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Multiculturalism in United States Higher Education Institutions: The Lived Experiences of Enrolled International Students

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Walden University
2016

Abstract

Multiculturalism in United States Higher Education Institutions:
The Lived Experiences of Enrolled International Students

by

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MA University of Arizona 1985

BS Rosary College 1975

Dissertation Submitted in Partial Fulfillment
of Requirements for the Degree of
Doctor of Philosophy
Global and Comparative Education

Walden University

October, 2016

Abstract

Since 2006, international student enrollment in U.S. higher education institutions has increased significantly, which has precipitated an increase in the institutions' multiculturalism. A mechanism to facilitate the integration of students of different cultures within a multicultural institution would be valuable to fostering positive educational experiences for all students. The purpose of this phenomenological study was the inclusion of multiculturalism within U.S. higher education institutions. Banks' multiculturalism theory provided the study's conceptual framework. Six international students were interviewed, and their responses were analyzed to answer 2 research questions concerning the lived experiences of international students enrolled in U.S. higher education institutions and the inclusion of multiculturalism in the institution's curriculum, programs, policies, and practices and regarding their institutions' efforts to assist them in adjusting to and integrating. Data were analyzed to identify the emerging themes. According to the study's findings, multiculturalism was included in most of the participants' higher education institutions; however, the students felt their expectations had not been met, and that the institutions could have done more to assist them with cultural and social integration and navigation through the institutions' educational systems. The findings of this study create an opportunity for social change by informing U.S. higher education institutions on the ways to enhance programs, service, and curriculum to best meet the needs of enrolled international students.

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Dedication

This dissertation is dedicated to my parents, Joseph and Orlessie Ragsdell, my first educators. It was their wisdom, love, and guidance, which have made me the life-long learner and educator I am today. It is also dedicated to my PK-12 and higher education students whose lives I have touched and planted seeds for the future they desired and so things they have shared with me, and the lesson they have taught me along the way. This dissertation is also dedicated to my five granddaughters: Taylor, Nia, Payton, Rhaiya, and Faith. Their beautiful smiles and warm hugs encouraged me throughout this magnificent journey towards completion.

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Chapter 1: Introduction

The Institute of International Education's (IIE, 2015) Open Doors Report stated that, within the past decade, there has been a 40% increase in international student enrollment in U.S. colleges and universities. Their presence suggests the need for more multicultural education on our campuses. In the multiculturalism inclusion theory, Banks (2004, 2008) established the case for including multiculturalism within the curriculum, programs, policies, and practices of educational institutions. Banks (2008) argued that the inclusion of multiculturalism enables multicultural students to achieve greater academic success and integration into a foreign society. Banks believed that a central focus of multicultural education enables the student to achieve academic and cultural excellence, which encompasses the students' knowledge of their cultural backgrounds and the participation in studies of their peers' cultural backgrounds. Banks (2008) wrote:

I argue that groups can help individuals to actualize their rights and opportunities.

I contend that an effective and transformative citizenship education help students to acquire the knowledge, skills, and values needed to function effectively within their cultural community, nation-state, and region and in the global community.

Such as education also helps students to acquire the cosmopolitan perspective and values needed to work for equality and social justice around the world. (p.129)

Banks (2008) also discussed students' classroom behavior as an important element of preparing them for success and societal integration. Banks (2008) established a foundation on the importance of a multiculturalism inclusive educational environment. Banks (2004) wrote, "the more we know about a student's level of identification with a

particular group, the more accurately we can predict, explain, and understand the student's behavior in the classroom" (p. 24).

The purpose of this study was to understand international students' perceptions of the inclusion of multiculturalism within U.S. higher education institutions' policy, procedures, curriculum, and classroom practices to meet international students' needs.

Background

The U.S. is a nation of immigrants. Since its inception, the thousands who have entered the U.S. borders bring with them their culture, customs, beliefs, and practices. As a result of increased international travel, tourism, and immigrations, the US population is continually growing in number and multiculturalism (Open Doors, 2015).

Multiculturalism is reflected in the increased enrollment of international students in the U.S. schools, which is exceptionally prevalent in U.S. higher education institutions (Open Doors, 2015).

Greene and Banks claimed education should address the whole student. Each scholar has divergent ideas in regards to curriculum development; yet, they share a fundamental belief concerning society's responsibility and role in educating its students. Greene's (1978,1995) and Banks' (2004) philosophies focused towards educating elementary and secondary education students. Banks (2008) claimed that the ideas, beliefs, and principles can be easily adapted and applied to the needs of higher education students in regards to the inclusion of multiculturalism in higher education institutions' curriculum, programs, policies, and practices. Greene inspired educators to bring art and literature into the forefront of the curriculum. Greene (1995) discussed the importance of

applying multiple motivations in order to steer students into lifelong learning. Greene also believed that greater fulfillment in lived experiences could help students overcome some educational limits. The underlying focus of multiculturalism is the cultivation and inclusion of each student's lived experiences into the classroom curriculum.

The demographics of the United States have changed since the start of the U.S. educational system. Banks (2003) embraced the practices of developing awareness and skills in both the students and educators for living and working in a culturally diverse society. Banks (2003) noted that African American's quest for civil rights that was started during the civil rights movement in the 1960s was the source of multicultural education (p. 5).

Banks (2004) believed multicultural education includes three elements: an idea or concept, an educational reform movement, and a process. With ever-increasing enrollment in the U.S. higher education institutions, multiculturalism is increasing, even if it is being guided into a process of inclusion within the institutions' curriculum, programs, policies, and practices. Banks wrote:

Multicultural education should incorporate the idea that all students-regardless of their gender and social class and their ethnic, racial, or cultural characteristics-should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different cultural characteristics. (p.3)

Banks (2003) believed that multicultural education is not limited to curriculum, but involves total changes in the school's environment. Banks believed that, even with sweeping implementation, the goals of multicultural education will never be fully recognized. Banks believed, no matter how hard people work to reduce discrimination and prejudice towards a group of people, multicultural education will be an ideal that human beings work towards, but never truly realized.

Many scholars have focused on the inclusion of multiculturalism in countries outside of the United States; however, none of the research addressed the necessity, benefits, and impact of including multiculturalism in U.S. higher education institutions from the international student's perspective.

Statement of the Problem

Increased enrollment of international students within U.S. higher education institutions has precipitated an increase in the institutions' multiculturalism. Many international students are faced with an arduous task of adjusting to the culture of the community in which they choose to reside, the institution's culture, as well as the many cultures existing among the diverse faculty and students. With the many cultures present in an educational institution, a mechanism to facilitate the integration of members of different cultures would be valuable to facilitate positive educational experiences of all students.

Increased multiculturalism can be challenging to an institution as well as the international students. Given language barriers, which encompass difficulties in communicating verbally and differences in social skills and experiences, an institution

must adjust its curriculum, programs, policies, and practices to meet and be inclusive of the ever-changing needs of its culturally changing student body. Increased multiculturalism encompasses many things including values, beliefs, religion, philosophy, art, music, literature, and social skills (Banks, 2003). The inclusion and sharing of these components can enhance the educational environment and lead towards social integration and international and domestic students' academic success.

Andrade's (2006) study identified factors that influence the adjustment and academic achievements of international students and concluded that an understanding of international students' adjustment challenges has global implications for intercultural education. Altbach (2007) established that, in response to globalization in the previous two decades, "international activities of universities dramatically expanded in volume, scope, and complexity" (p. 290). Annerblom's (2012) study well established the case for including multiculturalism within institutions' curriculum, policies, programs, and practices. Loes (2012) argued for the influence of diversity inclusion within higher education institutions.

Colarusso (2010) discussed the faculty's role in the institution's inclusion of multiculturalism, and the impact of the inclusion on student performance and engagement; however, most studies have a K-12 focus or lack the students' views, opinions, assessments, or input. Although informative, these studies did not result in findings from the students' perspective as to their lived experiences, wants, and needs as international students within U.S. institutions. The availability of this critical information

would aid institutions in adapting policy, procedures, curriculum, and classroom practices to better meet international students' needs.

Purpose of the Study

The purpose of this study was to understand the lived experiences of international students enrolled in U.S. higher education institutions regarding the inclusion of multiculturalism within the institutions' policies, procedures, curriculum, and classroom practices. I focused on the lived experiences of international students attending a U.S. higher education institution and their expectations of their higher education institutions' inclusion of multiculturalism. Scholars have primarily examined how international students are attracted to foreign institutions, assessed academically, and integrated into the institution's culture. Researchers have not explored the international students' lived experiences in regards to the impact of including multiculturalism in the institutions' curriculum, programs, practices, and policies.

Research Questions

The following research questions were addressed:

1. What are the lived experiences of international students enrolled in U.S. higher education institutions regarding the inclusion of multiculturalism in the institution's curriculum, programs, policies, and practices?
2. What have been the lived experiences of international students enrolled in U.S. higher education institutions regarding the institutions' efforts to assist them in adjusting to and integrating into the institutions' multicultural educational environment?

The answers to these questions provided important information, which can be beneficial to U.S. higher education institutions in creating or adapting policies, procedures, curriculum, and classroom practices to better meet the needs of enrolled international students. The analysis of the experiences of international students attending U.S. institutions will add to the empirical body of knowledge on the students' expectations, needs, beliefs, perceptions, and outcomes of attending U.S. higher education institutions.

