

potentially uncover if individual or institutional factors identified in this study play a role in whether respondents actually study abroad or not.

Association of Individual Characteristics and Desire to Study Abroad.

The second part of research question two examined the relationships between individual characteristics (i.e., gender, field of study, receive financial aid, mother's education level, father's education level, cumulative grade point average, hometown neighborhood demographics, international experience, and class standing) and respondents' desire to study abroad at their current institution. Due to low cell counts and potentially too small of a sample, my results did not indicate any statistically significant findings. Further research is needed to determine if there are more meaningful relationships between individual characteristics among Black undergraduates who attend HBCUs and their desire to study abroad. A larger sample will not guarantee statistically significant findings; however, a more representative sample of HBCUs and larger number of Black student respondents could provide additional data that could be tested without violating the test's assumptions. These findings could potentially provide college administrators with insights that allow for a better understanding of how individual characteristics play a role in a student's desire to study abroad.

Predictive Power of Individual Characteristics and Desire to Study Abroad.

The third part of research question two was aimed at discovering to what extent individual characteristics (i.e., gender, field of study, receipt of financial aid, mother's education level, father's education level, cumulative grade point average, hometown neighborhood demographics, international experience, and class standing) predict the desire of respondents' to study abroad while at their current institution. There were two significant findings. First logistic

regression found a statistically significant relationship between education majors and desire to study abroad. The relationship of this finding to the current literature has been discussed above.

Secondly, respondents who were born or raised abroad were less likely to desire to study abroad than those who were not born or raised abroad. It would appear that respondents who were born or raised abroad may not have the desire to leave the country. Individuals who were born or raised abroad may already perceive themselves as possessing the skills to navigate within cultures different than their own. They may speak more than one world language and they may embrace worldly perspectives, along with other benefits associated with studying abroad (Goodwin & Nacht, 1988; Carlson et al., 1990; and Picard et al., 2009). As a result, their desire to obtain the benefits or experiences associated with studying abroad maybe blunted because of the perception that they already possess the benefits. Additionally, with their experiences abroad, they could serve as a peer-to-peer motivators or marketing agents. If these students share their lived experiences abroad, other students could be encouraged to study abroad. This might assist with cutting down on the fear of the unknown as well as the diminishing the affects of other barriers that could circumvent study abroad participation.

Association between Institutional Factors and Desire to Study Abroad.

For my third research question, I attempted to determine if there was a significant relationship between institutional factors (i.e., sources of information and advisor and faculty interaction) and respondents' desire to study abroad at their current institution. Carroll (1996) and Washington (1988) found lack of information and lack of awareness to be barriers among African American students considering study abroad. In this study I do not have specific information concerning the conversations faculty and advisors had with their students. However, there were significant relationships between students initiating conversations with their

professors and advisors and professors discussing study abroad outside the classroom. The culture at HBCUs is known for having intimate and familial relationships with their students. Despite this, Shih (2009) posited that these institutions often have fewer professors with international experiences; therefore, they are less likely to encourage students to study abroad. Shih (2009) also reported that minority students at smaller institutions lack information and motivation to study abroad. In this study, it appears students lack information but not motivation. The majority of respondents reported that they were unaware or strongly unaware of key sources of information (i.e., options in major, financial aid, and scholarships) that are important when considering studying abroad. However, there appears to be a considerable level of motivation given that the majority of respondents desired to study abroad and viewed it as desirable and realistic. As stated earlier, there appears to be a disconnect between motivation and participation in study abroad. Again, this can be contributed to the lack of information available at the participating HBCUs.

Predictive Power of Institutional Factors and Desire to Study Abroad.

For my fourth research question, I explored to what extent institutional factors (i.e., sources of information, advisor and faculty interaction, and international opportunities) predict the respondents' desire to study abroad at their current institution. There were two statistically significant institutional factors that predicted the respondents' desire to study abroad at their current institution.

The first institutional factor that predicted the likelihood of desire to study abroad was advisor and faculty interaction. Respondents who reported they asked their professors about study abroad desired to study abroad more than those who did not ask their professors about study abroad. Again this finding is linked to previous researched focused on faculty and student

interaction and knowledge sharing. Hser (2005) posited that many faculty members perceived study abroad as enriching, yet some have the impression that it interferes with their students' personal lives, disrupts their academic quality, and postpones graduation.

In addition to the predictive findings in this study, nearly fifty percent of the respondents reported that their professor and advisor's recommendations were very important when considering studying abroad. In addition, respondents also considered delay in graduation as an important factor when considering studying abroad. It appears that faculty and some of the respondents shared similar perceptions about the role and impact study abroad could make on their student academic career; however, when asked in this survey, the majority of students reported that study abroad was a desirable and realistic opportunity. It is also plausible, as detailed in previous research, to propose that students who desire to study abroad are more likely to discuss study abroad with faculty, staff, and peers.

The second institutional factor that predicted the likelihood of desire to study abroad was respondents who reported that their advisor discussed academic planning with them were less likely to desire to study abroad. This finding is puzzling because lack of information about study abroad is heavily reported as a barrier among Black undergraduates considering study abroad (Carroll, 1996; Hembroff & Rusz, 1993; Shih, 2005; Washington, 1998). My findings are inconclusive. There could be specific information that advisors are sharing with students regarding academic planning that includes study abroad; however, the survey did not ask for that level of detail. Future research is warranted in order to obtain narrative data regarding specific conversations respondents and their advisors are having about study abroad. It is reasonable to suggest that since advisors initiated the conversation they could have discussed academic planning with respondents who simply did not desire to study abroad. It is logical that

respondents in this group were less likely to study abroad because some never desire to do so prior to engaging in conversations with their advisor. However, it is also possible that study abroad is not an aspect of the institutional culture at these HBCUs, so advisors may not include study abroad in academic planning discussions unless it is mentioned by the student.

Individual Characteristics and Perceptions about Study Abroad.

My fifth research question explores the significant relationships between individual characteristics (i.e., gender, field of study, receive financial aid, mother's education level, father's education level, cumulative grade point average, hometown neighborhood demographics, international experience, and class standing) and respondents' perceptions about study abroad. I was surprised that the only individual characteristic that was statistically significant was international experience. Yet, although international experience was statistically significant, a meaningful association was not determined; therefore caution must be taken when interpreting this finding. I did not expect that only one characteristic would be statistically significant. Some demographic and individual characteristic variables have been reported as significant findings in prior research. Barker (2000) and Grynspan (2007) found that field of study played an important role in whether a student participated in study abroad. They also reported that the curriculum and course sequences in science, medicine, or technology curriculum were too rigid for students to consider studying abroad with ease. Hembroff and Rusz (1993) found that African Americans were less represented in the arts and letter majors. In this study Arts and Letter majors, coded as arts and sciences, represented a large number of study abroad students. Furthermore, Booker (2001) found that there was a significant association between applicants and non-applicants and gender in her study. Consuelo-Clemens (2002) also reported significant findings with some individual characteristics. She found that gender,

father's education, mother's education, and parent's salary each had an association with students of color considering study abroad. As a researcher, I had to consider the variety of studies and how they were designed and executed. My results differed from previous studies because similar populations or research designs were not duplicated. However, I did use similar demographic and individual characteristic variables to test for associations and predictions. Therefore, it is understandable why the results of this study differ from previous studies. Further research would be useful in exploring if there are more statistically meaning relationships between the demographic and individual characteristics among Blacks attending HBCUs and their perceptions about study abroad. This could be discovered by duplicating a previous study.

