Administrator of International Programs and the Administrative Assistant in the Department of Educational Leadership; seven were international undergraduate students, and 11 were international graduate students.

**Qualitative Data**

The qualitative data were collected from the informal observations and interviews of all of the participants in the study. The interviews were conducted to provide as much information about the international student experience possible. The main goal of the interviews was to discover if there was a gap between the perception of the university’s effort to provide support and what international students gained from these efforts.

The informal observations of the Office of International Programs took place during the week of January 25, 2016 to January 29, 2016. The informal observations were done to give the researcher a perspective without any student interactions. The researcher focused on the interactions between and among international students, domestic and international students, and administrators and international students. Certain interactions observed by the researcher were notable including the following two
interactions: (a) the researcher noted that students from Saudi Arabia spoke with each other in Arabic and (b) international male students did not interact with international female students. The observer also noticed that there was very little interaction between international students and domestic students. Throughout the informal observations, only one international graduate student interacted with a domestic graduate student.

The informal observations research conducted was during the university spring registration; most of the students needed to speak with an advisor about class schedules. The Office of International Programs was extremely busy during this time as a result. The researcher observed a lengthy number of students waiting to meet with the single professional staff member assigned to this department. Following is a schedule of the observations (see Table 1).

Table 1

*Informal Observations*

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 25, 2016</td>
<td>Monday</td>
<td>5 hours</td>
<td>International student interactions among each other</td>
</tr>
<tr>
<td>January 26, 2016</td>
<td>Tuesday</td>
<td>3 hours</td>
<td>International students with Office of International Programs</td>
</tr>
<tr>
<td>January 27, 2016</td>
<td>Wednesday</td>
<td>2 hours</td>
<td>International student interactions with domestic students</td>
</tr>
</tbody>
</table>

(continued)
Table 1 (continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28, 2016</td>
<td>Thursday</td>
<td>2 hours</td>
<td>Administrator with international students</td>
</tr>
<tr>
<td>January 29, 2016</td>
<td>Friday</td>
<td>3 hours</td>
<td>Comprehensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 hour - international students among each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 hour - international students with domestic students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 hour - international students with administrator</td>
</tr>
</tbody>
</table>

After the researcher completed the first day of informal observations, the student interview process was initiated with students before and after classes. The on–site interviews were conducted to provide a convenient location for both students and researcher. Following are the interview questions for the international graduate and undergraduate students.

**Interview Questions for International Students**

1. How long have you been a student at this HBCU?
2. What is your country of origin?
3. Why did you decide to attend this HBCU?
4. Did you know the nature of an HBCU before attending?
5. What was your first impression of an HBCU?
6. Why did you decide to stay at an HBCU?
7. What clubs or organizations do you participate in? If Yes, what or who helped you decide to join?

8. What programs sponsored by the International Student Service office did you attend? If you attended, what did the programs teach you?

9. At any point in your academic career, did you think about leaving? If yes, Why?

10. Do you have many domestic student friends? International student friends?

Once the student interview data was collected, the researcher interviewed select administrators in order to add to the body of knowledge from both perspectives for this study. The interview questions for the administrators read as follows:

**Interview Questions - Professional Staff**

1. What programs or activities do you have for International Students to interact with domestic students?

2. What are the goals of your program for the socialization of international students?

3. Were the goals based on any research done on these students to determine their needs?

4. Are the activities of the program aligned tightly to the goals?

5. What systems do you have in place to acclimate international students to the U.S. culture?

6. Do you explain the HBCU culture to International students during recruitment? Why or Why not?
7. During recruitment, do you specifically target international students?

8. Why do you recruit international students at an HBCU?

9. To your knowledge, what are the largest issues that international students face?

10. Of the international students enrolled in any given year, approximately what percentage leaves or do not return the following year?

11. Do they tell you their reasons for leaving?

12. What services do you offer international students? How often do they use these services?

The researcher concluded several emergent themes resulting from the data received by the interviews. The administrators spoke on several occasions about communication, accommodation, and assimilation as a large focus for their departments. A common theme amongst international graduate students was their need for a smaller campus environment. Both graduate and undergraduate international students felt a large international student friendship network was important to their overall educational experience at an HBCU.

**Analysis of the Interviews**

All responses to the interviews related back to the four research questions. In order to answer the research questions for this study, it was important to analyze responses to the interview questions provided by students and administrators. The format for the analysis below appears in the following order: the stated research question, the corresponding interview question, and the response(s) to the question.
RQ1: Does the current HBCUs recruitment process address acculturation needs of graduate and undergraduate international students?

**Interview Question:** Do you explain the HBCU culture to international students during recruitment? Why or Why not?

Research question one addresses recruitment strategies used by the university for both graduate and under-graduate international students and if an explanation of the unique environment of a historically black college or university was provided.

**Findings for Administrators**

- The administrators confirmed that during the recruitment period, the cultural make-up of the university was not addressed. The students did not know the unique nature of the campus nor was it explained, unless they conducted their own research about the pending university they were to attend.

- Upon the students’ arrival on campus, they are taught the history of the campus and the reason for its existence.

  **A1 stated:** They rely on the Office of International Programs to acculturate the international students. (Personal communications, January 29, 2016)

- The university uses an external contractor to recruit students internationally.

  It was evident, that the administrators working with international students were unaware of the recruitment process employed by the contracted company. A1 understood the responsibility of the Office of International Programs and work to ensure that students’ needs are met. This administrator felt that was important to understand that it
should be a collective responsibility for all employees of the institution to acculturate international students. The international students arrived at the institution where they were informed of the history, cultures, and traditions of HBCUS. If the students arrive at the university and have no prior knowledge of the campus culture, this could have an impact on retention numbers of international students.

**RQ2:** What social integration strategies are HBCUs using to retain International graduate and undergraduate Students in their respective institutions?

The administrators stated they provide established programming and various activities to support the social needs of the students. However, many of the international graduate and undergraduate students reported they have not attended programs scheduled by the Office of International Programs.

**Interview Question:** What programs or activities do you have for international students to interact with domestic students?

**Findings for Administrators**

- The administrators rely on university student organizations to spearhead the creation and formation of strategies that promote friendships between domestic and international students.

- It was evident that administrators understood the importance of programming that catered specifically to the needs of the international student population.

**Interview Question:** What programs sponsored by the Office of International programs did you attend? If you attended, what did the programs teach you?
Findings for the International Graduate Students

- Eight of 11 did not attend any programs provided by the Office of International Programs.
- Two of 11 are a part of the student organization.
- One of 11 works in the Office of International Programs.
- Two of 11 students actively participated in the programs.
- Eight of 11 are not a part of any club or organization at the university.

Following are statements provided by the international graduate students who are active in the Office of International Programs and participants in student clubs or organizations. They also spoke of reasons they were or were not active.