Conceptual Framework

Banks (2004) established a strong case for inclusion of multicultural education in the US schools' curriculum when he stated, "the cultural, racial, ethnic, and religious diversity within the US provided an excellent context for students to acquire the multicultural understandings and skills needed to function effectively in their local communities, the nation, and the world" (p. iii). Banks also claimed multicultural education teaching and learning approaches allow students from diverse cultural, ethnic, and language groups to have equal learning opportunities within educational institutions (p. 13). The inclusion of multiculturalism in U.S. higher education institutions' curriculum, programs, policies, and practices will impact student engagement and enhance the overall educational experience. Banks' findings relate to this study in that an analysis of its concepts provided a lens to examine the impact of the inclusion of multiculturalism on the lived experiences of international students enrolled in U.S. higher educational institutions.

Nature of the Study

The methodology of the study was qualitative. The qualitative approach to inquiry was phenomenology. The central phenomenon was the lived experiences of international students enrolled in U.S. higher education institutions in regards to the inclusion of multiculturalism in their institution's curriculum, programs, policies, and practices. Moustakas (1999) established a theory of phenomenological research that researchers, including Seidman (2006) and van Manen, have built upon. The phenomenological researcher, Moustakas (1999) stated, "presumably this person has set aside biases and has come to a place of readiness to gaze on whatever appears and to remain with that phenomenon until it is understood, until a perceptual closure is realized" (p. 73). Moustakas also emphasized that in phenomenological research, the "I, the experiencing person, remains present. I, as a conscious person, am not set aside" and "with an open, transcendental consciousness, I carry out the Epoch" (p. 87).

Seidman (2006) stated that phenomenological-based interviewing uses life history interviewing and is focused on in-depth interviewing informed by assumptions drawn from phenomenology (p. 15). Phenomenological-based interviewing primarily includes open-ended questions. Seidman (2006) wrote that the phenomenological researcher's "major task is to build upon and explore their participants' response to those questions. The goal is to have the participants reconstruct his or her experience with the topic under study (p.15). Van Manen (2006) wrote, "Phenomenology is a project of sober reflection on the lived experience of human existence— sober, in the sense that reflecting on

experience must be thoughtful, and as much as possible, free from theoretical, prejudicial and suppositional intoxications” (p. 12).

The data collection instrument was in-depth, personal interviews conducted with a sample of international students attending U.S. higher education institutions. Creswell (2007) wrote, “often the data collection in phenomenological studies consists of in-depth interviews and multiple interviews with participants” (p. 61). Through an analysis of the data gathered from the international students, I sought to fully explore and gain an understanding of the lived experiences of international students enrolled in a U.S. higher education institutions in regards to the inclusion of multiculturalism in the institutions’ curriculum, programs, policies, and practices.

Definitions

In order to avoid a misunderstanding of what is meant by certain words used in this study, the following definitions are provided:

International students: International students, as specifically defined in this study, are students enrolled in a U.S. higher education institution who are not natural born or nationalized American citizens. It may refer to students studying in a culture or country other than their home or birth country.

Multiculturalism: Banks and Banks (2004), stated, “Multicultural education incorporates the idea that all students – regardless of their gender; sexual orientation; social class; and ethnic, racial, or cultural characteristics – should have an equal opportunity to learn in school” (p.3).

Assumptions

The key assumptions in this study were the following:

- International students in this study were willing to openly share their views, opinions and experience of studying in a U.S. higher education institution.
- The collected and analyzed data would reveal the views, opinions, and experiences of international students in regards to the inclusion of multiculturalism, within the curriculum, policies, programs, and practices of their higher education institutions.
- The U.S. higher education institutions were including multiculturalism within their curriculum, programs, policies, and practices

Scope and Delimitations

Scholars have primarily examined how international students are attracted to foreign institutions, assessed academically, and integrated into the institution's culture. Although the articles were published within the last 5 to 10 years, many researchers' studies were conducted prior to the 40% increase in worldwide enrollment of international students in higher educational institution as reported in the Open Doors Report (2015). Fewer than three articles were found which addressed a particular focus on multiculturalism, and they primarily addressed defining multiculturalism and its need for inclusion in educational curriculum. This study was delimited to include six international students enrolled in two 2-year community colleges and one 4-year university. All participants had completed at least one quarter or semester of study.

Limitations

In this study, I examined the lived experiences of international students enrolled in U.S. higher education institutions regarding their perspectives of the inclusion of multiculturalism in the institution's curriculum, programs, policies, and practices, as gathered through personal interviews. Given the small number of participants, cultural diversity was limited. Another limitation that students were recruited from three higher education institutions. Recruiting students from several higher education institutions would have provided greater access to an adequate representation of U.S. higher education institutions.

Significance of the Study

This study may provide information on the lived experiences of international students enrolled in U.S. higher education institutions as captured and examined through interviews. It can assist institutions in creating and or adapting policy, procedures, curriculum, and classroom practices to better meet international students' needs. The study added to the empirical body of knowledge concerning the lived experiences of international students attending U.S. higher education institutions in that a search of the current literature revealed very limited research focused on the lived experiences of the international students' perspectives, needs, and wants in terms of the inclusion of multiculturalism in the higher education institutions' policy, procedures, programs, curriculum and classroom practices.

Researchers have examined multiculturalism in U.S. educational institutions; however, most studies had a K-12th grade focus, and none examined multiculturalism

needs and experiences from the international student's perspective or lived experiences. This study will add the perspectives and lived experiences of international students. This study added the perspective and lived experiences of international students, which can be used to assist higher education institutions in creating or adapting policy, procedures, programs, curriculum, and classroom practices to better meet the needs of enrolled international students.

Summary

Chapter 1 provided an introduction to the study and a presentation of the background, problem statement, purpose of the study, and research questions. A discussion of the conceptual framework and nature of the study and methodology was also presented along with the rationale for the selection of the design and the key phenomenon being investigated. I presented information on the participants and how they were chosen along with details of the nature of their participation. The data collection and analysis process was also presented with a discussion of definitions, assumptions, delimitations, and the study's significance. Chapter 2 is the review of the current literature used to inform the study.

Chapter 2: Literature Review

Introduction

Over the last decade, international student enrollment in U.S. higher education institutions has steadily increased. As a result of this increase, U.S. higher education classrooms have seen an increase in multiculturalism across disciplines (Open Doors Report, 2015). Given the increase in international student enrollment and the increase in the cultures within U.S. higher education institutions, in order to meet the needs of the international students, it is conceivable the institutions would need to further create or adapt its policies, practices, procedures, programs, and curriculum to be inclusive of multiculturalism.

Search Strategy

An extensive search of several databases including Education Resources Information Center (ERIC), EBSCO, Sage Premier, Education Research Complete, Database of Research on International Education, and Pro Quest was conducted using the key words of *international students with multiculturalism, diversity, curriculum, globalism, acculturation, assessment, academic achievement, international students enrolled in U.S. higher education institutions regarding multiculturalism inclusion, impact of multicultural curriculum development, institutional policies and practices, achievement and engagement assessment, and international students' adjustment*. I found current research on the importance of including multiculturalism within curriculum, teacher preparations, and other topics; however, few scholars focused on higher education institutions or the lived experiences of international students enrolled in U.S.

institutions. Many researchers examined the impact multiculturalism has on student outcomes and strategies for including multiculturalism in curriculum across disciplines.

A review of the current literature led to the emergence of several themes and categories, which were used to organize and summarize the international student-focused studies. Many studies examined the impact multiculturalism has on student outcomes and strategies for including multiculturalism in curriculum across disciplines. The literature review sections include the importance of multicultural orientation in higher education; current strategies and impacts of incorporating multiculturalism in higher education curriculum; current strategies and impacts of incorporating multiculturalism in teaching higher education students; and current strategies and impacts of incorporating and orienting multiculturalism in higher education institutional policies, programs, and practices.

Other themes include language barriers and challenges of international students enrolled in U.S. higher education institutions, satisfaction of international students enrolled in U.S. higher education institutions, racial and cultural discrimination as threats to academic achievement and safety of international student enrolled in U.S. higher education institutions, sociocultural adjustments challenges of international students enrolled in U.S. higher education institutions, engagement and assessment of international students enrolled in U.S. higher education institutions, US higher education institutions' marketing factors employed to international students, and social media benefits to international students enrolled in U.S. higher education institutions. These sections are preceded by an analysis of the theoretical foundation.

Theoretical Foundation

Banks' (2004) theory of multiculturalism provided the theoretical foundation for this study. Banks established a strong case for inclusion of multicultural education in the US schools' curriculum when he stated, "the cultural, racial, ethnic, and religious diversity within the United States, provided an excellent context for students to acquire the multicultural understandings and skills needed to function effectively in their local communities, the nation, and the world" (p. iii). Banks also claimed multicultural education teaching and learning approaches allows students from diverse cultural, ethnic, and language groups to have equal learning opportunities within educational institutions. (p. 13).

Literature Review

This section summarizes research with a focus on international students and multicultural orientation in higher education. This section also includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Importance of Multicultural Orientation in Higher Education

This section of literature summarizes articles and studies with a focus on the importance a multicultural orientation has in higher education. Articles featured included those from US and foreign researchers.

Annerblom's (2012) qualitative study set out to develop "a deeper understanding of the experiences of intercultural meeting and intercultural communication in the process of internationalization on higher education" (p. 50). The study explored the theory that the anatomy of culture meetings, which deal with a cultural concept and its relationship between a particular time and space, is shaped by the language and situational influences of the context. The researcher conducted a case study of Russian and Swedish teachers and students to explore and "arouse" an interest in Russian and Swedish culture. The project spanned from 2007 through 2011 and consisted of four group meetings that alternated between the two countries. The participants were interviewed and completed surveys to explore stereotypes about Swedish and Russian people.

The meetings consisted of discussions on several subjects including "stereotypes about Sweden and Russia, the Declaration on Rights of Indigenous Sami People, education and Russian history, and education in ordinary schools about religions, norms and values" (p. 51). The socialization component, coupled with the intellectual discussion, created an environment of sharing that yielded beneficial information in terms of understanding the blending of diverse cultures.