Institutional Factors and Perceptions about Study Abroad.

My sixth research question I explored the relationship between institutional factors (i.e., sources of information and advisor and faculty interaction) and respondents' perceptions of study abroad. There was a significant relationship between respondents who reported that their professors mentioned study abroad outside class and the feasibility of study abroad. Although my findings show that the majority of respondents viewed study abroad as a desirable and realistic part of the educational experience, only 27.1 percent of respondents reported that their professors discussed study abroad outside the classroom. Most students desired to study abroad whether or not they received information from their professors. I did not gather data on the number of faculty with international experiences, nor did I specifically ask what type of information the respondents received from their professors regarding studying abroad. Further research is needed to determine if a professor's specific international experience or the type of information they communicated would be a significant factor in a student's desire to study abroad.

All four of these institutions would be classified as small in size relative to all higher education institutions in the U.S. These findings may be consistent with previous research regarding faculty size at smaller institutions. According to Shih (2009), smaller institutions have fewer faculty who have international experiences. As a result, faculty members are less likely to encourage or even discuss study abroad options with their students without having international experiences. Recruiting more faculty members at smaller schools who have international experience would overcome that limitation. Increase in faculty with international experiences coupled with a culture of high student-faculty interactions could serve as a winning benefit for Black undergraduates considering study abroad at HBCUs. An increase in the number of international faculty or domestic faculty that pursued professional development opportunities abroad could increase the knowledge shared between faculty and students regarding studying abroad or other international educational opportunities.

Perceptions about Study Abroad and Desire to Study Abroad.

My seventh research question explored the relationship between the respondents' perceptions of study abroad and their desire to study abroad while attending their current institution. My findings did not indicate a statistically significant relationship between respondent perceptions of study abroad and their desire to study abroad at their current institution using the chi-square test of independence. Using the Spearman Rho correlation, I did find statistically significant correlations between respondent perceptions and their desire to study abroad.

In this study, findings were similar to a previous study (Washington, 1998), suggesting that finance, family, and level of awareness are major factors considered among African American undergraduates considering study abroad while attending a HBCU. I was not

surprised that there was a relationship between the respondents' perceptions and their desire to study abroad. Researchers found several factors that have impacted Black undergraduates' desire to study abroad. Many of these factors were based on their perceptions of study abroad, including cross-cultural anxieties, levels of awareness about study abroad, lack of prior international travel, and funding (Carroll, 1996; Hembroff & Rusz, 1993; Washington, 1998). The one caveat to my findings is that unlike previous studies, I did not use barriers to predict desire to study abroad. Perceptions in this study were measured by the respondent's view of the feasibility study abroad and how they rated the outcomes of study abroad at their institution. I found a positive correlation between these perceptions of study abroad and desire to study abroad.

Implications for Practice

Faculty, staff, and institutional factors play a significant role in the desire Black undergraduates attending HBCUs have in study abroad programs. Additionally, the respondent population's individual characteristics and perceptions of study abroad lend credence to how these students consider and view study abroad. This section will provide several implications for practice.

As discussed in my literature review, Washington (1998) found that African American undergraduates at a historically Black college reported awareness and lack of interest as significant factors for not participating in study abroad programs. In this study, I found that lack of awareness was a key factor, similar to findings in prior research. What was intriguing was that the majority of respondents also reported that study abroad was a desirable and realistic part of their education. This finding is intriguing because it juxtaposes desire and information. Respondents who lack information about study abroad still find it desirable and realistic. This

speaks to the true desires of the respondent sample. There appears to be hope related to pursuing study abroad at their specific HBCU. Again, I acknowledge that my respondent population self-selected to participate in this study; regardless these findings still indicate that there is a population of Black undergraduates at HBCUs that have interest and desire to study abroad. Given the low cost of on-line surveys, it is reasonable that HBCUs could conduct a student survey of interest in study abroad to gather more information about the particular needs and desires of their student body regarding study abroad programs. This should serve as a foundation to increasing awareness and developing the tools and resources to increase participation.

Washington (1998) also found that finances were a significant factor among African Americans at a predominantly White institution as well as at one historically Black college when considering studying abroad. Additionally, Hembroff and Ruzs (1993) found that socioeconomic factors played a role in the underrepresentation of African Americans in study abroad programs. Increased financial awareness is one way to address the underrepresentation of Blacks in study abroad programs. Rhodes and Hong (2009) purported that many “who can benefit from study abroad lack the information, resources, and support for study abroad that can motivate participation (p. 1). Providing information to grants and scholarships is necessary to address the concern that the majority of my respondents had regarding cost, financing, and financial aid for study abroad.

I did not find a significant relationship between financial aid status and desire to study abroad; however, it is important to acknowledge my descriptive findings related to funding. In my study, 89.6% of the respondents reported they received some form of financial aid (i.e., grants, scholarships, or federal loans). In addition, over 60% reported that cost was the most important factor when considering study abroad. This information coupled with the fact that the

majority of the respondents also shared that they were unaware or strongly unaware that financial aid should be used for study abroad and that there were scholarships available for studying abroad programs are problematic. It is necessary that HBCUs do a better job of making resources and information available for their students to have a better chance at gaining knowledge about study abroad and learning how to finance a trip. Providing links on the university financial aid webpage about scholarships and links to available federal funding should provide Black students at HBCUs the financial options needed to consider studying abroad.

My study also suggests that an awareness and appreciation of international education is essential among faculty and administrators primarily because faculty and staff play a significant role in assisting students to realize their desires to study abroad. With their support more students may pursue studying abroad. This ability to have an impact on students may call for HBCUs to increase opportunities for faculty and staff to study abroad or to recruit more faculty and staff with prior international experience. Historically Black colleges and universities may also seek to hire international faculty and staff in efforts to diversify their faculties, which would allow them to relate more to those considering studying abroad. Further, institutional missions and visions should include language specific to international education. This language should be incorporated into the curriculum and in student services to ensure students have the opportunity to receive or find information (i.e., financial aid, scholarships, credits, and various programs) on study abroad programming.

The Academy for Educational Development was created to “ensure that all American undergraduate students have an equal opportunity to participate in a quality education abroad program (Herrin, 2007, p.3). In this study, I found multiple associations between institutional factors and desire to study abroad. Specifically, there were significant relationships between

respondents who asked their advisor and professors about study abroad and their desire to study abroad and a relationship between professors who had discussed study abroad outside the classroom and desire to study abroad. Additionally, I was able to predict that respondents who reported they asked their professor about study abroad were nearly five times more likely to desire to study abroad than those who did not report they asked their professor about study abroad.