**IGS9:** Jimmy Carter came which was sponsored by our office. We went. We had a famous psychologist from back home, International festival where all the students participate and we had different stations with food and clothing. (Personal communication, January 27, 2016)

**IGS10:** Yes. It was International Day. (Personal communication, January 28, 2016)

**IGS11:** We have a Saudi club organization and usually I work with them or help them with the new students especially in Educational Leadership. They ask about school. I didn’t go to mine because I came late and I didn’t get any information from anyone. Usually my personality is to search on the internet. (Personal communication, January 28, 2016)
The three international graduate students that were active on campus participated in programs and activities sponsored by the Office of International programs. A few of the international graduate students attended International Day, which showed they have pride in their culture. The international graduate students wanted to share their culture with others and this program had the most participation from the international student population. It was evident by the number in attendance that these students wanted to share their cultural experiences with domestic students and faculty around the campus.

**Interview Question:** What clubs or organizations do you participate in? If yes, what or who helped you decide to join? (Graduate Students)

**IGS1:** I participate with the Saudi club the international affairs. (Personal communication, December 21, 2015)

**IGS9:** I am a part of the Muslim Women organization that belongs to the Office of Multicultural Affairs, because we want to represent Muslim women the right way and clear all the misconceptions about us. To say we are good people, we are not oppressed and we live our lives normally like you. (Personal communication, January 27, 2016)

**IGS11:** No, I actually don’t have time. I have two kids, I study, my wife studies, my wife’s classes are in the morning and mine are in the afternoon. I’m usually busy on weekends; I try to spend time with my kids. I know it’s important but I don’t have time. My kids want me close to them. (Personal communication, January 28, 2016)

International graduate students have many reasons that they take into account when choosing whether or not to be active. Another trend discovered, was that the
international graduate students wanted to be a part of an organization that displayed their culture and dispels myths. The international graduate students want to teach the domestic students, faculty, and staff through the different forms of cultural exchange. Additionally, many of the graduate international students are married and have children. They take their family obligations seriously and often miss events due to placing family first. Institutions must keep that in mind as they continue to support this student population.

**Question**: What programs sponsored by the Office of International Programs have you attended? If you attended, what did they teach you?

**Findings of International Undergraduate Students**

- One of 7 attended programs by the Office of International Programs.
- One of 7 took a position of leadership in the student organization.
- One of 7 wanted to get acclimated to the university before joining any club or organization.
- Three of 7 have planned to join a student club or organization.

The responses below explain the reason some of the students are not yet involved in student organizations or the reason they have not attended any programs.

**IUGS4**: Not yet. We just got here so maybe our second year here we will think about it.

**IUGS6**: Yes. Student orientation and International day because I’m the VP I have to work the event.

Many of the international undergraduate students were not active on campus. Most of the participants have been at the university for a short period and have not yet
learned the university system. Once the international undergraduate students have a better understanding of college life, they stated their intentions to become part of select clubs and organizations. IUGS6 took a position of leadership, but this student had also attended the university longer than any of the other international undergraduate students had. This is the prevalent trend for the international undergraduate students because they join clubs and organizations that highlight their culture.

**Question:** What clubs or organizations do you participate in? If yes, what or who helped you decide to join? (Undergraduate Students)

**IUGS4:** No. I was thinking about joining the Saudi club here but I changed my mind. I need to focus on school so I changed my mind

**IUGS6:** No not yet. I’m planning to. If you consider the Saudi student organization a club then I am the Vice President. I want to join other student clubs on campus.

The international undergraduate students speak of joining the Saudi student club. This trend continues throughout the narrative for the international students. The international undergraduate students understand that their main focus is academics but they want to be a part of other clubs and organizations but they only mention the Saudi student club specifically.

**RQ3:** What are international graduate and undergraduate students’ perceptions of the HBCUs current acculturation strategies?

**Question:** Did you know the nature of an HBCU before attending? (Graduate Students)
Findings for the International Graduate Students

- Six of 11 did not know that this university was a historically black college or university.
- They all stated they did not mind that this institution was historically black.

Below are the responses that explained the reasons the international graduate students did not know the institution they were attending was an HBCU prior to coming and it does not seem to be of importance to them.

**IGS2:** No not really but some of the international students, they told us it was for African Americans and no other Americans are here. We said we are going to go and we will see. All of the teachers and students are really friendly.

**IGS11:** In our religion, it is important not to make judgments on black or white. We have to look at the behavior. I saw they don’t have a big difference like American people here in the past. We don’t have that in our religion so we learn from our parents, schools, and people to respect all. We don’t care about that. When I came the first day I wasn’t surprised by the people but only surprised there were no white people. When I see just black people I got worried about the campus because it’s in a dangerous area. We don’t know how to deal with crime here.

The international graduate students heard about the campus culture and decided to attend the university and experience this for themselves. If the recruitment efforts explained this information, the students would be more informed. It is also important for
the institution to understand the religion of many of the international students. The international students’ religion teaches them tolerance, which works to the institution’s advantage. This may be the reason that retention is high and many of them want to remain at the institution. The culture of most HBCUs is one of nurturing the student population.

**Question:** Did you know the nature of an HBCU before attending?

(Undergraduate Students)

**Findings for International Undergraduate Students**

- One of 7 students did not know the institution was a historically black college or university.
- IUGS6 and IUGS7 expressed an affinity towards attending an institution that was historically black because their cultural and personal values related to those of people of color.

**IUGS6:** Yes. That was one of the things that made me come here. You know Saudi Arabia is near Africa so we have a lot of things in common when it comes to food, how to raise children, a lot of things. You would be surprised.

**IUGS7:** Yea, I know. I know and I like these people really.

The two undergraduate students above expressed their reasoning for enjoying the institutional uniqueness. IUGS6 states that their values are similar and that is the reason they want to be a part of this community. The international students believe in the
current mission and that there is educational gain in attending an institution that caters to their academics and personal values.

RQ4: Do social integration strategies of international graduate and undergraduate students at HBCUs have an impact on the retention of this targeted student population.

The administrators have many programs and encourage students to meet others that are not of the same culture. According to the administrators and the quantitative data, the retention numbers are high. The international students do have not acquired the friendship of many domestic student and they tend to befriend others from their same country. Some of the international students admitted they want to make more friends that are Americans.

**Question:** Of the international students enrolled in any given year, approximately what percentage leave or do not return the following year? Do they tell their reasons for leaving?

**Findings for the Administrators**

- A1 spoke of retention based on the sponsors of the international students. If the students are performing well academically, the external agency that sponsors them will allow them to remain at the institution. If the students are not performing well academically, then the external agency sponsoring them will no longer fund them and the student must return to their home country.
- A2 spoke of the different opportunities international students have to socially integrate. The administrator also had a sense that there is a lack of academic support for the international students.

- The major reasons reported for dropouts are pregnancy, disinterest, and academic failures.

Below is one of the administrator responses to retention rates.

**A2:** I have been here for a semester and I say that because that’s my tenure here. I can tell you, there is not a retention issue among the International Students. There are two significant reasons:

1. The International Students that are matriculating have a majority of them are sponsored by the government. (By sponsored, I mean they are by the countries, foundations, or organizations). They don’t have to worry about money.