The findings of the literature were that culture had about 100 different definitions. Depending on the chosen definition, culture can be understood in a different way.

Annerblom established four ways to look at culture:

- 1) behavioristic, which means the focus on individual or group behavior and on their way of living.

- 2) functionalistic, the way of looking at cultures with a focus on behavior with a special interest as to why people behave like they do.
- 3) cognitive, the way to understand and study culture.
- 4) symbolic description, where the culture is neither an inside nor an outside focus. (p. 51)

The study also looked at language and its relationship between time and space. Annerblom (2012) found that the relationship between time and space is something which differed in cultures, and is something which influenced the intercultural meetings and communication. The researcher concluded that intercultural communication in internationalization can be a powerful tool in the work for understanding if we use theory, reflections, and aesthetic aids when we participate in international cooperation with participants from different cultures” (p. 53).

Loes, Pascarella, and Umbach’s (2012) mixed-model study challenged the argument that the diversity experiences have relatively no impact on the critical thinking. Another aim of the study was to address two problematic methodological features in previous studies which respond in similar manners to diversity experiences (p. 5). Loes, Pascarella, and Umbach’s (2012) most significant finding was diversity experiences greatly affected the development of critical thinking. Data analysis revealed first year students critical thinking was acquired in prior to entering college. The findings “reinforced the argument that engagement in diversity experiences may have important implications for the intellectual development of substantial numbers of students during the first year of college.” (p. 21)

Wulf's (2010) reviewed a wide range of literature in his discussion of the effect a transcultural education can and does have in creating and meeting the challenge of developing global citizenship. A discussion on the one-world mentality vs. cultural diversity offered several characteristics of the globalization process. The characteristics are international financial and capital markets, company, market and global strategies, transitional political bodies. In the one-world mentality vs. cultural diversity, globalization is discussed, stressing it can no longer be understood as a process involving the creation of a one world mentality on the basis of the European-American model of globalization (p. 35)

Incorporating Multiculturalism in Higher Education Curricula

This section summarized literature with a focus on current strategies and impacts of incorporating multiculturalism in higher education instruction. This section also includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers' literature, and others include literature reviews.

Briguglio's (2007) mixed-model study examined higher education business communication where English is regarded as a global language. The study identified specific English skills in regard to its use in business and draws "a link between business communication, intercultural communication, and internationalization of higher education" (p. 8). Using an ethnographic quantitative and qualitative approach, the data analysis indicated the skills to be most useful were "use of English for email

communications, greater tolerance for and accommodation of different accents and varieties of English, the ability to write informal reports in English, and the development of both oral and written communication skills in English to high levels” (p. 9) Briguglio concluded that success in business will be dependent upon the use of English in intercultural communication skills; however, it is also stated, “the importance of knowing other languages is by no means diminished” (p.17).

Colarusso’s (2010) qualitative study of 15 teachers from schools and school boards in Ontario, Canada explored the teachers’ views and approaches to infusing multicultural education to expand traditional English curriculum in quest of a global curriculum. Using a social constructivist theory, the study gathered data from personal and professional reflections of the English teachers from six secondary schools, and four school boards: two Catholic and two public school boards. The participants were interviewed at their homes and schools. The participants were also observed during numerous school visits. Transcripts and observations notes were analyzed, and the data were compared for social contents such as school, community, and departmental culture and policy contexts.

Ontario Ministry of Education curriculum documents, and individual contexts including teacher beliefs, backgrounds, and experiences were also analyzed. The participants’ responses were represented in three categories: 1.) adaptation/coping, 2.) applied research/collaborative inquiry, and 3.) activism. “All participants desired to change the English language arts syllabus for greater relevance and engagement of student interest” (p. 446).

Clegg's (2011) study explored complexities and a perceived gap between the rhetoric and acquired social status. The researcher discussed several theorists who argued the current understanding of social capital has historical disadvantages. Clegg's goal was to fill the perceived gap in the literature in regards to "rhetoric of promised social mobility and personal advantage, and the realities of the consolidation of social place and status" (p. 93). Initially, the researcher examined the question: What is capital? In her discussion, capital is defined in several ways including social, cultural, and monetary investments of the student in his or her education quests.

Clegg viewed choice "as a purely rational individual decision-making by informed consumers in a market" is a myth, and that "choice is intensely social and familial, dependent on networks and connections, and the ability to make distinctions between the unequal social and education good on offer, (p. 95). Clegg wrote, "Even in the US where higher education might more readily be described as a market, perceptions of social status trump market logic" (p. 95).

The researcher questioned whether curriculum has become a missing term and argued that newer universities pedagogical innovations are more aligned with pedagogical processes developed for vocational curriculum as opposed to traditional disciplines. (p. 99). The researcher stated, "it (curriculum) is simply assumed that a focus on employability as relevance, and the cultivation of general skills as elaborated in personal development planning will produce more employable students" (Clegg, 2004, p. 99).

Focho (2007) examined the debate as to what constitutes a global education.

Focho defines a global education as one that includes two necessary elements; exposure to and communication with countries throughout the world. Focho addressed particulars of a global education curriculum with an informed discussion of how the English language can be integrated into the curriculum without “jeopardizing the official curriculum” (p. 140). Focho argued in favor of integrating English language into the global education curriculum because English is spoken throughout the world and encompasses grammar and vocabulary skills which enhances listening, speaking, reading, and writing. Focho argued the teaching of English with a cross-cultural awareness allows for greater understanding of cross-cultural competencies. Focho believed this would help them to successfully manage the inherent challenges of living and working in culturally diverse and multilingual communities (p. 141).

The strength of Focho’s (2007) argument rests on the fact that English is not relegated to a specific discipline in that it can be easily included in course content across disciplines. Using a standard English grammar textbook, Focho integrated English and global issues into her curriculum and evaluated the student’s comprehension and favorable responses to the global content. The findings were that “the benefits of a global education are inestimable” (p. 149). The prevailing conclusion was that competence in the English language and global education empowers students intellectually, personally, and socially” (p. 149).

Current Strategies and Impacts of Incorporating Multiculturalism in Higher Educational Instruction

This section summarized literature with a focus on current strategies and impacts of incorporating multiculturalism in higher education instruction. This section also includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Croese's (2011) focused on current strategies and impacts of incorporating multiculturalism in higher educational teaching and how can faculty can include cultural diversity in the classroom and address the needs of domestic international students. The author reviewed several studies, which examined several aspects of the need for multicultural curriculum in multicultural classrooms. Croese examined strategies proven and proposed for including cultural diversity within the curriculum such as class discussions and classroom diversity fairs.

Citing language barrier as one of the greatest barriers to multicultural curriculum, Croese examined strategies for overcoming language challenges, implementing group activities, cross-cultural group's discussions, and creating a cross-cultural classroom environment. Techniques for implementing them were also presented. One strategy presented for addressing language changes was to provide a language coach and writing

assistants for students to assist them with comprehension of the lesson content. In-class English Language Learner vocal activities were also discussed.

In conclusion, Crose (2011) stressed the important role the faculty must play “in establishing a classroom environment that will lead to intercultural learning taking place, while also providing ample opportunities for international students to experience academic success” (p. 394).

Hockings, Brett, and Terentjevs’ (2012) article includes a 30-year historical background on United Kingdom higher education. The researchers discussed the United Kingdom’s growing concern about how “acknowledging diversity and promoting equality of opportunity” is being addressed by including Open Educational Resources (OER) in higher education curriculum. OER are designed to extend educational focus beyond access to traditional curriculum content in hopes of creating a non-traditional student experience. OER might include non-traditional literature, personal case studies, art and other activities. The researchers included an outline as to how Open Educational Resources (OER) can be implemented in learning environments. The researchers argued that using OER as a pedagogical practice to include diversity in the higher education curriculum is necessary for preparing students for global citizenship.

Three OER models were presented. One model addressed professional development values as acquired through postgraduate certification in academic practice. The second model focused on customizing continuing professional development (CPD) with flexible resources. Distance learning for transnational academic development

through the use of a full distance-learning package was the focus of the third model. The articles concluded in stating, “in the long term, we believe that the use of OEP and OER will enable learners to have “greater access to higher education material than ever before, at their pace and time and from anywhere in the world,” (p. 250).

Mitry’s (2008) qualitative study examined the impact of a teaching approach that explicitly includes cultural diversity measurements in classroom discussions and statistically tested student learning outcomes using this approach,” (p. 84). Participants were students in an economic course, which used cultural diversity within the curriculum. Prior to conducting this study, through extensive research, the researcher had, “uncovered interesting findings that are quite useful for understanding management problems and economic thinking” (p. 85). The data from the previous studies were used in presentation of economic principles that included cultural diversity indexes. The summaries from the cultural data were obtained from more than 5000 participants in Russia, Nelandar and the Ukraine. The content from the surveys were compiled over a period four decades.

Two types of presentations were made abroad and in the US. One group of students was presented with the usual level of instruction in principles of economic classes. The second group received instruction in principles of economic; however, discussion of cultural diversity was included. Both groups of participants were given an objective economic exam using questions from a publisher supplied test; thus, specific reference to cultural data or related material was not included. The cultural diversity discussion was scored separately. The findings were that culture-free teaching is less

effective than teaching which includes culture. The researcher concluded, “the challenge is for professors of economics to replicate this approach in research and education and perhaps provide further evidence similar to the findings of this study” (p. 88).