Providing equal opportunity to information should start early. In this study, the plurality of respondents only had an average understanding of study abroad at their specific institution. I recommend that these institutions begin information sharing as early as first-year orientation. This early exposure would begin the process of information sharing, not only for the student but also for their families. Early awareness is important because students and their families should develop more familiarity with study abroad programs and staff should also assist in debunking commonly known myths about study abroad. Additionally, early orientation to study abroad programs should reduce anxiety or address commonly known barriers or factors of concerns such as fear of racism, time to graduation, and funding.

Marketing and outreach during the first two years will also be critical to increasing awareness of and participation in study abroad programs among Blacks attending HBCUs. My study showed that 62.5% of my respondent population did not know that study abroad could be used as credit towards graduation and nearly 50% reported they were unaware that study abroad was an option for their major. Marketing materials should address how earning international credits could transfer into majors. Materials should be provided within each college or to academic advisors regarding course options abroad and its transferability into the student's major or degree plan.

Outreach should be done by Black undergraduates who studied abroad and faculty and staff across all fields. This approach may encourage students from underrepresented majors to consider participating in study abroad. Study abroad needs to be presented as a valuable and integral part of the higher education experience among practitioners and policymakers by encouraging and supporting faculty and staff in pursuing international experiences. Carroll (1996) found that faculty awareness of study abroad was a factor among students considering study abroad. In my study, it was found that there was a positive relationship between respondent perception of study abroad and the desire to study abroad while attending their current institution. Faculty and staff with international experiences or those with some form of professional development involving the internationalization of higher education will be better able to educate their students about the benefits of study abroad.

As discussed earlier, education majors were nearly five times more likely to desire to study abroad than those not majoring in education, yet, education majors did not comprise a plurality or majority of the respondents who had studied abroad in my sample. It is possible that the course and experiential requirements that accompany majoring in education are seen as prohibitive to participating in study abroad. Therefore, I would recommend that professionals at HBCUs replicate this study with their own student population to evaluate the representation of majors among students studying abroad. I would also recommend that study abroad professionals work closely with faculty across majors to develop academic plans that would allow students from a variety of majors, particularly education, to be able to participate in study abroad.

The second finding that was surprising was that respondents who were born or raised abroad were significantly .10 times less likely to desire to study abroad. There was no evidence

in my literature review regarding immigrant students. Future research is needed to better understand the perspectives these students have towards study abroad. Yet, there could be a number of factors to consider when discussing study abroad to students who were born or raised abroad. The first factor to acknowledge is that students who reported who they were born or raised abroad could consider their current experience in the United States of America as studying abroad; therefore, any conversation regarding study abroad could be ineffective. The second factor is that they are already living in a culture different than their own. Finally, they may possess the skills to speak a different world language. Each of these factors are benefits attributed to studying abroad (Akande & Slawson, 2000; Carlson et. al.; Kitsantas, 2004; Sandell, 2007), so the likelihood of respondents who have emigrated to the United States to desire to study abroad in order to reap these benefits would be moot.

Recommendations for Future Research

This study has shown that Black undergraduates at the selected HBCUs desire to study abroad, yet the majority of juniors and seniors have not studied abroad while at their current institution. This study explored the overall perceptions of study abroad among the respondents. Although there were some significant findings, further research is needed to formulate themes unique to the experiences of Black students considering studying aboard at HBCUs. One respondent shared the following via e-mail:

As an African-American female student at a HBCU who has tried to study abroad, I have a feeling that HBCUs want Black students to study abroad but they lack the information to do so. Through my own experience and the experiences of my peers, we found it a hassle to find information related to different study abroad program options, financial aid resources, and how credits would transfer. When I decided to study abroad I had no clue

how to even begin looking for a program or how to pay for it. I was given the run around from one office to the next. I was told to do one thing or the other without anything getting accomplished. I was stuck with not being able to take my trip to France this summer to study [French] because I was told financial aid was not available in the summer, a month before I had planned to leave and after my non-refundable deposit was paid to the abroad institution. I was highly frustrated and disappointed. I also heard stories similar to mine from other students at Black institutions including my own. I feel very strongly about study abroad because the world is much larger than your hometown and it has so much more to offer you. I believe you can come back with a better outlook on your academic career and will be better able to interact with different people when you enter the workforce, hence expanding your career opportunities. (Anonymous Xavier student, personal communication, June 4, 2011)

A personal story like this enhances the data found in this study and many others (i.e., lack of information, lack of faculty awareness, and issues with funding). Qualitatively investigating Black undergraduates at HBCUs would aid in illuminating the unique experiences of Black undergraduates considering studying abroad at HBCUs, and such investigations would go a long way toward contextualizing the very complex nature of the relationships suggested by the data already published. Exploration of this phenomenon from a constructivist perspective could assist study abroad administrators and campus leaders in improving their practices and increasing study abroad participation among their student body.

Second, future research is needed to determine if these results could be generalized to all or other HBCUs. Another survey study that included at least 10% of all HBCUs could provide an appropriate representation of HBCUs and their students. A larger sample size of institutions

and their students would allow for not only the ability to generalize to the larger population of HBCUs, but it would also permit an opportunity to conduct some comparison across institutions and databases (i.e., HBCUs, PWIs, and the IIE). In addition, utilizing a longitudinal survey could capture more than a student's desire to study abroad. A longitudinal survey design collects data from the same group over months or years, and such a design would provide data on whether or not students actually studied abroad and how they came to their decision.

Third, I would include all undergraduates attending HBCUs in future research. The current study only considered Black students. Historically Black colleges and universities' student populations are becoming more racially and ethnically diverse. A survey of all students could be appropriate in considering how all students' perceive study abroad opportunities at historically Black colleges and universities throughout the United States. It would be important to see how offices of study abroad at HBCUs and the structure of the programs are perceived among all students. In the end, a more inclusive population would be helpful in illuminating the data collected on the institutional factors examined in this study.

Best practices, program development, and policies play an integral role in the delivery of knowledge and information for prospective study abroad participants. A final suggestion for future research to better understand the experiences of Black undergraduates pursuing studying abroad at HBCUs could focus on the experiences, policies, and practices of study abroad professionals at HBCUs. A qualitative study on a sample of study abroad professionals at HBCUs would be beneficial in pursuing a deeper understanding of how these professionals shape study abroad opportunities, perceptions, and participation on their campuses. A qualitative study would include interviews with directors and coordinators, document analysis and focus groups with students who have visited the offices.

Limitations

This study had four notable limitations. First, web-based surveys have low cost and time requirements; however, a limitation to this mode of delivery is that “many people are not comfortable using websites or sending personal information over the Internet” (Mertler & Charles, 2008, p. 227). Additionally, web-based surveys have low response rates compared to surveys delivered via direct administration. My study had a 10% response rate. According to Mertler and Charles (2008) survey research studies, a common recommendation is to sample approximately 10 to 20 percent of the population (p. 128). Direct administration could have increased the response rate; however, cost and time would have increased tremendously.