2. The second reason is a majority of them have been identified by their home countries for specific jobs. When they leave here, they’re expected to return. The retention rate is above 90%. There have been some who dropped out due to pregnancy and other reasons.

Since the Office of International Programs was new to this institution, some of the data was not readily available in the same department. As the department grows, data will be collected and housed in this office for program evaluation and planning purposes. The obvious benefit for this institution to have a large number of international students
(Approximately 300) was the economic and the global integration of learning that can take place in the classroom.

**Question:** Do you have many domestic student friends? (Graduate Students)

**Findings for the International Graduate Students**

- Four of 11 have domestic student friends.
- They all have many international student friends.
- Two of 11 indicated they wanted to change the habit of limiting their association to only other international students as friends.
- All of the students wanted to remain enrolled at the university.
- Two of 11 want to remain at the university after graduation.

**Question:** Do you have many international student friends? (Graduate Students)

These responses correlate to the international graduate students’ friendship networks and their reasoning for not having American friends.

**IGS2:** American students, most of the time they are busy. So they are working and studying some of them are working and studying at the same time so sometimes we cannot reach them. Social media keeps you with them like Facebook, Snapchat, Instagram.

**IGS4:** Yes, a lot. I want to change this habit.

The international graduate students have friends from their native country but they find it difficult to make American friends. While international graduate students understand the importance of having American friends, they still are not able to cultivate friendships easily. The research reveals that international students understand the need to
nurture friendships with those that are similar to them, but have not fully integrated themselves in the HBCU culture. The great distance from their homeland drives them to form these close family ties with others from their country for support and information. Friendship networks are important to the international students and their success at any university. They are comfortable in making “safe” friendships before they branch out.

**Question:** Do you have many domestic student friends? (Undergraduate Students)

**Findings for the International Undergraduate Students**

- Six of 7 do not have domestic student friends,
- Six of 7 have international student friends.
- One hundred percent of the undergraduate students indicated they want to stay after graduation.

**Question:** Do you have many international student friends? (Undergraduate Students)

Below are the responses of the international undergraduate students and their friendship networks.

**IUGS4:** Since I come here, I try to make more American friends so I can learn the language right. I was avoiding people from Saudi Arabia.

**IUGS7:** I know some people. I’m a freshman and I will know more people. I know more Saudi students because we have a club and we talk a lot.

The international undergraduate students are new to the institution so they have not had a chance to make many international student friends. IUGS4 understands the
importance of making American friends so they can practice and learn the language. This is another benefit that they can take back to their country. Since the Saudi Arabian student population is the largest international student population on campus, the international students want to join the Saudi Club. This club gives the students the opportunity to interact with others like them and create the friendship networks. This club was self-started and the students meet regularly to provide support and exchange information about resources on campus.

**Question:** At any point in your academic career, did you think about leaving? If yes, why? (Graduate Students)

Below are responses from the international graduate students related to leaving the institution prior to graduation. Some of the students explain that they want to further their education beyond their master’s degree in America.

**IGS8:** No, I hope to complete my doctoral degree after masters

**IGS9:** Of course not. The only thing that bothers me is I’m paying out of pocket no scholarship. I wish I could stay forever and work after I graduate but we are not eligible because we are on F1 visa; you finish and you go.

The international graduate students responded that they enjoy the university environment and would like to remain at this institution, even after completing their current program. The HBCU environment has met the needs of most international students and they appear to be performing well academically. The international graduate students may not have attended any programs by the Office of international programs or the institution but they all express a desire to remain in America.
**Question:** At any point in your academic career, did you think about leaving? If yes, why? (Undergraduate Students)

The International undergraduate students expressed their feelings towards leaving the institution and the reasons for staying.

**IUGS1:** I don’t think so. I’m starting to feel comfortable so I don’t want to go to a new place and try to be comfortable and find new friends. I hate that.

**IUGS4:** For me, it’s too hard. I wasn’t feeling comfortable studying here because I didn’t like the type of food here. I tried to change the state but I said ok, I can cook my own food, so I guess it’s better to stay in the same state. I have been in America for three years and it is way too hard to figure everything out again.

Most of the international undergraduate students were new to the HBCU institution and environment. The international students have not had time to fully understand the culture or process reasons for leaving an institution. They stated they wanted to be in a comfortable place and moving to another institution would cause instability that they did not want. Mobility from one institution to another would mean adjusting another new environment and operational system for the international students. Stability was what these students sought. One of the reasons IUGS4 wanted to leave the institution was the dislike of American food. The institution should keep this in mind as this international student population grows.
Qualitative Data - Supplemental Research

As stated earlier, some qualitative data did not relate to the research questions, but was important to the interviews. Data indicating what countries they are from and the length of time at the university would help clarify many of the responses to the interview questions. This information can impact student involvement and the number of friends they have at the institution. All of the international students interviewed for this research were from Saudi Arabia. The length of time an interviewee attends an institution has an impact on their attitudes and adjustments. Only three of the international graduate students attended the institution for longer than 1 year.

IGS5: Since 2014. This is my second year here

IGS9: Since Fall 2014

International students enrolled in the graduate programs at the university had attended for the longest duration of time. This period helped the international graduate students to have a better understanding of their attitudes, feelings, and perceptions about the HBCU environment. Their time at the university also correlated to their lack of involvement. Some of the international graduate students began in 2014; they had not attended any programs or joined clubs or organizations since their enrollment. The Office of International Programs is a new department so the international graduate students, who began in 2014, have not fully reaped the benefits from this department.

Only one international undergraduate student had been at the university for longer than one year. Most of the international undergraduate students began their matriculation during the spring 2016 semester. Below are the responses of the international undergraduate students when questioned about their length of time at the university.
**IUGS1:** I have been here for 2 weeks

**IUGS6:** 2 years

Many of the international undergraduate students have not had been enrolled long enough to gain a full perspective of the institution. They had not been active or part of the institution long enough to experience all of its benefits. All of the international undergraduate students had intentions on remaining at the HBCU where they were enrolled which meant the first part of their collegiate career must have gone well.

There was some information that the administrators provided that was important to recruitment and retention as a process. A1 states that the department receives only the applications from admissions and does not actively recruit international students. The international students heard about the HBCU program through the efforts of former administrators. A2 admits that they are not involved in the recruitment process and their only recruitment strategy included having current international students recruit a friend to attend the university. A2 also speaks of the retention numbers of the international students during their time at the institution. Following are the administrators’ responses when asked about recruitment and retention,

**A2:** That is something I am not involved in. I don’t do the recruiting. That’s left up to admissions. Let me tell you what we did for the new students we had. I said to the international students, I want you to recruit one friend to consider enrolling in the university for the next semester. I was happy to see that a number of them stepped up to the plate and did just that. That’s why the numbers increased. As you well know, I don’t care how slick you are, students are any institutions’ biggest recruiters. I know that we hire an
outside company to recruit for us and they make the connections on our behalf.