Modiba and Rensburg (2009) conducted an in depth analysis of current research to reflect conceptually on what the post-apartheid Revised National Curriculum Statement (RNCS) policy in Arts and Culture education recommends in regard to acknowledging and promoting an understanding of multiculturalism and cultural diversity, and their development at the classroom level” (p. 177). The article includes an in depth history of post- apartheid South Africa and the formation of its RNCS school curriculum policy that requires general and curriculum practices “to be structured in a manner that promotes an intellectual disposition with sensitivity to the diverse ways in which different people represent the values underpinning their ways of life” (p. 177).

The Arts and Culture curriculum is central in this study. The researcher assert that culture that infused teaching and learning are effective. Several studies are cited and reviewed in support of the researcher’s argument. In addition to the cited studies, the article includes an excellent summation of South African culture and the importance ethnic and linguistic heritages plays in country. In order to promote a discussion on cultural symbols and national identity as well as cultural hybridity as a device to cultural literacy is presented as a meaningful understanding of South African cultures.

Modiba and Rensburg’s (2009) conclusion states:

Pedagogy as critical practice needs to open up new institutional spaces in which learners can experience and define what it means to be cultural producers capable

of both reading different texts and producing them, of moving in and out of theoretical discourses but never losing sight of the need to theorize for themselves. (p. 184)

Ramburuth and Welch's (2005) qualitative study focused on developing cross-cultural competence through including cultural diversity within the classroom. They examined evidence from educational literature "that suggests that students typically do not benefit from classroom diversity, and that, in general, there is a lack of cross-cultural interaction between different cultural groups on campus" (p. 5). The researchers explained how they used the classroom's inherent cultural diversity as a basis to foster students' awareness and an understanding of cultural differences. Ramburuth and Welch stated, "the common feature of Higher Education classrooms today is the increasing diversity in their student population" (p. 8).

Ramburuth and Welch conducted a cross-cultural competency training that complemented traditional lecture and curriculum. The framework was constructed that each stage of implementation builds upon the previous one. Ramburuth and Welch gathered and analyzed data by surveys, asking questions within the classrooms, and discussions following the lectures. Participants' demographics and perspectives on the four cross-cultural competences were charted and analyzed. The students' comments included statements like the training "gave us all different perspectives of the world's cultures, gathered in one classroom," (p.15). Ramburuth and Welch concluded, "developing students' competence cannot be left to chance-initiatives and activities need to be systematically and strategically devised, and sensitively implemented, to ensure

appropriate cross-cultural competence needs to be integrated into the course, its content and curriculum, and teaching methodologies” (p. 23).

Woods, Jordan, Loudoun, Troth, and Kerr’s (2006) qualitative research outlined a program developed to enhance university professors’ effectiveness in teaching business in a multicultural classroom. The study started initially with focus groups impaneled with experienced teachers and international students. Addition data were gathered through a written survey. The data were then used to create a training program to assist teachers improve their skills in the multicultural classrooms.

Four broad areas were included in the training program: assessment strategies, recognition of different teaching models, improving participation, and communication. Two studies were conducted which gathered data on the experiences of students attending Western Universities. One study convened two focus groups of post-graduate students with a great deal of experiences in international education. It gathered information about the students’ experiences of being taught in a western university system. The researchers wrote, “The study was intended to confirm the findings of the extant literature and to develop our practical understanding of the issues that emerged in a multicultural classroom” (p. 33). Three other studies were conducted. One examined the learning barriers students experience in class, another addressed difficulties teachers experience teaching international students, and the third dealt with what strategies could be useful to help overcome barriers and difficulties (p. 33).

The results of the student-focused groups were students need for teachers to encourage their participation, what international students needed most from the teachers

was encouragement and for teachers to create an encouraging environment. The students also stated language barriers were a hindrance to effective teacher-student communication. The results of the second teacher-focused study were the majority of the teachers stated language barriers and students' poor English skills as major impediments to effective teaching. Others noted difficulties in getting international students to understand complex situations due to language barriers, one instructor indicated issues with "poor English language skills in written form contributing to plagiarism" (p. 38). The results of the third study was strategies for addressing the difficulties and improving the teaching experience should be included a training program designed to help experienced teachers improve their skills in teaching international students. The researchers concluded "the major issues that have the potential of reducing teaching and learning quality outcomes center on language problems, gaining effective participation of international students in discussion-based activities and the integration of local and international students in project groups" (p. 46).

Current Strategies and Impacts of incorporating Multiculturalism Orientation in Institutional Policies, Programs, and Practices

This section summarizes the current strategies and impacts of incorporating multiculturalism orientation in higher education institutions' policies, programs, and practices. This section includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous

researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Brooks et al. (2010) provided a review of several studies concerning the benefits of employing multicultural teachers in higher education institutions. The researchers cited Sleeter who "recommended restructuring teacher education by infusing community-based experiences, culturally-responsive pedagogy, and continuous professional development while in the field." (p. 350). Concerning elements of diversity, Brooks et al. (2010) also presented a discussion of Nuby and Doebler's (2000) study which stated, "research suggests that pre-services teachers of color are more likely to embrace these elements than white pre-services teachers" (p. 350).

Through a thorough review of literature on methods for recruiting, training, and placing multicultural teachers, the researchers make a strong case for the inclusion of teachers from multicultural backgrounds in multicultural higher education classrooms. The researchers' discussion of historically Black colleges and universities (HBCU) as excellent institutions for the recruitment of multicultural teachers is well supported in that it also included important historical information about the start and mission to HBCUs. In regards to the U.S. institutions' changing demographics, the authors acknowledged many have used pre-service training to promoted multicultural teacher education.

Brooks et al. (2010) also noted that some institutions have incorporated diversity into their accreditation process (p. 356). They noted that in spite of the actions many institutions have taken, there is still a need for a more concentrated effort to recruit

instructors with multicultural backgrounds in order to provide students with the best possible educational environment.

Laird 's (2011) stated there had not been any studies which examined a comprehensive model of diversity inclusion in higher education curriculum. Laird stated the sought to fill that gap by reviewing faculty reports regarding including diversity inclusion in their curriculum. Laird qualitative study gathered, analyzed, and presented responses obtained from participants of a faculty survey on student engagement. The survey yielded a 48% response rate of 7101 faculty members from 100 four-year higher education institutions. Results revealed that diversity was being included in a variety of courses, and that most faculty members were including some elements of diversity in their curriculum. Laird's also sought to determine the factor structure of diversity and developed 12 items as to "how diversity is included in college courses and what predicts diversity inclusivity, as measured by two scales: diverse grounding and inclusive learning" (p. 572).

Laird's (2012) 12 diversity inclusive terms include:

students develop skills necessary to work effectively with people from various cultural backgrounds: the course content emphasizes contributions to the field by people from multiple cultures, the course covers topics from multiple theoretical perspectives, you explore your own cultural and intellectual limitations as part of class preparation, you address your potential biases about course-related issues during class, you try to learn about student characteristics in order to improve class instruction, you vary your teaching methods to encourage the active

participation of all students, you work on creating a classroom atmosphere that is conducive to student learning, you try to empower students through their class participation, you evaluate student learning using multiple techniques, and you adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs (pp. 574-575).

Laird concluded with a discussion of student gains and an understanding of how to connect their learning to societal problems or issues, how to explore your own cultural and intellectual limitations in preparation for the class, how to work on creating a classroom atmosphere conducive to student learning, and strategies to empower students using evaluation and multiple learning techniques were tied to purpose and goals, content, foundations and perspectives, instructors, learners, pedagogy, classroom environment and assessment (p. 588).

Marketing Factors for Attracting International Students

This section summarized research with a focus on the marketing factors used to attract international students to foreign institutions. This section also includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Increased international student enrollment is not only prevalent in the United States: countries all over the world have seen a significant increase in enrollment. A great

contributing fact to this increase has been higher education institutions' marketing campaigns designed to specifically attract international students. As revealed through the review of current research, countries have employed many push/pull tactics from blatantly overt to strategically subliminal. Cubillo, Sanchez, and Cervino (2006) used a theoretical model to integrate and analyze groups of factors used to influence the decision making of international students in choosing a higher education institution.

The research revealed that international students look for a package of educational services including advice, personal improvement, professors' credentials, cultural proximity, socioeconomic level, city dimension, city image, and cost. The factors that ranked highest with international students were the institution's image, faculty, and facilities. The researcher concluded that until now, research on how students choose a higher education institution has focused on the process whereas this study focused on the factors influencing the decision-making. The authors recommended that future research be conducted to examine the relationships among the factors identified in their study. The researchers stated an analysis of the weight each factor plays in the choice must be examined.

Quite different from the focus of Cubillo, Sanchez and Cervino's (2006) study, Findlay, King, Smith, Geddes, and Skeldon's (2011) explored the motivations and meaning of international students' mobility. The researchers surveyed United Kingdom (UK) students attending six universities through a large questionnaire and in depth interviews. Choosing to go beyond an analysis of why students decided to attend college

outside of their study home country, the researchers hypothesized the students were in search for a “world class” education which has taken on new meaning in that students are looking to do more than study abroad, but to also obtain enhance their “life-course aspirations” (p. 118).

The researchers conducted in depth interviews with 80 UK students studying abroad. They also interviewed recruitment officers from 16 higher education institutions. About 700 students from state and private institutions completed a survey. The results of the interviews and survey indicated that higher education has contributed to significant social change throughout the world. In its conclusion, the researchers reaffirmed features of the study’s argument including: 1.) class seeks to reproduce itself through educational advantages with pupils from independent and private school being more likely to gain access to university education, and 2.) seeking a “world class “institution has resulted in a social construction that has resulted in a global hierarchy of institutions” (p. 128).