Second, delivery of the online survey varied. Norfolk allowed me to post a link of the on-line survey through their e-News. Their reasoning was that they wanted all their students, regardless of race or ethnicity, to have access to the survey. Kentucky and Xavier provided me with the e-mail addresses of all their Black undergraduates, and I sent out the cover letter and link to the survey directly to those students. Kentucky’s list of emails included both campus and non-campus e-mail addresses. I received e-mail addresses associated with the institution, as well as e-mail addresses from e-mail providers such as the State of Kentucky, Yahoo, and Google to name a few. At Wilberforce, the dean of students sent an e-mail with the link to the survey to all Black undergraduates. All institutions except Wilberforce had at least two reminders to complete the survey. The variability of e-mail addresses at Kentucky and mode of delivery and failure to send reminder emails to Wilberforce students could have affected the response rate. Overall, Wilberforce had the lowest response rate among participating institutions. It is possible that had their students received reminder emails they could have had a higher response rate. Although I initially was concerned that Norfolk would have a much lower response rate given

the indirect recruitment method used, they actually turned out to comprise the majority of the respondents who completed the survey. I encourage researchers to consider e-News placements at institutions where students actively read and act upon notices placed there.

Third, purposive sampling was used to select which HBCUs I wanted to participate in this study. As mentioned in my methodology chapter, I was interested in HBCUs that varied in size, funding status, and other institutional characteristics. I was not able to secure an elite HBCU such as Howard University, North Carolina Agricultural & Technical State University, or Florida Agricultural and Mechanical University for my study. Including such large elite institutions would have allowed for a more reflective representation of HBCUs. Specifically, repeating this study with elite institutions may result in greater understanding of Black undergraduates' perceptions of study abroad among a more representative cross-section of HBCUs. As discussed in Chapter three, my attempts to send the online survey out to additional institutions were either ignored or declined. Moreover, some institutions required that I secure a faculty or administrator as a co-researcher in order to conduct research with their students. My lack of connections with faculty or administrators at HBCUs posed issues for completing this research within my desired timeline. I would recommend to future researchers that they start recruiting institutional actors early in the research process. It would have been more helpful if I had a stronger networking system in place to navigate the unique culture of HBCUs.

The last limitation for this study was the effect self-selection bias could have had on my data collection. Data for my study showed that the vast majority of respondents desired to study abroad at their current institution, possibly reflecting self-selection bias. Respondents who were naturally interested or desired to study abroad would more than likely opt to participate in this study. Caution must be practiced when using my findings. Self-selection could be minimized in

the future by using random sampling techniques to collect data. According to Mertler and Charles (2008) “random sampling is the best way to obtain a representative sample”. This type of sampling technique could attract a more diverse group of students (i.e., those interested in study abroad and those not interested in study abroad) to participate in a similar study.

Summary

Study abroad, internationalization, and globalization are all buzz words that are incorporated in our daily lives, especially on today’s college campuses including historically Black colleges and universities. Historically Black colleges and universities are increasingly joining conversations about the benefits of international education and programs such as study abroad. The internationalization of HBCUs will not only add value to these historic institutions, but their student body will greatly benefit from the long-term effects studying abroad can offer. Yet due to some systematic and institutional concerns, many of these institutions are forced to focus on greater issues such as institutional funding and survival. Those who are able would be well served to begin to develop strategies to develop study abroad programs that are marketed well and integrated into the curriculum.

Overall, Blacks attending the selected HBCUs viewed studying abroad as a desirable and realistic part of the educational experience; however, within this same group the majority of respondents had not studied abroad. This study suggests that institutional factors such as faculty and advisor interactions and sources of information were key factors in the students’ desire to study abroad, and HBCUs must find a way to tap into and build upon the existing desire of their students. The history of HBCUs cannot be ignored when considering the findings of this study and internationalization of HBCUs. The majority of HBCUs were established to educate Blacks who were once denied access to a higher education due to segregation and other political

motives. Moreover, they have focused on helping students succeed and graduate in spite of the odds against them. This focus on the basics may make HBCUs hesitant to place a great deal of resources into what may be perceived to be a luxury entitlement, like study abroad. HBCUs may not realize the high degree of desire to participate in study abroad that may exist among their students as these findings suggest. Therefore, patience and fortitude should be exercised when conducting research with these exceptional institutions. The most important point to take away from this study is that the students at these schools are ready to explore the world and be a part of an ever growing international community. It is our duty as higher education educators to help them realize these goals.

References

- African Americans continue to make solid gains in bachelor and master degree awards: But professional and doctoral degrees show declines. (2008). *The Journal of Blacks in Higher Education*. Retrieved from http://www.jbhe.com/features/60_degreeawards.html
- Akande, Y., & Slawson, C. (2000). *Exploring the long-term impact of study abroad: A case study of 50 years of study abroad alumni*. Paper presented at NAFSA: Association of International Educators, San Diego, CA.
- Akomolafe, O. (2000). Africanizing HBCUs: Problems and prospects of international education in historically Black institutions. *Journal of African Issues*, 28(1-2), 103-107.
- Allen, W. R. (1992). The color of success: African-American college student outcomes at predominantly White and historically Black public colleges and universities. *Harvard Educational Review*, 62(1), 26-44.
- Barker, C. M. (2000). *Education for international understanding and global competence*. Report of a meeting Carnegie Corporation of New York January 21, 2000.
- Blumenthal & Gutierrez (2009). *Meeting American's global education challenge: Expanding study abroad capacity at U.S. colleges and universities*. New York, NY: Institute of International Education.
- Booker, R. W. (2001). *Differences between applicants and non-applicants relevant to the decision to apply to study abroad* (Doctoral dissertation). University of Missouri.
- Brown, L. M. (2002). Going global. *Black Issues in Higher Education*, 19(6), 28-31.
- Brown, M. C. II, & Davis, J.E. (2001). The historically Black college as social contract, social capital, and social equalizer. *Peabody Journal of Education*, 76, 31-49.

- Brux, J. M., & Fry, B. (2009). Multicultural students in study abroad: Their interests, their issues, and their constraints. *Journal of Studies in International Education*. Published online August 11, 1-20. doi:10.1177/1028315309342486
- Burkart, B., Hexter, H., & Thompson, D. (2001). Why TRIO students need to study abroad! *Opportunity Outlook Journal Reprint*, 34-38.
- Carlson, J., Burn, B., Useem, J., & Yachimowicz, D. (1990). *Study abroad: The experience of American undergraduates*. Westport, CT: Greenwood Press.
- Carroll, A. V. (1996). *The participation of historically underrepresented students in study abroad programs: An assessment of interest and perceptions of barriers* (Unpublished master's thesis). Colorado State University, Fort Collins, CO.
- Che, S. M., Spearman, M., & Manizade, A. (2009). Constructive disequilibrium: Cognitive and emotional development through dissonant experiences in less familiar destinations. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 99-116). New York, NY: Routledge.
- Chow, P., & Villarreal, A. (2011). IIE/Forum on education abroad survey of study abroad enrollments during academic year 2010/11. Retrieved November 16, 2011, from http://www.forumea.org/documents/2011STABSnapshotReport_final.pdf
- Craig, S. R. (2009). Top 10 reasons for African Americans to go abroad. *Transitions Abroad*. Retrieved September 27, 2009, from <http://www.transitionsabroad.com/listings/study/articles/studyjul1.shtml>
- Comp, D. (2008). U.S. heritage-seeking students discover minority communities in Western Europe. *Journal of Studies in International Education*, 12, 29-37. doi:10.1177/1028315307299417

- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle, NJ: Pearson Education.
- Duffy, M. E., Farmer, S., Ravert, P., & Huittinen, L. (2003). Institutional issues in the implementation of an international student exchange program. *Journal of Nursing Education, 42*(9), 399-405.
- Fast Facts about Kalamazoo College. (2010). Retrieved October 6, 2010, from <http://www.kzoo.edu/college/?p=fastfacts>
- Goodwin, C. D., & Nacht, M. (1988). *Abroad & beyond: Patterns in American overseas education*. New York, NY: Cambridge University Press.
- Goodwin, C. D., & Nacht, M. (1991). *Missing the boat: The failure to internationalize higher education*. New York, NY: Cambridge University Press.
- Grynspan, D. (2007). Internationalizing underrepresented students: Mixed results. In C. A. Herrin, S. Dadzie, & S. A. MacDonald (Eds.), *Colloquium on diversity in education abroad: How to change the picture* (pp. 77-82). Academy for Educational Development: Washington, DC.
- Harper, S. R., Carini, R. M., Bridges, B. K., & Hayek, J. C. (2004). Gender differences in student engagement among African American undergraduates at historically Black colleges and universities. *Journal of College Student Development, 45*(3), 271-284.
- Hembroff, L. A., & Rusz, D. L. (1993). Minorities and overseas studies programs: Correlates of differential participation. Retrieved from ERIC database. (ED368283)
- Herrin, C. A., Dadzie, S., & MacDonald, S. A. (2007). *Colloquium on diversity in education abroad: How to change the picture*. Academy for Educational Development: Washington, DC.

- Hser, M. P. (2005). Campus internationalization: A study of American universities' internationalization efforts. *Journal of International Education*, 35(1), 35-48.
- The Institute for the International Education of Students. (2009) . *Report of the IES abroad think tank on diversity in education abroad*. Retrieved August 17, 2010, from <https://www.iesabroad.org/IES/Diversity/thinkTank.html>
- Institute of International Education. (2007). *Meeting America's global education challenge: Current trends in U.S. study abroad and the impact of strategic diversity initiatives*. Retrieved August 17, 2010, from http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/~media/Files/Corporate/Membership/StudyAbroad_WhitePaper1.ashx
- Institute of International Education. (2009). *Profile of U.S. study abroad students*. Retrieved August 17, 2010, from <http://opendoors.iienetwork.org/?p=150839>
- Institute of International Education. (2009b). *Americans study abroad in increasing numbers*. Retrieved October 6, 2010, from <http://opendoors.iienetwork.org/?p=150651>
- Institute of International Education. (2011). *Profile of U.S. study abroad students, 2000/01-2009/10*. Retrieved November 16, 2011, from <http://www.iie.org/opendoors>
- Institute of International Education. (2011b). *Open Doors 2011: Study abroad by U.S. students rose in 2009/10 with more students going to less traditional destinations*. Retrieved November 16, 2011, from <http://www.iie.org/en/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2011/2011-11-14-Open-Doors-Study-Abroad>
- Institute of International Education. (2011c). *Fall survey data: U.S. campuses report that study abroad is rising*. Retrieved November 16, 2011, from <http://www.iie.org/Who-We->

Are/News-and-Events/Press-Center/Press-Releases/2011/2011-11-14-Open-Doors-Fall-Survey-Study-Abroad

- Institute for the Study of Educational Policy. (1978). *Equal educational opportunity: More promise than progress*. Washington, DC: Howard University Press.
- Kauffmann, N. L., Martin, J. N., & Weaver, H. D. (1992). *Students abroad: Strangers at home*. Yarmouth, ME: Intercultural Press.
- Kim, M. M., & Conrad, C. F. (2006). The impact of historically Black colleges and universities on the academic success of African-American students. *Research in Higher Education*, 47(4), 399-427.
- Kitsantas, A. (2004). Studying abroad: The role of college students' goals on the development of cross-cultural skills and global understanding. *College Student Journal*, 38, 441-452.
- Laudau, J., & Moore, D. C. (2001). Towards reconciliation in the motherland: Race, class, nationality, gender, and the complexities of American student presence at the University of Ghana, Legon. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 7, 25-59. Retrieved November 16, 2011, from http://www.frontiersjournal.com/issues/vol17/vol17-02_landau-moore.htm
- Li, X. (2007). *Characteristics of minority-serving institutions and minority undergraduates enrolled in these institutions: Postsecondary education descriptive a-analysis report* (NCES 2008-156). Retrieved from National Center for Education Statistics: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008156>
- Lincoln Commission. (2005). *Global competence and national needs: One million Americans study abroad*. Washington, DC.

- Martinez, Ranjeet, & Marx (2009). Creating study abroad opportunities for first-generation college students. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 527-542). New York, NY: Routledge.
- Mastrodicasa, J. (2008). United States of America. In Osfield, K. J. & Associates, *Internationalization of student affairs: An emerging global perspective* (pp. 183-192). Washington, D.C.:NASPA.
- Mattai, P. R., & Ohiwerei, G. (1989, November). *Some mitigating factors against African-Americans in the rural American South opting to study abroad*. Paper presented at the 42nd Annual Conference on the International Educational Exchange, Washington, D.C.
- McKeown, J. S. (2009). *The first time effect*. Albany: State University of New York Press.
- McLellan, C. E. (2007). A lesson plan to improve minority study abroad participation. *Diverse Issues in Higher Education*, 24(19), 31.
- Mertler, C. A., & Charles, C. M. (2008). *Introduction to educational research* (6th ed.). Boston, MA: Pearson.
- Mertler, C. A., & Vannatta, R. A. (2002). *Advanced and multivariate statistical methods: Practical application and interpretation* (2nd ed.). Los Angeles, CA: Pyrczak Publishing.
- Morgan, R. M., Mwegelo, D. T., & Turner, L. N. (2002). Black women in the African Diaspora seeking their cultural heritage through studying abroad. *NASPA Journal*, 39(4), 333-353.
- National Center for Education Statistics (2009). *Fast facts*. Retrieved October 6, 2010, from <http://nces.ed.gov/fastfacts/display.asp?id=98>

National Center for Education Statistics. (2010). *College navigator: Kentucky State University*.

Retrieved January 30, 2011 from

<http://nces.ed.gov/collegenavigator/?q=kentucky&s=all&id=157058#enrolmt>

National Center for Education Statistics. (2010). *College navigator: Wilberforce University*.

Retrieved January 30, 2011 from

<http://nces.ed.gov/collegenavigator/?q=wilberforce+un&s=all&id=206491#enrolmt>

NAFSA: Association of International Educators. (2010). Public Policy: Senator Paul Simon

Study Abroad Foundation Act. Retrieved November 8, 2010 from

http://www.nafsa.org/public_policy.sec/commission_on_the_abraham/

Norfles, N. (2007). What we know about diversity in education abroad: Obstacles and

opportunities. In C. A. Herrin, S. Dadzie, & S. A. MacDonald (Eds.), *Colloquium on*

diversity in education abroad: How to change the picture (pp. 54-59). Academy for

Educational Development: Washington, DC.