The Administrator of the Office of International Programs is new to the department and still learning campus culture. While it is important to have an experienced and well-seasoned staff person in the department, they must also use their connections to bring more international students to the institution. The Administrator of the Office of International Programs must be creative in their recruitment efforts. The used of students to recruit other was beneficial in the spring semester considering there were 89 new international students.

**Interview Question:** Do you have retention numbers?

**A2:** I have for a semester and I say that because that’s my tenure here. I can tell you, there is not a retention issue among the International Students. The retention rate is above 90%.

The retention information is not readily available to the department. The Office of International Programs cannot look for ways to improve without having semester retention numbers and the reasoning for dropouts. The department will not know the different areas that need improvement without data. The researcher was not able to find this data during this process and neither did the administrators.

**Descriptive Statistics**

The descriptive statistics of this research focuses on the enrollment of international and domestic students and the cost of attendance at the university. This information is important because it displays increasing and decreasing trends of the
students as well as the cost. The cost of attendance and enrollment affect the survival of
the HBCU. These data were gathered from the website of the HBCU.

The data show a yearly increase of international students who enroll in both
graduate and undergraduate courses (see Table 2). The information was not provided to
the researcher on paper for the fall 2015 academic year, but the Office of International
Programs states that the total number of international students currently at the university
is 307. Considering that in the fall 2014, the total amount of international students was
127, it is clear that international student enrollment is increasing exponentially.

Table 2

*Enrollment of International Students*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>15</td>
<td>22</td>
<td>35</td>
</tr>
<tr>
<td>Graduate</td>
<td>30</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>69</td>
<td>127</td>
</tr>
</tbody>
</table>

The data show that the enrollment of undergraduate students decreases with each
academic year while the graduate student enrollment increases every year. In fall 2012
and fall 2013, the rising population of graduate students was able to fulfill the deficit left
by the decreasing numbers of domestic undergraduate students (see Table 3). Moreover,
graduate students were able to compensate for the loss in undergraduate students and the
overall number of students attending the university increased. However, that is not
always the case. In fall 2014, even though the number of graduate students increased,
they did not balance or compensate for the loss of undergraduate students.
Table 3

*Enrollment of Domestic Students*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2,617</td>
<td>2,607</td>
<td>2,532</td>
</tr>
<tr>
<td>Graduate</td>
<td>757</td>
<td>782</td>
<td>826</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,374</td>
<td>3,389</td>
<td>3,358</td>
</tr>
</tbody>
</table>

There is a direct correlation between the cost of attendance for undergraduate students and their decrease in enrollment. As the cost of attendance rises, the enrollment of undergraduate domestic students decreases. Even though the number of domestic and international graduate students increases every year, so does the cost of attendance. Although international and domestic students have the same cost of attendance, most international students do not live on campus so they must add extra 10,000 dollars per year for the cost of living. Further, if they have dependents, it is an extra 3,000 dollars per year per dependent (see Table 4).

Table 4

*Cost of Attendance (U.S. Dollars)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>20,458</td>
<td>21,100</td>
<td>21,487</td>
<td>22,077</td>
</tr>
<tr>
<td>Graduate</td>
<td>792</td>
<td>812</td>
<td>828</td>
<td>861</td>
</tr>
</tbody>
</table>
Summary

The qualitative data presents insight to the researcher about the attitudes, ideas, and perceptions of the international students as well as the administrators. This information allows the researcher to draw themes from the interviews. The quantitative data represents the economic benefit and the necessity for aggressive actions by the university to admit more international students as a response to balance out the decline of domestic undergraduate enrollment. Together, the data allow the researcher to draw insightful conclusions, recommendations, and critical findings, which will be discussed in Chapter VI.
CHAPTER VI
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

International students and postsecondary institutions can create a mutually beneficial relationship. HBCUs can gain economic benefits and become more academically competitive, while attending international students gain an American education, which allows them to carry information back to their home countries. Considering that many of the international students in this research are sponsored by their home countries, the skills and cultural gains international students receive can benefit the future of their countries. The domestic students can also gain from this insurgence of international students. The domestic students gain a diverse experience, which allows them to accept and understand other cultures, which benefits them in their future professional realm. Since their sponsors fully fund international students’ educational experiences in the United States, HBCUs are generating revenue from this new student population.

It is not enough for HBCUs to solely recruit international students; but they must retain them on their respective campuses. Due to the unique cultural make up of an HBCU, institutions must strategize ways to socially integrate and acculturate international students. With select creative strategies, HBCUs can improve their student retention rates.
The research questions addressed in this study focused on the needs of international students at both the graduate and undergraduate levels as well as the efforts of the select HBCU institution to meet their needs. Social integration and acculturation are important factors in the international student experience. HBCUs must understand and invest in this new rising student population to retain and recruit them as a means to increase their student population and financial revenue. This analysis provides insight into the international student various experiences and new strategies that institutions can employ to improve recruitment and retention of this population.

The qualitative data are important to this study because the data provided feedback from select international students attending the HBCU to make decisions on how they can engage these students successfully in the total college life. The theoretical framework, Tinto’s Integration Model (1975), shows that if students become socially engaged in campus culture, retention rates increase. The interviews illustrated that the institution administrators participating in this study understood the necessity of social integration to campus life and the importance of an effective application plan. Conversely, the international students did not understand the importance of social integration and were predominantly focused on their academic studies. This critical issue demonstrated a lack of communication between administrators and international students. Administrators can look at the development of a more comprehensive plan to encourage and influence international student’s decisions relative to campus life.

Berry’s (2006) framework of acculturation teaches that a mutual influence and exchange between two groups is more effective than when one group assimilates to the other. International students should not come to America and begin to lose their accent.
That is not the definition of acculturation. In today’s technical world, one suggested strategy might be to have domestic and international students exchange iPads for a week. Looking at the world from a different lens might open the eyes of both students. This exchange could add value for both students’ cultural experience. There is a correlation between positive student experiences and their retention. Furthermore, as word of mouth travels, which in today’s social media obsessed society is not that difficult, HBCUs will increase their reputation for providing quality support for international students which can only have a positive impact on their recruitment and retention rates.

In fact, WES (2014) has shown that recruitment and retention are interdependent factors in the business of colleges and universities. These processes are not mutually exclusive and a better understanding of how to affect both factors positively can lead to serious financial gains in terms of student population and resources for HBCUs. Institutions cannot have a successful recruitment process without a great retention strategy. If institutions do not support international students while they are attending, they will not remain.

The quantitative data provides some understanding of how HBCUs may benefit financially from the inclusion of the international student population on campus. The data shows a steady increase in international undergraduate enrollment while international graduate enrollment has more than doubled between 2013 and 2014. A review of the research is below to put this information into context.
Research Questions

RQ1: Does the current HBCUs recruitment process address acculturation needs of graduate and undergraduate International Students?

Research question one addresses the recruitment strategies of the university and if they explain the unique environment of a historically black college or university.