Researchers have well established the increase of international student enrollment. Mazzarol and Soutar’s (2002) study set out to examine the push-pull factors influencing students to choose one destination over another. The researchers also sought to answer the question, why do students choose to study overseas? Through an examination of push-pull factors, Mazzarol and Soutar reviewed four studies previously conducted with China, Taiwan, Indonesia, and India students. The studies were conducted over a 4-year time span, 1996-2000. Using a questionnaire that was translated into the students’ languages. The researchers gathered data from 2,485 students. The results revealed many international students believed majority an overseas course was better than a local course.

The second most important influence was the students believed they could gain a better understanding of “Western culture” through their international studies (p. 84). The researchers also found that students highly regarded the host country’s educational standards. The researcher also found students were also greatly influenced by the recommendations of friends and relatives, the host environment, the cost, the social links, and the geographical proximity of the host country and highly regarded the host country’s educational standards.

In their conclusion, the researchers identified and discussed eight push pull factors that motivated students to study abroad. The two, which was most widely present, were the perception of the host country followed closely by the students’ inability to gain entry into a particular program or the program was unavailable in their home country. Students desire to gain a better understanding of Western civilization and culture and those who plan to immigrate to the West after graduation were two other factors discussed by the researchers.

Russell’s (2005) study focused on the clearly defined need for an institution to develop a marketing strategy to attract international students and generate additional revenue. Russell’s study set out to “investigate the notion that customer satisfaction influences perceived quality and in turn affects profitability” (p. 65). Russell approached this study with the premise that education, like any other commodity, can be marketed in the same way as any other service. To conduct his study, Russell used a mixed model approach to gather data from 50 undergraduate and 43 postgraduate tourism and hospitality students enrolled in the UK’s Bournemouth University’s School of Services

Management. The students were from several countries and different cultures.

The students were given a questionnaire, which sought to evaluate their motivation and aspirations for attending a UK higher education institution. Staff interviews were conducted which focused on their specialized knowledge and expertise in international student recruitment and marketing strategies. A focus group of six students, some who had also responded to the questionnaire participated in a discussion, which sought to “construct the general issues that international students face” (p. 71). Initially, to determine the level of support and difficulties international students experienced in attending the institution, the focus group discussed the results and outcome of the questionnaire. A subsequent focus group’s discussion sought to involve students based on their specialized information of marketing and recruitment strategies of international students was also conducted. The researcher’s findings were: a higher percentage of undergraduates than postgraduate students had expectations of receiving a better quality of education overseas than in their home country, among postgraduate students, being able to improve or learn languages while studying overseas was of great importance, and the students were also concerned with the ability to integrate into the society and cultures of the host countries. In conclusion, the researcher stated the UK regarded higher education marketing to be of prime importance, and as such, “its marketing plans need to be carefully coordinated to take into account both student and institutional needs,” (p. 74).

Researchers have found that one of the many factors that attract international students to study abroad is the idea of being integrated into a different culture and

society. Researchers have also found that integration into a different culture and or society is one of the most difficult challenges international students are faced with during enrollment in higher education institutions.

Smith and Khawaja's (2011) study focused on the benefits international students bring to their host countries, in spite of the challenges they face, especially the experience of acculturative stress and difficulties with adjustment to the environment of the host country (p. 699). The researchers presented a review of several acculturation models developed within the previous 10 years. Although none of the models were designed to assess international students, the researchers applied them in their discussion of international students' psychological acculturation experience. The researchers presented a thorough discussion of acculturation in its simplest definition, a cultural change, to review the stressors impacting international students. Language barriers, educational, sociocultural, and discrimination, were among the stressors revealed and examined as applicable to international students enrolled in higher education institutions. A discussion of the effects of these stressors and coping mechanisms used by the international students were discussed. One of the coping mechanisms, which the researchers found was underutilized, was that of the counseling services offered and provided by the institutions.

Much of what Smith and Khawaja reported has been captured and presented by a great number of past and present researchers. In their conclusion, the researchers noted that the models used were not specifically designed for studying international students, nor were they applied in their entirety to this population. The researchers stated that the models did not "examine the role of the moderating variable in the model of acculturation

attitudes, thereby warranting future investigation. Models need to be explored using international student populations” (p. 709).

Soutar and Turner’s (2002) study examined the use of an adaptive conjoint analysis form (ACA) to successfully market to international students. The researchers considered this form, “to be a key piece of information in that it provides an understanding of what determines a student’s university preference,” (p.40). The study primarily focused on Australia’s quest to increase its higher education institutions’ marketability to international students. Due to a reduction in government subsidized fee and the total numbers of students leaving its educational system, Australia has had to increase its marketing efforts in order to compete more for the international students’ dollars.

The ACAS form captures a number of factors students might consider in determining on a foreign higher education institution. Among them are the type of course they want to pursue, the academic reputation of the institution, the institution’s cultural and overall campus climate, and the faculty’s qualifications and experience. The form also captures students’ personal considerations such as the institution’s distance from their homes, accessibility to transportation, parking, and of upmost importance, the institution’s reputation, especially what their family and friends think of the institution. The researchers reviewed relevant studies conducted within the past decade, and designed the ACA.

Questions were presented in four decision-making stages. In stage one, using a 17-point scale, they were asked to rate different institutions in terms of how desirable

they are. The second stage asked students to consider the institution's attributes and to rank them in order of importance to them. In the third stage, based on their response to stage one and two, the students were presented with different hypothetical universities, and based on their attributes, they were asked to consider and rank them according to their preference. In the fourth stage, the students are presented with some hypothetical universities and asked to consider the likelihood of them choosing to attend any of them if the opportunity was presently available to them (p. 42).

The results of the decision-making stages showed a preference ranking and the degree of the preference. Some of the preferences were the students preferred to go to a university that had the courses they wanted, had a strong academic reputation, had good teaching quality, great campus atmosphere, technology, close to home, and favored by their family and friends (p. 44). The researchers concluded the "four most important determinants of university preference for Western Australian school leaver were course suitability, academic reputation, job prospects, and teaching quality," (p. 44

Engagement and Assessment of International Students in Higher Education Institutions

The literature in this section summarizes the current strategies and impacts of incorporating multiculturalism orientation in higher education institutions' policies, programs, and practices. This section includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical

reviews of the previous researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Increased international student enrollment has had an impact on many areas within higher education institutions. Student engagement and assessment are two areas that are impacted and could possibly need more monitoring or change than most areas. Deardorff's (2006) study sought, "to determine a definition and appropriate assessment method of intercultural competence as agreed upon by a panel of internationally known intercultural scholars," (p. 241), Deardorff stated:

One meaningful outcome of internationalization efforts of post-secondary institutions is the development of interculturally competent students. Yet few universities address the development of interculturally competent students as an anticipated outcome of internationalization in which the concept of intercultural competence is specifically defined. (p. 241)

The researcher focused on answering four questions:

- 1.) How do institutions of higher education measure the effectiveness of their internationalization efforts?
- 2.) How can these institutions know if they are graduating interculturally competent students?
- 3.) What does it mean to be interculturally competent?
- 4.) What work and what doesn't in the way of assessment of students' intercultural competency? (p. 242)

The researcher used two research methods, a questionnaire completed by US

institutional administrators of internationalization strategies and a Delphi technique exercise. “The Delphi technique is a process of structuring anonymous communication within a larger group of individuals in an effort to achieve consensus among group members,” (p. 244). The researcher’s stated reason for using the Delphi technique to allow people with specific expertise in a subject, but were communicating from different geographic locations, to contribute equally without any one group dominating the communication. The goal of the Delphi technique was to develop a consensus, from a group of nationally and internationally known scholars, as to a definition of intercultural competency. Of the 73 US post-secondary institution administrators invited to participate in the study, 24 participated. Only 23 of the 37 scholars invited to participate in the study actually participated.

Four key findings emerged from the study data analysis. The first involved the administrators. Nine definitions of intercultural competence emerged that were summarized as, “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors: and relativizing one’s self,” (p. 247). The intercultural scholars also came up with a broad definition. The Delphi study group’s top-rated definition stated intercultural competence was, “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes,” (p. 248).

The third finding came from an agreement between all the participating institutions’ administrators in terms of assessment of intercultural competency. Most of the institutions were already using some method of assessing intercultural competency.

The most widely used method was personal interviews of the students. Student papers and presentations, student portfolios, observation of students by others/host cultures, in course professor evaluations, and pretests and posttests (p. 248)

The fourth finding came from the intercultural scholars. They stated that the best way to assess intercultural competency is through a mix of qualitative and quantitative measures. They specifically suggested case studies and interviews, analysis of narrative diaries, self-report instruments, and observations by others/ host culture, and judgment by self and others (p. 251). The fifth finding reported that the administrators and the intercultural scholars agreed on the definitions, components and assessment method that emerged from Deardorff's study. The researcher/s conclusion was that the findings actually ran contrary to the initial assumption, and since both the "administrators and the intercultural competence scholars preferred general conceptions of intercultural competence, further research is needed to delve more deeply into the terminology used in the actual definition of intercultural competence" (p. 253)

Zhao, Kuh and Carini's (2005) focus was on international students' engagement and effective educational practices by comparing the activities of US undergraduate students with those of international undergraduate students. The researchers used three questions to guide the study:

- 1). To what extent are international students engaged in effective educational practices compared with their American counterparts? For example, how much do the two groups read and write, study, interact with faculty members and peers, engage in diversity related activities, and so forth?