Norfolk State University (2011). *History of Norfolk State University*. Retrieved August 8, 2011,

from <http://www.nsu.edu/about/history.html>

Norton, I. (2008). Changing the face of study abroad. Retrieved August 7, 2010, from

<http://chronicle.com/article/Changing-the-Face-of-Study/25788>

Office of International Programs. (2007). *University of Minnesota Student Survey of Study*

Abroad. Unpublished instrument. Retrieved January 19, 2010, from

<http://oip.umn.edu/ci/evaluation/documents/Spring2007SophomoreSurveyDataStudentsofColorUMDUMTC.pdf>

- Office of Postsecondary Education. (2009). *International education programs service*. Retrieved September 27, 2009, from <http://www.ed.gov/about/offices/list/ope/iegps/study-abroad.html>
- Osfield, K. (2008). *Internationalization of student affairs and services: An emerging global perspective*. National Association of Student Personnel Administrators, Washington, DC.
- Penn, E. B., & Tanner, J. (2008). Black students and international education: An assessment. *Journal of Black Studies* [Online First], 20, 1-17. doi: 10.1177/0021934707311128
- Picard, E., Bernardino, F., & Ehigiator, K. (2009). Global citizenship for all: Low minority student participation in study abroad- seeking strategies for success. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 321-345). New York, NY: Routledge.
- Ramirez-Clemens, C. (2002). *A descriptive study of demographic characteristics and perceptions of cross-cultural effectiveness of diverse students at Ohio University in relation to study abroad* (Doctoral dissertation). Ohio University, Athens, OH.
- Rhodes, B., & Hong, H. (2009). *The project for learning abroad, training, and outreach (PLATO): An integrated study abroad, training, certification, and diversity outreach program*. Retrieved September 27, 2009, from <http://www.iienetwork.org/page/71529>
- Sandell, E. J. (2007). Impact of international education experiences on undergraduate students. *Delta Kappa Gamma Bulletin*, 73(4), 12-18.
- Shih, K. (2009). *Study abroad participation up, except among minority students*. Retrieved September 27, 2010, from <http://diverseeducation.com/cache/print.php?articleId=13193>
- Stearns, P. N. (2009). *Educating global citizens in colleges and universities: Challenges and opportunities*. New York, NY: Routledge.

Szekely, B. B., & Krane, M. (1997). The current demographics of education abroad.

In W. Hoffa & J. Pearson (Eds.), *NAFSA's guide to education abroad for advisers and administrators* (pp. 143–164). Washington, DC: NAFSA: Association of International Educators.

Talbert, S., & Stewart, M. (1999). What's the subject of study abroad?: Race, gender, "living culture". *The Modern Language Journal*, 83(2), 163-175.

Trooboff, S., Vande Berg, M., & Rayman, J. (2007/2008). Employer attitudes toward study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15 (Fall/Winter), 17-34.

U.S. Department of State. (2010). *Fulbright program history*. Retrieved October 7, 2010, from <http://fulbright.state.gov/history.html>

Washington, D. D. (1998). *African American undergraduate students' perceptions of and attitudes toward study abroad programs* (Doctoral dissertation). George Mason University, Fairfax, VA.

Willie, C.V., Reddick, R.J., & Brown, R. (2006). *The Black college mystique*. Lanham, MD: Rowman & Littlefield.

Wilson-Oyelaran, E. (2007). Internationalizing underrepresented students: Mixed results. In C.A. Herrin, S. Dadzie, & S. A. MacDonald (Eds.), *Colloquium on diversity in education abroad: How to change the picture* (pp. 77-82). Academy for Educational Development: Washington, DC.

Woodruff, G. Williams, R., Vande Berg, M., & Dohm, T. E. (2004). *Evaluating campus efforts to internationalize the curriculum*. Retrieved August 3, 2010, from <http://umabroad.umn.edu/ci/docs/evaluation/surveys/evaluatingCI.pdf>

Xavier University of Louisiana (2011). *Xavier University of Louisiana: Overview*. Retrieved August 8, 2011, <http://www.xula.edu/about-xavier/index.php>

Younes, M. N., & Asay, S. M. (2003). The world as a classroom: The impact of international study experiences on college students. *College Teaching*, 51(4), 141-147.

APPENDIX A: Invitation to Study

March 23, 2011

Dear,

My name is Nikki Gaines and I am a doctoral student in the Higher Education Administration program at Bowling Green State University (BGSU). The proposed title of my dissertation is *Perceptions of Study Abroad among African American Undergraduates at Historically Black Colleges and Universities*. After gaining approval from BGSU's Human Subjects Research Board (HSRB) my goal is to begin collecting data in mid April 2011. The purpose of this study is two-fold: (1) to explore African American undergraduates the perceptions, thoughts, and attitudes of study abroad programs at HBCU and (2) to document individual and institutional characteristics that are significant factors in African American undergraduates participation in study abroad programs. I plan on administering a web-based SNAP survey to African American undergraduates at selected HBCUs via email.

I am requesting your assistance in providing me the email addresses of your current African American undergraduates at your institution. If you do not feel comfortable sending a list of e-mail addresses, I would need your assistance sending out the e-mail invitations. At this time I am interested in knowing if you would be willing to assist me with my dissertation research. **Please indicate your response via email to gainesn@bgsu.edu by Friday, March 25, 2011.** Please know that your email response is fundamental documentation for the research process. Your willingness to support my research efforts is greatly appreciated and I would like to thank you in advance for your time and consideration.

Sincerely,

Nykia D. Gaines
Doctoral Student, Higher Education Administration
Bowling Green State University
gainesn@bgsu.edu
616-443-7282

BGSU HSRB – APPROVED FOR USE
ID# H11D204GX2
Effective: 04/08/2011
Expires: 03/31/2012

APPENDIX B: Informed Consent

Informed Consent Information

Thank you for your interest and willingness to assist me in my dissertation. You were selected to participate in this survey because your input can assist in better understanding the views of studying abroad among undergraduates at historically Black colleges and universities and to provide educators at your institution with information regarding their current practices with study abroad programs.

The purpose of my research is to explore student's perceptions toward study abroad while attending a historically Black college or university. The overall benefit for this research is to increase awareness of students' views of study abroad at historically Black colleges and universities. Additionally, as a participant, you have an option to enter into a raffle for a \$100 Visa gift card. The odds of winning the gift card are 1:5000.

Your participation in this study is completely voluntary. The survey should take approximately 8-10 minutes. Web-based surveys have minimum risks. You are free to withdraw at any time. You may discontinue this survey at any time without penalty. Deciding to participate or not will not affect your grades or class standing at your current institution or your relationship with Bowling Green State University.