Findings of the administrators

- The administrators admit that during recruitment, the cultural make-up of the university is not addressed. The students do not know the unique nature of the campus nor is it explained, unless they conduct their own research.
- When the students arrive on campus, they are provided a brief history of the institution and the reason for its existence.
- A1 stated they rely on the Office of International Programs to acculturate the students.
- The university contracts an outside company in order to recruit students internationally.

RQ2: What social integration strategies are HBCUs using to retain International graduate and undergraduate Students in their respective institutions?

The second research question addresses the need for international students to integrate themselves socially into the HBCU culture. Social integration and retention have a positive relationship. The students cannot live as “outsiders” in a place where they will spend most of their academic time. The networks they connect with will help them personally and professionally.
Findings for Administrators

- The administrators rely on student organizations to create and form friendships between domestic and international students.
- The administrators understand the importance of providing programming that cater specifically to the international student population.

Findings for the International Graduate Students (IGS)

- Eight of 11 IGS do not attend any programs by the Office International Programs.
- Two of 11 IGS are a part of the student organizations.
- One of 11 IGS works in the Office of International Programs.
- Two of 11 IGS actively participates in select programs.
- Eight of 11 IGS are not a part of any club or organization on the university campus.

Findings of International Undergraduate Students (IUGS)

- One of 7 IUGS attended programs by the Office of International Programs.
- One of 7 IUGS took a position of leadership in a select student organization.
- One of 7 IUGS wanted to get acclimated to the university before joining any club or organization.
- Three of 7 IUGS have planned to join a student club or organization.

RQ3: What are international graduate and undergraduate students’ perceptions of the HBCUs current acculturation strategies?
The third research question addressed the attitudes, perceptions, and knowledge the international students have about acculturation strategies. This questions related to research question one.

**Findings for the International Graduate Students (IGS)**
- Six of 11 IGS did not know that this university was an historically black college or university
- One hundred percent of the IGS stated they did not have a problem with this institution being an historically black college

**Findings for International Undergraduate Students (IUGS)**
- One of 7 IUGS students did not know the institution was an historically black college or university
- Seventy-five percent of the IUGS expressed an affinity towards attending an institution that was historically black because their cultural and personal values related to those of people of color

RQ4: Do social integration strategies of international graduate and undergraduate students at HBCUs have an impact on the retention of this targeted student population.

This research question related to the retention strategies employed by the university.
Findings for the Administrators

- One administrator spoke of retention based on the focus from the primary sponsors of the international students. If the students are performing well academically, the sponsor will allow them to remain at the institution. If the students are not performing well, then the sponsor will not provide additional funds for their educational journey and the student must return to their home country.
- The other administrator spoke of the different opportunities international students have to integrate. The administrator also had a sense that there is limited academic support for international students on campus.
- The reasons international students leave/dropout the institution are primarily: pregnancy, disinterest, and academic failures

Findings for the International Graduate Students (IGS)

- Four of 11 IGS have domestic student friends
- One hundred percent of the IGS have many international student friends
- Two of 11 IGS indicated they wanted to change the habit of too many international student friends
- One hundred percent of the IGS wanted to remain at the university
- Two of 11 of the IGS wanted to stay at the university after graduation

Findings for the International Undergraduate Students (IUGS)

- Six of 7 IUGS do not have domestic student friends
- Six of 7 IUGS have international student friends
One hundred percent of the IUGS indicated they want to remain at the university after graduation

**Conclusions and Implications**

The qualitative data from this research conclude that the current process of recruitment by HBCUs does not address the acculturation needs of international graduate and undergraduate students. The targeted institution in this study employs an outside company to recruit international students. While this might prove to be a financially sound strategy, it does not exonerate the institution’s responsibility to direct the contracted company to communicate more effectively the culture and traditions of the institution during the recruitment process. However, the data has shown that the majority of international students did not have a problem with attending an HBCU. HBCUs should take pride in this fact and it should be one of the first things mentioned when recruiting international students or any student.

Administrators at this particular HBCU rely on typically conventional ways, such as programming to integrate international and domestic students. However, the data show that the institutional efforts are in need of updating or new innovation practices. These programs are generally geared towards the need to provide cultural exposure for both international and domestic students. Administrators can be more creative and intentional in their social integration strategies if they are to retain international students.

Truthfully, the acculturation strategies performed by the administration of this HBCU can be improved. It is important for the institution to view social integration and acculturation as two separate entities. Research by Berry (2006) explains, acculturation
is a two-way exchange between the international and domestic students. Social integration according to Owen and Loomes (2010) define social integration as “Interpersonal connectedness” (p. 276) and is measured by the social relationships, participation in social activities, or the perception of being an integrated member of the community” (Cohen, Brisset, Skoner, & Doyle, 2005). These two entities play a role in the success of the international students on HBCU campuses. Thus, the international students in this research were not aware of any strategies by the administration to acculturate them with the domestic students. This does not mean that these strategies did not exist. Many of the international undergraduate students recently arrived on campus. Due to this limited time, the international undergraduate students did not have sufficient time to experience and participate in the support system provided for them. The orientation process of the international students touring the campus and some of the institution’s history was explained to them, but that is not an exchange of culture or values. Acculturation is not a one sided experience; it is an exchange between two or more cultures.

Although the research says otherwise, the study has shown no correlation between social integration and retention. The data have shown that this particular institution has many social integration practices that the interviewees in the research had not attended or experienced. Even with the small sample of international students and the lack of involvement on their end, the undergraduate and graduate students stated they wanted to stay and matriculate until they receive a terminal degree. Eighty-three percent of the international student population at this institution is from Saudi Arabia. As a result, it is possible that they have built a tremendous support system for each other, which prevents
them from socially integrating into the institution but allows them to continue a solid relationship in a foreign country. The institution where these students attend cannot rely on one country to continue to populate the international student program. HBCUs should consider this during recruitment to understand that international students from other countries will not have the same social network as the current Saudi Arabian students. The participating HBCU in this study should adjust ways to socially integrate and acculturate all incoming international students as well as provide support the other 17% that are already attending the institution.

It is evident that the HBCU in this study is admitting on an ongoing basis more international students, which is a great economic benefit for the institution. With declining domestic undergraduate student enrollment, international students serve as a financial resource as well as an increase in student enrollment. There is much more to admitting international students to the campus population than the economic gains such as the globalization of the entire campus and remaining competitive in the academic market. In an effort to retain international students, HBCUs must continue in their efforts and strategies to find ways to interact and collaborate in the academic learning environment.

**Future Research**

The following are recommendations for future research:

- Study the domestic student perspective of the globalization of the international student population.
- Examine the new insurgence of Saudi Arabian students at HBCUs.
• Research the viewpoint of administrators assigned to work with international students and the efforts they take to support the growing student population.

• Examine specific acculturation practices at an HBCU with clearly identified objectives and metrics

**Limitations**

• Some international students experienced challenges with communication skills (navigating the English language); therefore, locating participants for this study was a problem.

• Due to cultural conflicts with males having limited engagement with females, the researcher had a difficult time obtaining male international participants for this study.