- 2.) Does the ethnic background of international students' shape student engagement, satisfaction, and gains?
- 3.) Does the relative "density" of international students (i.e., the proportion of international students on a campus) affect how international and American students spend their time and the extent to which they are satisfied and make progress toward desired outcomes? (p. 211-212)

The researchers used the College Report developed by the National Survey of Student Engagement. This annual survey is given to first-year and senior-year students and is "designed to measure the degree to which students participate in educational practices that prior research show is linked to valued outcomes of college," (p. 212). In the spring of 2001, the study was conducted with 317 students attending four-year colleges and universities using eight measures of student engagement and four measures of student self-reported outcomes. Items included a measurement of academic challenges, action and collaboration learning, student-faculty interaction; supportive campus environment; diversity experiences, community services, technology use; time spent relaxing, and student reported gains in personal and social development (p. 213). First year and senior students' data were analyzed separately. International students' responses were examined first. A T-test was used to determine if the international students' experiences differed from those of the domestic students.

The results revealed that first year international students spent less time relaxing and socializing than American students; however, it also revealed the

international students were less satisfied with their environment. Fourth-year international students were also determined to be more engaged in academic work than fourth-year American students; in addition, the international students used more technology and participated in diversity-related activities more than the American students. Significant differences in student engagement between racial and ethnic groups were also revealed; in addition, that the engagement rate among first and senior year students in particular racial groups was consistent.

The researchers stated the findings indicated international students are more engaged in academic activities than American students, and that first-year international students surpassed their American student peers in student-faculty interaction. The research revealed that in spite of spending more time socializing, Asian students spend less time participating in diversity-related activities. The researchers stated additional research is needed to determine the factors that contribute to Asian students' increased socialization, yet limited participation in diversity-related activities compared to that of their fellow classmates. In conclusion, the researchers stated, "this study revealed previously unknown aspects of the undergraduate experience of international students including their engagement in activities that contribute to high levels of learning and personal development" (p. 226).

Satisfaction of International Students Enrolled in Higher Education Institutions

The literature in this section summarized the current strategies and impacts of incorporating multiculturalism orientation in higher education institutions policies,

programs, and practices. This section includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Student satisfaction is often of great interest to higher education administrators. Knowledge of what is needed to satisfy students academically and socially is can be helpful in designing programs and curriculum that will aid institutions in attracting their share of the increasing international student enrollment. After attracting students to enroll, institutions often face an awesome test of trying to determine what is necessary to retain their enrollment. Paswan and Ganesh's (2009) study investigated the relationship between international students' satisfaction and consumer loyalty (p. 65). In addition to a substantial review of current literature, the researchers conducted a study with international students enrolled in four Texas public universities. The four institutions have a total combined enrollment of 8000 international students. The researcher engaged a random sampling of 4000, with 1000 from each university. The scale for assessing student satisfactions was comprised of 18 items.

The participants were asked to rate their satisfaction on a nine-point scale ranging from very satisfied (1) and very dissatisfied (9). The researchers concluded that, "the study indicated that the satisfaction with education services augmenters do influence loyalty toward the higher education services provider; however, the effect is not uniform. In this study, all of the financial, physical, and social augmenters have significant

influences on loyalty towards the university,” (p. 73).

Mamiseishvili's (2011) study set out to observe international students in the first year of attendance of their U.S. higher education institution. The researcher wanted to gather and analyze data as to the factors that influence the international student's persistence pursuit of a successful educational outcome. The researcher set out to add data on international students' persistence in higher education institutions to limited body of literature. The researcher argued that international students are generally assumed to be academically well prepared as well as having adequate financial support.

Another general assumption is that they will leave the country upon completion of the degree program. Mamiseishvili stated, “no matter how well prepared international students are academically, how proficient they are in English, or how familiar they are with U.V. cultural norms, they still face unique challenges to succeed in a foreign environment away from friends, family, and familiar surroundings” (p. 2). Because of this, the researchers recommended recruitment of international students and retention efforts should be emphasis.

The results were that “five variables were significantly related to persistence: degree plans, first-year GPA, remedial English, academic integration, and social integration. Of these five predictors, degree plans, GPA, and academic integration were positively related to persistence” (p. 11). The results also suggested if international students successfully integrate into the campus systems, they are more likely to stay enrolled in the institution. The study also revealed that peer and study groups played a significant role in international students' maintenance of persistence.

In conclusion, Mamiseishvili stated “the findings suggest the academic side of college life plays a crucial part for the first-year international students,” (p. 12). The researcher added, “persistence of international student should not be viewed as the responsibility of a broader campus community, including faculty, academic advisors, English language program staff, and student affairs professionals” (p. 15).

Researchers have thoroughly examined the experiences of international students enrolled in U.S. higher education institutions. Lee’s (2010) purpose was “to examine the international students’ experiences at US universities that might influence them to recommend or not recommend that others from their home country to attend it,” (p. 67). Following a brief discourse on how international student enrollment has increased in U.S. institutions, inherent challenges and experiences of such enrollment, and a discussion of related current research, Lee sought to explore international students’ experiences by determining if they rate their educational experiences by country or origin, and to what extent would they recommend their US institution to other international students.

Lee gathered data at large university in the Southwestern part of the US, which enrolls approximately three thousand international students from throughout the world. In April 2004, Lee invited 2569 graduate and undergraduate students obtained from an international student email listserv to participate in an on line survey. Five hundred and one completed and returned the original survey. Based on current research, Lee developed the 20-question survey using a rating scale from best to least. The responses to the survey were separated and reported into three independent variables: background characteristics, reasons for selecting the institution, and student experiences rating. In

order to determine how the international students' experiences varied by country, Lee used "composite factors to analyze by the effect of coming from a developed versus developing country of origin and a predominantly White versus non-White region," (p. 73). Summary of the findings indicated that international students from some countries experienced greater difficulties and greater negative experiences than others. The researcher stated that because the students were recruited from one institution, there are certain limitations that should be kept in mind when reviewing the results. The researcher wrote, if the US wants to continue to attract international students; it should pay greater attention to the students' perception of discrimination, campus quality, and financial difficulties.

International Students' Language Barriers and Literary Challenges

The literature in this section summarizes literature concerning international students' language barriers and literary challenges inherent in attending foreign higher education institutions. Whereas English is the primary language of U.S. higher education domestic students, faculty, and staff; it is a second language for most international students; therefore, international students' academic achievement is often threatened and or compromised due to ineffective communication efforts. This section includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Andrade's (2006) examined international students' adjustment factors in English-speaking universities. The quantitative study focused on the findings of more than 40 studies conducted between 1998 and 2005. An extensive reference list was included as well as in text citations in support of why countries are investing in marketing and attracting international students. Andrade's analysis supported the argument that English language deficiencies and cultural differences are the primary challenges to international student adjustment.

The article summarized the broad range of comprehensive strategies the United Kingdom, Canada, and Australia and other countries developed and implemented as a national priority to attract international students. Strategies presented included centralized planning, cooperative efforts between the government and education, funding for outreach programs and marketing, centralized websites with higher education information, and simplified visa and university application processes (p. 132).

Andrade concluded his study raised the awareness of the need for support staff and faculty develop and implement better ways services for international students. Andrade stated further research exploring additional variables influencing the adjustment and achievement of international students is critical to developing an understanding of how these students are faring in institutions of higher education in English speaking countries (p. 150). The researcher concluded the United States must focus on students' needs and successes in their US university experience in order to attract and retain international students.

Baron and Strout-Dapaz's (2001) article analyzed and extended past recommendations of studies conducted in the previous decade by surveying Southern US academic institutions with a focus on serving international students (p. 314). The data were collected from 123 colleges and universities. Six hundred surveys were mailed out to 300 hundred-member libraries of TexShare universities in Nevada, Oklahoma, Oregon, Texas, Arkansas, Arizona, California, Illinois, Kansas, Louisiana, and New Mexico. The surveys were sent to the director to reference service heads, and directors of office of international students.

The survey sought to test four hypotheses:

- 1.) the higher the school enrollment, the greater the probability of a formalized (general) library instruction components.
- 2.) the higher the percentage of international students, the greater the likelihood of some formalized instruction being in place.
- 3.) whether or not the international student office (or its campus equivalent) sends promotional materials-regarding the library-reflects the probability of a (formalized) international student instruction components being in place.
- 4.) the dominant challenges international students face as they enter academe (as defined by international student services offices) tend to surface in the library (correlates challenges and problems). (p. 314)

In addition to the reporting on the survey findings, the researchers reviewed several articles published between 1995 and 2000, which enabled them to measure issues and solutions for adult international student learners. The articles focused on in-depth

language analysis, cultural and institutional situational and functional challenges technological issues international adult learner face. In conclusion, the researchers stated the survey research and literature analysis promoted the idea that effective references and instructional services help international students find assistance and raise their comfort levels. In addition, the researchers stated, “the literature covering the last decade clearly supports libraries taking an active role with international student, regardless of a formalized instructional program or the number of international students” (p. 318

Yeh and Inose’s (2003) quantitative study examined the results of a survey taken by 359 international undergraduate and graduate students from a northeastern US. Age, gender, English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress international student’s experience was examined (p. 15). The article presented an overview of the US history of recruiting international students. Participants from 77 different countries, combined by ethnic origin, completed a demographic questionnaire through which the researchers explored the research question of: How will the gender, age, and geographic region of the international students predict acculturative stress?

Responses were gathered using a five point Likert scale. The results were analyzed using a 36-item, 7 point Likert Acculturative Stress Scale for International Students (ASSIS), which was developed in order to assess international students’ adjustment problems. The scale had seven subscales which collected data on homesickness, perceived hatred, perceived discrimination, fear for personal safety

because of different cultural background, stress due to change and adjustment to a new culture, guilt for leaving friends and family behind, and miscellaneous (p. 19).