To maintain confidentiality and anonymity, your responses to this survey will be stored on a password protected computer and the data will be accessible only the researcher. Data will be destroyed one year after the close of the survey. To further maintain confidentiality and anonymity please be aware of the following: (1) some universities may use tracking software so you may want to complete the survey on a personal computer; (2) do not leave survey open if using a public computer or a computer others may have access to;; and (3) clear your browser cache and page history after completing the survey.

If you have any questions regarding this study or survey please feel free to contact me, Nykia Gaines at 616-443-7282 or gainesn@bgsu.edu or the chair of my dissertation committee, Dr. Dafina Lazarus Stewart at 491-372-6876 or dafinas@bgsu.edu. If you have questions or concerns about your rights as a research participant, please contact the Chair of the Human Subjects Review Board at Bowling Green State University at 419-372-7716 or hsrb@bgsu.edu.

By completing and submitting your responses to the survey you are indicating that you are at least 18 years old, have read the above information, and consent to participation in the study. Again, thank you for your willingness to support my research interest and please know you are greatly appreciated.

BGSU HSRB – APPROVED FOR USE

ID# H11D204GX2

Effective: 04/21/2011

Expires: 03/31/2012

APPENDIX C: Survey of Perceptions of Study Abroad

1. While at your CURRENT institution
- I have studied abroad
 - I have NOT studied abroad
2. While at my CURRENT institution, I have NOT studied abroad...
- But DO desire to study abroad
 - And DO NOT desire to study abroad
3. Which statement best describes your view of study abroad?
- Study abroad is not an option for me
 - Study abroad is not essential to me
 - Study abroad is a desirable part of the educational experience, but unrealistic in my major
 - Study abroad is a desirable and realistic part of the educational experience
4. How important do you think the following are to professionals practicing in your primary field of study?
- | | Not Important | Somewhat Important | Important | Very Important |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Knowledge of a second language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Awareness and understanding of cultural differences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of international issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of technical and professional practices in other countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to tolerate uncertainty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to work with people whose beliefs, values, and world views differ from one's own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
5. Please, rate your understanding of study abroad as an opportunity at your current institution.
- Excellent
 - Very Good
 - Average
 - Minimal
6. Aside from general or liberal education requirements, are you allowed to use credit earned through study abroad toward requirements in your major?
- Yes
 - No
 - I do NOT know

7. Rate each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Study abroad is important for personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad enhances the ability to think critically and solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad helps find graduates better jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad enhances lifelong career opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please rate your awareness of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Study abroad options in my major.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid may be used for study abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of scholarships for study abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Have any of your advisors ever talked with you about study abroad?

- Yes
 No

10. Have any of your advisors discussed academic planning for study abroad with you?

- Yes
 No

11. Have any of your professors ever mentioned study abroad to you either,

- | | Yes | No |
|------------------|--------------------------|--------------------------|
| During class | <input type="checkbox"/> | <input type="checkbox"/> |
| Outside of class | <input type="checkbox"/> | <input type="checkbox"/> |

7. How else have you received information about study abroad? (check all that apply)

- Study Abroad Office or Coordinator
 Friends
 Departmental college office, publication, website, or publicity.
 New Student Orientation
 Study abroad classroom presentation
 Admissions Office or representatives
 I have not received any information on study abroad from my institution
 Other

13. Have you ever asked any of your ADVISORS about study abroad?

- Yes
 No

14. Have you ever asked any of your PROFESSORS about study abroad?

- Yes
 No

15. Please rate your awareness of the following statements.

	Not a Factor	Somewhat Important	Very Important	Most Important
How important are recommendations from other students (past or current participants) in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important are recommendations or support from professors or advisors in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is cost in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is delay in graduation in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is time away from on-campus studies in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is time away from family and friends in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is concern about adapting to the language and culture of others in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is concern about applying credits to degree requirements in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is concern about health and safety abroad in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How important to you are the following factors in considering study abroad

	Not a Factor	Somewhat Important	Very Important	Most Important
How important is opposition from family/or friends in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is fear of racism in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is opposition from department and/or advisor in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is competition with other educational opportunities in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important is disruption of work/internship experiences in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is concern about loss or current healthcare or housing in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How important is family needs my support in considering study abroad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. How important to you are the following factors in considering study abroad				
	Yes		No	
I had significant interaction with international students at my institution.	<input type="checkbox"/>		<input type="checkbox"/>	
I took more than one course on-campus with international content.	<input type="checkbox"/>		<input type="checkbox"/>	
I studied another language.	<input type="checkbox"/>		<input type="checkbox"/>	
I participated in international or intercultural activities on campus.	<input type="checkbox"/>		<input type="checkbox"/>	
I traveled or visited another country.	<input type="checkbox"/>		<input type="checkbox"/>	
I participated in a credit-bearing international internship or volunteer experience.	<input type="checkbox"/>		<input type="checkbox"/>	
I worked abroad.	<input type="checkbox"/>		<input type="checkbox"/>	
18. BEFORE attending my current institution, I...				
	Yes		No	
Studied abroad.	<input type="checkbox"/>		<input type="checkbox"/>	
Lived abroad.	<input type="checkbox"/>		<input type="checkbox"/>	
Was born/raised abroad.	<input type="checkbox"/>		<input type="checkbox"/>	
Hosted or tutored an international student.	<input type="checkbox"/>		<input type="checkbox"/>	
Traveled abroad.	<input type="checkbox"/>		<input type="checkbox"/>	

19. What has been your single longest period of international experience PRIOR to coming to college?
- None
 - Less than 4 weeks
 - 1-6 months
 - 7-12 months
 - More than 12 months
20. What has been your single longest period of international experience WHILE attending college?
- None
 - Less than 4 weeks
 - 1-6 months
 - 7-12 months
 - More than 12 months
21. Please select your current institution
- Kentucky State University
 - Wilberforce University
 - Xavier University of Louisiana
22. What is our race or ethnic background?
- African American or Black
 - Asian/Pacific Islander
 - Caucasian/White
 - Latino/a
 - Multiracial/Multiethnic
 - Native American
 - International Student
 - Other
23. What is your gender?
- Man
 - Woman
 - Transgender/Gender Non-Conforming
24. What is your current year in college?
- First-Year
 - Sophomore
 - Junior
 - Senior
 - Non-degree seeking
25. What is your primary area of study or major?
- Social Science (ex: sociology, political science)
 - Business and Management
 - Humanities
 - Fine or Applied Arts (ex: dance, communication)
 - Physical/Life Sciences
 - Foreign Languages
 - Health Sciences
 - Education
 - Engineering
 - Math or Computer Science
 - Agriculture
 - Undecided
- If not listed, please specify
-
26. What is your cumulative GPA?
- A (3.75 – 4.0)
 - A-, B+ (3.25 – 3.74)
 - B (2.75 – 3.24)
 - B-, C+ (2.25 – 2.74)
 - C (1.75 – 2.24)
 - C- or less (below 1.75)

27. What is your mother's highest level of education?
- Did not complete high school
 - High school diploma or GED
 - Some college
 - 2-year degree
 - Bachelor's degree
 - Master's degree/Doctorate/Professional degree
 - Unknown
28. What is your father's highest level of education?
- Did not complete high school
 - High school diploma or GED
 - Some college
 - 2-year degree
 - Bachelor's degree
 - Master's degree/Doctorate/Professional degree
 - Unknown
29. How would you describe your hometown neighborhood?
- Urban
 - Suburban
 - Rural
30. Did you receive some form of financial aid? (i.e., scholarships, grants, or federal loans)
- Yes
 - No
 - Decline to answer

APPENDIX D: Survey Cover Letter

Participant Invitation

Hello,

My name is Nykia Gaines, a Ph.D. candidate at Bowling Green State University in the Higher Education Administration program. I am kindly seeking your support and time by participating in an 8-10 minute survey for my dissertation.