• Some vocabulary in the interview questions was not understandable for all participants.

• This study could be performed on a larger scale, interviewing a larger number of international students and administrators at multiple HBCUs.

• There was a lack of research available on international students at HBCUs.

• There was a language barrier between the researcher and the international students. This prevented the researcher from asking follow-up questions to which the interviewees could respond.
Recommendations

Recommendations for the Institution

- Since this institution used an outside contracted company for recruitment purposes, HBCUs should provide the company with the necessary recruitment information to educate the international student of their unique identity such as brochures that explain the campus environment and culture.
- Create a special center for international students to provide a convenient location for these targeted students which would include a comprehensive support system. This location would handle recruitment, retention, social integration, and acculturation practices. This would make it easy for international students to navigate the new learning environment.
- Funds should be designated to employ the personnel needed for this growing student population.

Recommendations for the Faculty and Staff

- Faculty and Staff should share the history of the HBCU and the purpose for their existence today. This should be an on-going practice and shared with all international and domestic students.
- Faculty should use instructional strategies that promote engagement among various groups.
- The Office of International Programs and the various schools and departments must include the domestic students more targeted activities. The more the
office appeals to both student populations, then they will be able to promote social integration.

- The Office of International Programs should attempt more flexible times for various programs in order to accommodate the student schedules.

- The Office of International programs should host club fairs each semester in the office to educate and integrate the international students to campus culture.

- The Office of International Programs should create a partnership with the foreign language department on campus. The professors can offer incentives to the student to attend these programs such as extra credit.

- Students need to be aware of the International Student Club on campus. The Office of International Programs should promote this inclusivity and include all the international students in their efforts.

**Recommendations for International Students**

- International students should meet more domestic students in order to develop a better understanding of cultural differences and shared common ideas and concepts.

- International students should do their research before attending any institution. Students will know population and the purpose of an institution prior to attending.

**Summary**

HBCUs can thrive by recruiting and retaining international students on their respective campuses. During a time when enrollment is declining and funds are limited,
HBCUs must find ways to increase enrollment and generate additional money while continuing to provide a rich academic environment. HBCUs must strive to prepare its students for the global market.

This research discusses the ways institutions can support international students on HBCU campuses. Social integration and acculturation are important to the student experience at an HBCU. International students are adapting to both American culture and black American culture, which provides different elements to the college experience. The research showed that social integration does not affect the retention of the students because of their deep values in education. The international students have found strong friendship networks to support their needs and provide a sense of comfort while they are in a foreign country. If HBCUs want to continue to recruit international students from places other than Saudi Arabia, they must have preexisting social integration and acculturation strategies and supports for the incoming students.

The quantitative data explains that as the domestic undergraduate student population decreases, the cost of tuition increases. Domestic students cannot afford to have the cost of tuition rise; therefore, enrollment of international students is key to keeping tuition costs low and filling the deficit. International students provide more than financial benefit to any institution. They bring new perspectives, ideas, culture, and attitudes. Students who attend HBCUs will gain from this knowledge and be able to use this in the professional realm. HBCUs must teach and educate all of its students and international students allow these perspectives to be shared as well appreciated. Education that happens outside of the classroom is just as important as instructional learning. Students who attend HBCUs will have an education from a competitive
institution that capitalized on all of their resources. One of those resources is the students.

The administrators need more help to support the students academically but the holistic needs of the student need to be met. Since there is only one person managing the department, it is difficult for this administrator to meet the holistic needs of all international students. Creating partnerships across campus is important to the success of supporting students. For example, the foreign language department can increase collaboration and conversation among the domestic and international students. There are mutual benefits to increasing the international student population for domestic students, administrators, and the international students. The students did not recognize the efforts of the university; but the students still felt as though the institution was their home. The institution must make social integration and acculturation priority for both the domestic and the international students. Student must learn the meaning of a global perspective and that these interactions can only benefit them in the future. HBCUs must use this student population for economic and academic growth. Once the institutions capitalize on this student population, they will be able to thrive in these hard economic times.
APPENDIX A

Berry’s Acculturation Model (2006)
APPENDIX B

World Education Services (WES) (2014)

Interdependence of Recruitment and Retention Practices, 2014
APPENDIX C

Tinto’s Integration Model (1975)
APPENDIX D

Participant Waiver Forms

Informed Consent: Undergraduate Student Participants

Title: The Survival of HBCUs: The Recruitment and Retention of International Student at HBCUs by Examining Social Integration and Acculturation Practices

Principal Investigator: Stephanie L. McRae

Purpose
You are invited to participate in a research study. The purpose of the study is to examine the issue of international graduate and undergraduate student’s retention by examining social integration and acculturation practices. The research examines the international student experience and ways the university can support the new student population when they arrive to campus. Through interviews and surveys, the researcher intends to examine the international student experience and the ways HBCUs can accommodate this growing population while still maintaining its true mission.

You are being invited to participate because you are an international undergraduate student at an HBCU in the southeastern region. Participation will require approximately 1 hour of person to person contact and another hour of observation within the classroom and with your peers outside of the classroom.

Procedures
If you agree to participate in this study, you will be asked to respond to interview questions that ask you about your general demographic information and your experience at your respective HBCU. Some of these questions may feel personal and as a participant you have the right to skip any question or depart from this study at any time. If you do, there will be no penalty.

Risks
You will not have any risks participating in this study than on a normal day of life. Your responses will be coded and your names will be kept anonymous from all viewers.

Benefits
There are no direct benefits from participating in this study.

Participant Signature ____________________________ Date __________________
Title: The Survival of HBCUs: The Recruitment and Retention of International Student at HBCUs by Examining Social Integration and Acculturation Practices

Principal Investigator: Stephanie L. McRae

Purpose
You are invited to participate in a research study. The purpose of the study is to examine the issue of international graduate and undergraduate student’s retention by examining social integration and acculturation practices. The research examines the international student experience and ways the university can support the new student population when they arrive to campus. Through interviews and surveys, the researcher intends to examine the international student experience and the ways HBCUs can accommodate this growing population while still maintaining its true mission.

You are being invited to participate because you are an international graduate student at an HBCU in the southeastern region. Participation will require approximately 1 hour of person to person contact and another hour of observation within the classroom and with your peers outside of the classroom.

Procedures
If you agree to participate in this study, you will be asked to respond to interview questions that ask you about your general demographic information and your experience at your respective HBCU. Some of these questions may feel personal and as a participant you have the right to skip any question or depart from this study at any time. If you do, there will be no penalty.

Risks
You will not have any risks participating in this study than on a normal day of life. Your responses will be coded and your names will be kept anonymous from all viewers.

Benefits
There are no direct benefits from participating in this study.

Participant Signature_________________________ Date ________________
Informed Consent: Administrative Participants

Title: The Survival of HBCUs: The Recruitment and Retention of International Student
at HBCUs by Examining Social Integration and Acculturation Practices

Principal Investigator: Stephanie L. McRae

Purpose
You are invited to participate in a research study. The purpose of the study is to
examine the issue of international graduate and undergraduate student’s retention by examining
social integration and acculturation practices. The research examines the international
student experience and ways the university can support the new student population when
they arrive to campus. Through interviews and surveys, the researcher intends to
examine the international student experience and the ways HBCUs can accommodate this
growing population while still maintaining its true mission.