The researchers reported, “international students who felt socially connected and satisfied with their social networks were less likely to experience acculturative distress” (p. 26). In its conclusion, the researchers stressed, “although international students underuse individual counseling and have negative attitudes towards seeking professional help, in order to foster a community for international students, counselors should develop peer programs and various group activities including skill-training workshops and cultural exchange groups,” (p. 26)

Racial, Discrimination, and Safety Threats to International Students

The literature in this section summarizes racial, discrimination, and safety threats to international students enrolled in foreign institutions. This section includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers’ literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Lee and Rice’s (2007) study examined the experiences of international students while attending a Southwestern university. Interviews were conducted with 24 students from 15 countries as to the range of difficulties they encounter. The range included perceptions of unfairness, inhospitality, cultural intolerance and confrontation (p. 382). The researchers reviewed qualitative and quantitative literature that examined the

experiences of international students. Unable to find ample studies regarding the social experiences of international students in U.S. institutions, researchers stated, “we include in this review other national studies which shed light on the similarity of issues these students face across cultures,” (p. 385).

The participants identified admission obstacles and social and community factors as greatly influencing their cultural integration their decisions to remain in the school and the United States. The participants stated their institutions were lacking in providing support services, and as a result, navigating basic academic procedures, securing adequate living arrangements, and establishing meaning social relationships were difficult tasks. Cultural adjustments identified included cultural cuisine preferences, views on sexual openness, and perceptions surrounding gender roles (p. 386).

The researchers also conducted a case study where international students were participated in an on line survey. Using a list serve, 501 international students responded to the survey regarding international student’s goals, experiences, and satisfaction with the university. In addition, 24 graduate students volunteered to be interviewed. The students were from India, East Asia, Latin America, Europe, Africa, Canada, New Zealand, the Caribbean and Gulf region were asked questions about how they decided to study in United States, their initial perceptions of the United States and their institution and how these perceptions have changed since enrolling in the institution (p. 390).

In conclusion, the researchers stated. “Cross-cultural experiences are riddled with subjective perceptions, which may be off the mark in terms of the reality of the situations international students find themselves in,” (p. 391). The researchers presented

factors as to why international students might feel mistreated or discriminated against.

One believed to be most prevalent is in their native country, many international students' have high socio-economic status, and here, in the United States, they are targets of discrimination, ridicule, prejudices, and intolerance.

The findings revealed international students experience a range of problems, which are rooted in neo-racism. The problems are prevalent in social interactions with faculty, domestic students, and the administration in that international students are often perceived through negative social images and stereotypes. They experience direct confrontation, verbal abuse, and ridicule. The researchers documented the problems international student experience on U.S. campuses, and suggested further research should be conducted to, "investigate the attitudes of faculty, staff, and students towards international students and their awareness of the issues internationals face on the other college campuses in other countries." (p. 406)

Rienties, Beusaert, Grohnert, Niemantsverdriet, and Kommers' (2011) study took a slightly different focus than Lee and Rice's (2007) study. The researchers' study set out to test the commonly held belief among educators that international students are insufficiently adjusted to higher education in their host country (p. 685). A cross-institutional comparison among students in five Netherland business schools was conducted. The researchers, with a focus on academic levels and social integration, the researchers examined the academic performance difference between international students and domestic. Based on social integration factors: faculty perceptions, family and friends social support influences, social activities beyond the academic environment, drop out

and retention factors, and cross-cultural differences, the researchers set out to answer two research questions:

- 1) to what extent do international students differ from domestic students with respect to academic and social integration?
 - 2) to what extent do differences in academic and social integration between domestic and international students have an impact on academic performances?
- (p. 689)

A Likert scale was used to gather the response to the questionnaires. The data were analyzed using ANOVA. Two significant findings, academic performance is affected positively by academic integration, and successfulness of academic and social integration is partly related to the distance in East-West social conventions among international students was reported. The researchers reported two additional findings: there is a compensatory relationship between academic and social adjustment and study-performance, and when controlling the results by ethnic background, academic adjustment predicts grade point average for all four groups of student participants (p. 697).

The researchers stated one of the limitations of the study is the scores reported by the students were used in the analysis. In addition, there was no assurance that participants did not complete the questionnaire in a “socially desirable manner” (p. 697). In discussing practical implications of the findings, the researchers suggest higher education institutions should provide several introduction and social support activities for new students (p. 698). In order to facilitate their academic and social integration, the

researchers encouraged higher education institutions to specifically address measures to enhance academic adjustment of international students rather than focusing on “purely social integration,” (p.698). The researchers recommend institutions provide international students with buddies to help with the transitions in academic and social life in addition to coordinating a mixture of social activities.

Nyland, Forbes-Mewett, and Marginson (2015) focused on the safety of international students enrolled in higher education, an on-going debate on higher education institutions’ responsibility and efforts to assure their safety. Using a multi-country focus, the researchers set out to show that the concern for international students’ safety is widespread, yet delayed in Australia. The studies included New Zealand, United Kingdom, China, and Australia and the United States. The researchers argued that the journalists who exploit the idea that international students are not safe on higher education campuses purely for shock value are primarily waging the debate over international students’ safety.

The study revealed the most common threats to international students’ safety was racial harassment on and off campus, and bullying within the institutions. The researchers found that some countries, especially China, were reluctant to even recognize there was a problem with keeping international students safe.

The researchers wrote:

Serious improvement in international student safety can be won if academic and media critics remain vocal in insisting that student safety must not be sacrificed to profitability; if significant competitors in the international education market strive to gain or preserve

market share by highlighting their capacity to provide a safe study destination; if the home governments of international students continued pressuring host countries to ensure that safety is accorded a high priority by both education suppliers and regulators; and if international students continue to remain agents who actively seek to preserve their safety. (p. 99)

International Students' Sociocultural Adjustments Challenges

The literature in this section summarizes international students' challenges in sociocultural adjustment. This section includes literature from quantitative, qualitative, and mixed model research approaches. The literature review includes the works of domestic and foreign researchers. Some articles provide comprehensive and analytical reviews of the previous researchers' literature, and others include literature reviews and the findings, analysis, and conclusions of studies they conducted.

Bartram (2007) examined the sociocultural needs of higher education students enrolled in England and the Netherlands. The qualitative case study reviewed current research and gathered data to analyze the perceptions of international students and examine their needs. The study discussed the needs of international students in seven areas: practical, emotional, cultural and integration, language, pedagogical, curriculum and assessment, and performance outcomes. The study also examined the perceptions of the faculty and staff who work with the students and the nature of the international students' experiences.

The research design included 12 focus groups in discussion of their own experiences. First through fourth year students were recruited for the focus groups. The

staff groups were comprised of lecturers who regularly taught international students. The findings were that greater social support was needed from staff. In addition, the students identified a need for a formal buddy system involving the pairing of upper classmen with underclassmen, and they expressed that staff should be instrumental in establishing this program. Cultural needs were also identified as of high importance. Bartram (2007) wrote, “several students felt that induction arrangements needed to promote a much greater sense of sociocultural integration, something of much concern to several students who felt the importance of this dimension was magnified by the diversity of the students’ religious and geographical backgrounds,” (p. 209). In conclusion, the researcher stated, “the findings resonate with those from earlier research studies that suggested international students are prone to prioritize the particular importance of their sociocultural need,” (p. 212).

Coles and Swami’s (2012) “research explored the social cultural adjustment of international students and the role played by university structures in the process,” (p. 87). The research was conducted with in the United Kingdom with 58 graduates from Malaysia. The qualitative design employed two rounds of semi-structured small-group interviews. The study sought to identify the international students’ process of adjustment and to allow the students concerns to emerge beyond already known and predicted challenges and experiences. The interviews were conducted individually or with a group of five friends or less. The students were asked to recall their motivation for coming to the UK and their first-day experiences with an emphasis on how they felt and how their feelings changed over time. Questions such as “have you joined any clubs or societies”

and “tell me about your friends” were used to solicit open-ended response and free expression.

The results were the students were often involved in co-cultural groups from which they gained substantial support. A big complaint was about how early restaurants closed and how pubs and clubs were the primary venues for socialization. The findings revealed that students’ opportunities to integrate diminished after their first year; however, as time progressed, the students’ confidence to break out of co-cultural groupings increased. Students identified student accommodations, such as a shared dormitory kitchen, as one of the best place to meet other international students. Some students stated lectures, seminars, and labs also provided opportunity for meeting and integrating with other international students. In conclusion, the researcher suggested further research is conducted “to take into account the changing availability of structured opportunities for contact when modeling the process of adjustment. Equally, when designing structures to assist contact and adjustment, an awareness of the long, uneven and possibly unending process of change and personal development that constitutes the adjustment process should be utilized,” (p. 98).

Impact of Facebook on International Students’ Social Capital

The literature in this section summarizes the impacts of Facebook on international student’s social capital. Although only one article is included in this section, it is important in understanding how some international students have relied heavily on the use of Facebook and other social media. The researchers provide a comprehensive and analytical review of the topic.

Ellison, Steinfield, and Lampe's (2007) study examined the relationship between international students' usage of Facebook and the acquisition and maintenance of social capital. The researchers wanted to identify and examine bonding and bridging social capital in accessing students' ability in staying connected with members of communities where they once lived. The researchers defined bonding social capital as that which reflects strong ties with family and friends, Similar, yet distinctively different, bridging social capital can vary depending on the person's self-esteem. Bridging social capital is associated with classmates, acquaintances, and casual interactions with people sharing the same space or environment such as a classroom or institution (p.1147). Facebook was also found to enable users to acquire maintained social capital, which consists of using Facebook as a means to keep in touch with high school friends and the ability to gain assistance from a previously inhabited community

The researchers provide a good overview of Facebook and how important and valuable an asset it can be to international students. In the literature review section, the researchers reviewed a limited number of articles, yet provided information regarding social capital on and off line.