The purpose of my research is to explore student's perceptions towards study abroad while attending a historically Black college or university. The overall benefit for this research is to increase awareness of undergraduate student perceptions of study abroad at historically Black colleges and universities. Your participation is completely voluntary.

The risk of participation is no greater than that experienced in daily life. You have the right to withdraw from the study at any time by not completing the survey. Deciding to participate or not will not affect your grades or class standing at your current institution or your relationship with Bowling Green State University.

After completing the survey, you will have the opportunity to enter your name and e-mail address for a \$100 *Visa* gift card drawing. Your name and e-mail information will not be connected to your survey responses. Survey responses and data will be kept confidential and contact information will only be used to notify you regarding the gift card drawing.

If you have any questions regarding this study or survey please feel free to contact me, Nykia Gaines at 616-443-7282 or gainesn@bgsu.edu or the chair of my dissertation committee, Dr. Dafina Lazarus Stewart at 419-372-6876 or dafinas@bgsu.edu. If you have questions or concerns about your rights as a research participant, please contact the Chair of the Human Subjects Review Board at Bowling Green State University at 419-372-7716 or hsrb@bgsu.edu. Thank you again for your time and I appreciate your willingness to support my research.

Please click on the link below to learn more about my research and to take the survey.

<http://survey.bgsu.edu/surveys/HESA/SASHBCU/studyabroad.htm>

Thank you in advance for your time and consideration.

Sincerely,

Nykia D. Gaines
Doctoral Student, Higher Education Administration
Bowling Green State University
gainesn@bgsu.edu or 616.443.7282

BGSU HSRB – APPROVED FOR USE
ID# H11D204GX2
Effective: 04/08/2011
Expires: 03/31/2012

APPENDIX E: Survey Reminder Email

Hello,

My name is Nykia Gaines, a Ph.D. candidate at Bowling Green State University in the Higher Education Administration program. I am kindly seeking your support and time by participating in an 8-10 minute survey for my dissertation. **You may have received this email last week; however, due to technical difficulties, you are receiving this message again. If you have already completed this survey, I would like to thank you again for your participation and please disregard this message.**

The purpose of my research is to explore student's perceptions towards study abroad while attending a historically Black college or university. The overall benefit for this research is to increase awareness of undergraduate student perceptions of study abroad at historically Black colleges and universities. Your participation is completely voluntary.

The risk of participation is no greater than that experienced in daily life. You have the right to withdraw from the study at any time by not completing the survey. Deciding to participate or not will not affect your grades or class standing at your current institution or your relationship with Bowling Green State University.

After completing the survey, you will have the opportunity to enter your name and e-mail address for a \$100 *Visa* gift card drawing. Your name and e-mail information will not be connected to your survey responses. Survey responses and data will be kept confidential and contact information will only be used to notify you regarding the gift card drawing.

If you have any questions regarding this study or survey please feel free to contact me, Nykia Gaines at 616-443-7282 or gainesn@bgsu.edu or the chair of my dissertation committee, Dr. Dafina Lazarus Stewart at 419-372-6876 or dafinas@bgsu.edu. If you have questions or concerns about your rights as a research participant, please contact the Chair of the Human Subjects Review Board at Bowling Green State University at 419-372-7716 or hsrb@bgsu.edu. Thank you again for your time and I appreciate your willingness to support my research.

Please click on the link below to learn more about my research and to take the survey.

<http://survey.bgsu.edu/surveys/HESA/SASHBCUKSU/studyabroad.htm>

Thank you in advance for your time and consideration.

Sincerely,

Nykia D. Gaines
Doctoral Student, Higher Education Administration
Bowling Green State University
gainesn@bgsu.edu or 616.443.7282

APPENDIX F: HSRB Approval Letter



Office of Research Compliance
309A University Hall
Bowling Green, OH 43403-0183
Phone: (419) 372-7718
E-mail: hsrb@bgsu.edu

HSRB MEMBERSHIP
2010-2011

Amy Morgan, HSRB Chair
Kinesiology
amorgan@bgsu.edu

Mary Hare, HSRB Vice Chair
Psychology
mlhare@bgsu.edu

D. Wayne Bell, M.D.
Wood Health Corp.
353-6225
speakingdoc@dacor.net

Cheryl Conley
Alzheimer's Assn., NW Ohio
conleyc@bgsu.edu

L. Fleming Fallon, Jr., M.D.
Public & Allied Health
ffallon@bgsu.edu

Rodney Gabel
Comm. Sciences & Disorders
rgabel@bgsu.edu

Hillary Harms
Office of Research Compliance
hsrb@bgsu.edu

Lesia Lockford
Theatre & Film
lockflo@bgsu.edu

Montana Miller
Popular Culture
montanm@bgsu.edu

Jeanne Novak
Intervention Services
jnovak@bgsu.edu

Erin Smith
Psychology
esmith@bgsu.edu

Ashutosh Sohoni
Family and Consumer Sciences
assohon@bgsu.edu

Marie Tisak
Psychology
mtisak@bgsu.edu

April 8, 2011

TO: Nykia Gaines
EDHD

FROM: Hillary Harms, Ph.D.
HSRB Administrator

RE: HSRB Project No.: H11D204GX2

TITLE: *Perceptions of Study Abroad among African American Undergraduates at Historically Black Colleges and Universities*

You have met the conditions for approval for your project involving human subjects. **As of April 8, 2011, your project has been granted final approval by the Human Subjects Review Board (HSRB). This approval expires on March 31, 2012.** You may proceed with subject recruitment and data collection.

The final approved version of the consent document(s) is attached. Consistent with federal OHRP guidance to IRBs, **the consent document(s) bearing the HSRB approval/expiration date stamp is the only valid version and you must use copies of the date-stamped document(s) in obtaining consent from research subjects.**

You are responsible to conduct the study as approved by the HSRB and to use only approved forms. If you seek to make any changes in your project activities or procedures, send a request for modifications to the HSRB via this office. Those changes must be approved by the HSRB prior to their implementation.

You have been approved to enroll 3000 participants. If you want to enroll additional participants you must seek approval from the HSRB.

Good luck with your work. Let me know if this office or the HSRB can be of assistance as your project proceeds.

Comments/ Modifications:

Please add the text equivalent of the HSRB approval stamp to the 'footer' area of the consent document in the survey.

c: Dr. Dafina Stewart

Research Category: EXEMPT #2