You are being invited to participate because you are an administrator that works directly
with international graduate and/or international undergraduate students at an HBCU in
the southeastern region. Participation will require approximately 1 hour of person to
person contact and another hour of observation within the office.

Procedures
If you agree to participate in this study, you will be asked to respond to interview
questions that ask you about your professional involvement with international students at
the HBCU that employs you. Some of these questions may feel personal and as a
participant you have the right to skip any question or depart from this study at any time.
If you do, there will be no penalty.

Risks
You will not have any risks participating in this study than on a normal day of life. Your
responses will be coded and your names will be kept anonymous from all viewers.

Benefits
There are no direct benefits from participating in this study.

Participant Signature ___________________________ Date ______________________
APPENDIX E

Interview Questions

Professional Staff - Undergraduate International Students

1. What programs or activities do you have for International Students to interact with Domestic Students?
2. What are the goals of your program for the socialization of international students?
3. Were the goals based on any research done on these students to determine their needs?
4. Are the activities of the program aligned tightly to the goals?
5. If yes, how many domestic students attend? How many international students attend?
6. What systems do you have in place to acclimate international students to the U.S culture?
7. Do you explain the HBCU culture to International students during recruitment? Why or Why not?
8. During recruitment, do you specifically target international students?
9. Why do you recruit international students at an HBCU?
10. To your knowledge, what are the largest issues that international students face?
11. Of the international students enrolled in any given year, approximately what percentage leaves or do not return the following year?

12. Do they tell you their reasons for leaving?

13. What services do you offer international students? How often do they use these services?

14. Are international students required to pay a higher tuition than native-born students? If so, how much more in percentage terms?

**Professional Staff - Graduate International Students**

1. What programs or activities do you have for international graduate students to interact with domestic graduate students?

2. Do you think these activities are effective?

3. If yes, how many domestic graduate students attend? How many international graduate students attend?

4. What systems do you have in place to acclimate international graduate students to the U.S. culture?

5. Do you explain the HBCU culture to international graduate students during recruitment? Why or Why not?

6. During recruitment, do you specifically target international graduate students?

7. Why do you recruit international graduate students at an HBCU?

8. To your knowledge, What are the largest issues that international graduate students face?

9. How many international graduate students leave each year?
10. Do they tell you their reasons for leaving?

11. What services do you offer international graduate students? How often do they use these services?

12. How much is tuition for international graduate students?

**International Undergraduate Students**

1. How long have you been a student at this HBCU?

2. What is your country of origin?

3. Why did you decide to attend this HBCU?

4. Did you know the nature of an HBCU before attending?

5. What was your first impression of an HBCU?

6. Why did you decide to stay at an HBCU?

7. What clubs or organizations do you participate in?

8. What or Who helped you decide to join?

9. What programs sponsored by the International Student Service office did you attend?

10. What did the programs teach you?

11. Do you think you are likely to remain at this university until you graduate? Why or Why not?

12. Do you have many domestic student friends? International student friends?

**International Graduate Students**

1. How long have you been a student at this HBCU?

2. What is your country of origin?
3. Why did you decide to attend this HBCU?

4. Did you know the nature of an HBCU before attending?

5. What was your first impression of an HBCU?

6. Why did you decide to stay at an HBCU?

7. What clubs or organizations do you participate in? If Yes, what or who helped you decide to join?

8. What programs sponsored by the International Student Service office did you attend? If you attended, what did the programs teach you?

9. At any point in your academic career, did you think about leaving? If yes, Why?

10. Do you have many domestic student friends? International student friends?
## APPENDIX F

### Institutional Enrollment Data

### Tuition and Fees 2012-2013

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Semester</th>
<th>Year</th>
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<tbody>
<tr>
<td>Tuition (12-18 Hrs)</td>
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<tr>
<td>Technology Fee</td>
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<tr>
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<tr>
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<th>Graduate</th>
<th>Semester</th>
<th>Year</th>
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<tr>
<td>Student Center Fee</td>
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<td>$210</td>
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<td>Technology Fee</td>
<td>$111</td>
<td>$222</td>
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<td>Library Capital Improvement Assessment</td>
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<td>$160</td>
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<tr>
<td>Student Health Fee</td>
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<td>$50</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$25</td>
<td>$50</td>
</tr>
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</table>

Total: $10,186 (Fall) $20,458 $10,292 (Spr)

*All UG students with the exception of International students, Student Athletes, and on-campus grad students may opt out of health insurance with proper coverage **The tuition rate for undergraduate students is $792 per credit hour for 1-11 credit hours. **Undergraduate tuition rate for 19+ hours is an additional $26/credit hour.

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<thead>
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<th>Residence Halls</th>
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<th>Year</th>
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<th>Year</th>
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***The above tuition and fees are subject to change.
# Tuition and Fees 2013-2014

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Total: $10,477 (Fall) $21,100 (Spr) $10,623 (Spr)

Enrollment Fee (New/Transfer students) $475 (This is a non-refundable fee)

*All UG students with the exception of International students, Student Athletes, and on-campus Graduate students may opt out of health insurance with proper coverage. **The tuition rate for undergraduate students is $812/credit hour for 1-11 credit hours. **Undergraduate tuition rate for 12+ hours is an additional $33/credit hour.

## Residence Halls

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## Meal Plans

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<th>Plan</th>
<th>Semester</th>
<th>Year</th>
<th>Number of Meals</th>
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<tr>
<td>Silver</td>
<td>$1,250</td>
<td>$3,180</td>
<td>10 Meals/Week</td>
</tr>
<tr>
<td>Block 130</td>
<td>$1,250</td>
<td>$2,500</td>
<td>130 Meals/Semester</td>
</tr>
<tr>
<td>Block 50</td>
<td>$315</td>
<td>$630</td>
<td>50 Meals/Semester</td>
</tr>
<tr>
<td>Block 25</td>
<td>$174</td>
<td>$348</td>
<td>25 Meals/Semester</td>
</tr>
</tbody>
</table>

***The above tuition and fees are subject to change.***
## Tuition and Fees 2014-2015

### Undergraduate

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition  (12-18 Hrs)</td>
<td>$9,841</td>
<td>$19,682</td>
</tr>
<tr>
<td>Student Center Fee</td>
<td>$108</td>
<td>$216</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$114</td>
<td>$228</td>
</tr>
<tr>
<td>Library Capital Improvement Assessment</td>
<td>$65</td>
<td>$130</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$26</td>
<td>$52</td>
</tr>
<tr>
<td>Athletic Fee</td>
<td>$35</td>
<td>$70</td>
</tr>
<tr>
<td>Student Health Insurance Fall</td>
<td>$445</td>
<td>$589</td>
</tr>
<tr>
<td>Spring</td>
<td>$614</td>
<td>$1,059</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$25</td>
<td>$50</td>
</tr>
</tbody>
</table>

Total: $10,659 (Fall) $10,828 (Spr)

Total W/O Health: $10,214 $20,428

### Graduate

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition $828/credit hr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Center Fee</td>
<td>$108</td>
<td>$216</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$114</td>
<td>$228</td>
</tr>
<tr>
<td>Library Capital Improvement Assessment</td>
<td>$65</td>
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</tr>
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<td>$35</td>
<td>$70</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$25</td>
<td>$50</td>
</tr>
</tbody>
</table>

Confirmation Fee (New/Transfer Students) $475
(This is a non-refundable fee)

*All UG students with the exception of International students, Student Athletes, and on-campus Graduate students may opt out of health insurance with proper coverage.  **The tuition rate for undergraduate students is $820/credit hour for 1-11 credit hours. **Undergraduate tuition rate for 12+ hours is an additional $544/credit hour.

### Residence Halls

<table>
<thead>
<tr>
<th>Hall</th>
<th>Semester</th>
<th>Year</th>
<th>Room Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Redacted]</td>
<td>$3,107</td>
<td>$6,214</td>
<td>Five, Six Bedroom</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$3,178</td>
<td>$6,356</td>
<td>Four Bedroom</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$2,686</td>
<td>$5,372</td>
<td>Double Room</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$2,686</td>
<td>$5,372</td>
<td>Double Room</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$2,686</td>
<td>$5,372</td>
<td>Double Room</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$2,620</td>
<td>$5,240</td>
<td>Four bedroom</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$2,895</td>
<td>$5,790</td>
<td>Two bedroom</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$3,400</td>
<td>$6,800</td>
<td>Two bedroom Super Suite</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$3,400</td>
<td>$6,800</td>
<td>Four bedroom</td>
</tr>
<tr>
<td>[Redacted]</td>
<td>$4,290</td>
<td>$8,580</td>
<td>Two Bedroom</td>
</tr>
</tbody>
</table>

### Meal Plans

<table>
<thead>
<tr>
<th>Plan</th>
<th>Semester</th>
<th>Year</th>
<th>Number of Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platinum Unlimited</td>
<td>$1,817</td>
<td>$3,634</td>
<td>Unlimited Meals</td>
</tr>
<tr>
<td>Gold</td>
<td>$1,817</td>
<td>$3,634</td>
<td>14 Meals/Week</td>
</tr>
<tr>
<td>Silver</td>
<td>$1,590</td>
<td>$3,180</td>
<td>10 Meals/Week</td>
</tr>
<tr>
<td>Block 130</td>
<td>$1,250</td>
<td>$2,500</td>
<td>130 Meals/Semester</td>
</tr>
<tr>
<td>Block 50</td>
<td>$315</td>
<td>$630</td>
<td>50 Meals/Semester</td>
</tr>
<tr>
<td>Block 25</td>
<td>$174</td>
<td>$348</td>
<td>25 Meals/Semester</td>
</tr>
</tbody>
</table>

***The above tuition and fees are subject to change.***
# Tuition and Fees 2015-2016

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$828/ct. hr.</td>
<td></td>
</tr>
<tr>
<td>19-Hr</td>
<td>$549/ct. hr.</td>
<td></td>
</tr>
<tr>
<td>Tuition (12-18 Hrs)</td>
<td>$9,540</td>
<td>$19,880</td>
</tr>
<tr>
<td>Student Center Fee</td>
<td>$108</td>
<td>$216</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$114</td>
<td>$228</td>
</tr>
<tr>
<td>Library Fee</td>
<td>$190</td>
<td>$380</td>
</tr>
<tr>
<td>Sustainability Fee</td>
<td>$5</td>
<td>$10</td>
</tr>
<tr>
<td>Health Center Fee</td>
<td>$26</td>
<td>$52</td>
</tr>
<tr>
<td>Athletic Fee</td>
<td>$35</td>
<td>$70</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$25</td>
<td>$50</td>
</tr>
</tbody>
</table>

| Total W/O Health Ins. | $10,448 | $20,886 |

*Health Insurance Fee $499 Fall 2014 $692 Spring $199 Summer (Student health insurance fees have not yet been updated for FY16) *Total Fees W/Health Ins. $10,942 Fall 2014 $11,139 Spring 2014

*All US students with the exception of International students, Student Athletes, and on-campus Graduate students may opt out of health insurance with proper coverage.

Confirmation Fee (New/Transfer students) $475 **On-Campus Housing and Meals mandatory for Undergraduates less than 58 cr. hrs.
(This is a non-refundable fee)

<table>
<thead>
<tr>
<th>Residence Halls</th>
<th>Semester</th>
<th>Year</th>
<th>Room Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,107</td>
<td>$6,214</td>
<td>Five, Six Bedroom</td>
<td></td>
</tr>
<tr>
<td>$3,178</td>
<td>$6,356</td>
<td>Four Bedroom</td>
<td></td>
</tr>
<tr>
<td>$2,698</td>
<td>$5,396</td>
<td>Double Room</td>
<td></td>
</tr>
<tr>
<td>$2,698</td>
<td>$5,396</td>
<td>Double Room</td>
<td></td>
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<tr>
<td>$2,620</td>
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<td>$5,790</td>
<td>Two bedroom</td>
<td></td>
</tr>
<tr>
<td>$3,400</td>
<td>$6,800</td>
<td>Two bedroom Super Suite</td>
<td></td>
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<tr>
<td>$3,400</td>
<td>$6,800</td>
<td>Four bedroom</td>
<td></td>
</tr>
<tr>
<td>$4,390</td>
<td>$8,780</td>
<td>Two Bedroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meal Plans</th>
<th>Semester</th>
<th>Year</th>
<th>Number of Meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platinum Unlimited</td>
<td>$1,839</td>
<td>$3,678</td>
<td>Unlimited Meals**</td>
</tr>
<tr>
<td>Gold</td>
<td>$1,839</td>
<td>$3,678</td>
<td>14 Meals/Week</td>
</tr>
<tr>
<td>Silver</td>
<td>$1,609</td>
<td>$3,218</td>
<td>10 Meals/Week</td>
</tr>
<tr>
<td>Block 130</td>
<td>$1,265</td>
<td>$2,530</td>
<td>130 Meals/Semester**</td>
</tr>
<tr>
<td>Block 50</td>
<td>$319</td>
<td>$638</td>
<td>50 Meals/Semester</td>
</tr>
<tr>
<td>Block 25</td>
<td>$176</td>
<td>$352</td>
<td>25 Meals/Semester</td>
</tr>
</tbody>
</table>

*Books and supplies are an additional out-of-pocket expenses. Therefore, students must bring money for the purchase of books and supplies. These expenses should not be included with payments for tuition and other related expenses. Such expenses may range from $300 to $700 per semester, depending on a student's major and class load.

www.aetna.studenthealth.com 1-877-480-4161
REFERENCES