The researchers developed five hypotheses:

- 1). The relationship between intensity of Facebook use and bridging social capital will vary depending on the degree of a person's self esteem
- 2). The relationship between intensity of Facebook use and bridging social capital will vary depending on the degree of a person's satisfaction in life.

- 3). The relationship between intensity of Facebook use and bonding social capital will vary depending on the degree of a person's self-esteem.
- 4). The relationship between intensity of Facebook use and bonding social capital will vary depending on the degree of a person's satisfaction in life.
- 5.) Intensity of Facebook use will be positively associated with individuals perceived maintained social capital. (pp. 1147-1148)

Using a random sample of 800 undergraduate students retrieved from the registrar's office, the students were sent an email invitation to participate in the researchers' study. Only 286 students returned completed surveys. The survey captured demographic information such as age, gender, ethnicity, and year in school, home location, and other descriptive variables. A scale to measure the intensity in which Facebook is used was created and included. This scale measured two self-reported assessments of behavior and user intent. The results were captured using a Likert scale with attitudinal questions. It also measured psychological wellbeing, social capital, bridging social capital and bonding capital.

Summary of Literary Review

The current literature presented here established the importance of a multicultural orientation in education including several approaches to exploring multiculturalism in education and the workplace. The researchers, all with different approaches and questions about the inclusion of multiculturalism in higher educational institutions' curriculum, programs, policies, and practices, presented empirical data and conclusions to support the importance and benefits of including multiculturalism in order to enhance the overall

experience of the students and employees. Other researchers presented current strategies and impacts of incorporating multiculturalism in higher education curriculum and pedagogy.

Practices and policy was the primary focus of many of the articles included in this literature review. Several articles focused on the importance of including multiculturalism in classrooms and in the curriculum. Others focused on multiculturalism in domestic and foreign educational institutions. Not one study suggested that including multiculturalism in the classroom curriculum or workplace environment was of no value or had little impact on the success of the institutions or companies.

Marketing push/pull factors for attracting international students to the U.S. and other worldwide higher institutions were examined by Soutar and Turner (2002) and several others. The researchers provided reasoning as to why there has been such a significant increase in international student enrollment in the United States and worldwide higher education institutions. This increase has presented institutions with a need for strategies to assess international student engagement and academic success. Three studies, Paswan and Ganesh (2009), Mamiseishvili (2011), and Lee (2010), presented informed discussions on the satisfaction level of international students enrolled in U.S. higher education institutions; whereas, Deardorff (2006), Kahu (2013), and others analyzed institutions' strategies, techniques, and tools for assessing students' academic achievement and engagement.

International students often face challenges and barriers to their academic and intercultural success. Lee and Rice (2007) and others presented some of these barriers in their discussion of racial and cultural discrimination as threats to academic achievement and international student safety. Researchers also discussed sociocultural adjustment challenges and the impact of social media activities on international students' societal integration. Many of the studies were limited in focus and covered a small sampling; however, they were reflective of the subject and can be useful in establishing a starting point for further research. In reviewing the current literature findings, two general areas of consensus emerged: in spite of its inherent challenges, there are significant benefits in including multiculturalism in higher education curriculum, programs, practices and policies, and success is inevitable if educational strategies are implemented that include multiculturalism.

An extensive search for articles with a focus on self-reported lived experiences of international students enrolled in higher education institutions regarding the inclusion of multiculturalism in the institutions' curriculum, programs, practices, and policies yield few results; thus, a gap in the literature emerged. Several articles, believed to examine this area of focus, were reviewed and subsequently rejected for inclusion in this literature review because much of the information discussed in the studies had also been presented in other studies included in this literature review.

What is not prevalent in the reviewed literature are the voices, views, opinions, and experiences of international students enrolled in U.S. higher education institutions. Some of the articles in this literature review merely reviewed the results of previous

studies, which were conducted before or during the past decade when international student enrolled nearly doubled. Other studies discussed how students enrolled in foreign institutions based on push/pull marketing factors, Internet driven research, and other factors which had attracted them, often left the institutions. There are limited studies which discussed the lived experiences and satisfaction with the results of the students' choice to study within a host institution. Increased international student enrolled conceivably brings increased student needs from the universities, and most probably, increased expectations which could go unmet if the students do not make those expectations and needs known to the administration.

As evident through this literature review, there were ample studies conducted to assess the impact of increased international student enrollment; however, many were designed to gather statistical data as opposed to qualitative data through the firsthand accounts of the lived experiences of the international studies. The acquisition of this information could assist the institutions in the development of curriculum, policies, practices, and programs designed to meet the needs, desires, and expectations of enrolled international students. Conceivably, it could also allow administrations to keep pace with and meet the demands of the increased international student enrollment.

Chapter 3: Research Method

The purpose of this study was to understand the lived experiences of international students enrolled in U.S. higher education institutions regarding the inclusion of multiculturalism within the institutions' policy, procedures, curriculum, and classroom practices to better meet the international students' needs. As a college English professor, my professional experience and interaction with international students in culturally diverse classrooms led me to design a study to capture and analyze the lived experiences of international students enrolled in the U.S. higher educational environment?

The following research questions were addressed:

1. What are the lived experiences of international students enrolled in U.S. higher education institutions regarding the inclusion of multiculturalism in the institution's curriculum, programs, policies, and practices?
2. What have been the lived experiences of international students enrolled in U.S. higher education institutions regarding the institutions' efforts to assist them in adjusting to and integrating into the institutions' multicultural educational environment?

Research Design

The paradigm of the study was qualitative. The qualitative approach to inquiry was phenomenology. The central phenomenon was defined as the lived experiences of international students enrolled in U.S. higher education institutions in regards to the inclusion of multiculturalism in their institution's curriculum, programs, policies, and practices. Moustakas (1999) said, "psychological phenomenology is focused less on the interpretations of the researcher and more on a description of the experiences of

participants” (p. 59). In reference to the phenomenologist researcher, Moustakas stated, “presumably this person has set aside biases and has come to a place of readiness to gaze on whatever appears and to remain with that phenomenon until it is understood, until a perceptual closure is realized” (p. 73). Moustakas also emphasized that in phenomenological research, the “I, the experiencing person, remain present. I, as a conscious person, am not set aside” and “with an open, transcendental consciousness, I carry out the Epoch (p. 87).

Creswell (2009) wrote, “often the data collection in phenomenological studies consists of in-depth interviews and multiple interviews with participants” (p. 61). The data collection instrument was in depth personal interviews conducted with a sampling of international students attending U.S. higher education institutions. Through an analysis of the data gathered in the words of international students, I sought to fully explore and gain an understanding of the lived experiences of international students enrolled in a U.S. higher education institutions in regards to the inclusion of multiculturalism in the institutions’ curriculum, programs, policies, and practices.

Using psychological phenomenology as the inquiry approach, this qualitative study captured and examined data obtained through personal interviews of international students from several continents who were attending U.S. higher education institutions.

Marshall and Rossman (1995) argued that qualitative research is designed to (1) understand processes, (2) describe poorly understood phenomena, (3) understand differences between stated and implemented policies or theories, and (4) discover thus far unspecified contextual variables (as cited in Merriam, B. and Associates, 2002, p. 11).

Given the nature and focus of the study, the decision to conduct a qualitative study was easy. The challenge came in deciding which qualitative approach would be best for capturing the data in order to address the research questions and the significance of the study.

Initially, ethnographic methodology was considered, but ultimately rejected because this study sought to examine and understand the lived experiences of international students from many cultures. If the focus had been to examine lived experiences from the perceptions of one culture, such as Chinese or African international students enrolled in a U.S. higher education institutions, then an ethnographic study would have worked best. This study sought to interview international students from many cultures who were attending U.S. higher education institutions.

A second consideration was given to conducting a case study; however, I believed using a case study would be too restrictive in that it basically seeks to analyze one to several cases that are unique in regards to the research topic. Similarly, the narrative approach was also considered and rejected because gathering narratives from participants is geared towards gaining an understanding of a participant's experience and its importance to them; whereas, the focus of this study is to gather data what would have a dual importance for the students and the institutions. Since this study sought to understand the lived experience of international student participants, and to draw out their beliefs and perceptions of their experiences, the use of a phenomenological approached emerged as the best choice for understanding the lived experiences of international students enrolled in U.S. higher education institutions.

The Role of the Researcher

As a 14-year veteran English composition professor at City Colleges of Chicago (CCC), one of the United States' largest community college systems, I have taught all levels of English writing courses, ranging from developmental to advanced. I have also taught English Composition 101 and English Research 102 at a mid-size Midwestern Catholic university. In my role as a higher education professional, I have had a great deal of experience with diversity in that English 101 and 102 courses are generally required of most students desirous of obtaining either a two or four-year college degree. CCC has an annual student body enrollment of 120,000, of which, about 12% are international students.

In teaching developmental English, I have encountered numerous international students as English Language Learners. Quite often, 12 or more of the 22 to 25 students in the class were international students. My interest in this multicultural inclusion study was borne from the written compositions and verbally expressed views, opinions, and frustrations expressed by the international students in my classroom.

Over the years, I have watched the international student enrollment increase bringing with it a plethora of multicultural experiences. Through daily informal observations, I witnessed the multicultural population increase, but the institutions curriculum, programs, policies, and practices seemed unchanged. With each passing semester, I became intrigued as to the effectiveness of the education we were providing the international students in particular. Soon, I began to make assumptions and started

formulating hypotheses.

From there, I began to develop curriculum and activities to test my beliefs which have led me to wanting to conduct a comprehensive study in order to gather firsthand information from the international students in order to gain an understanding of their lived experiences as students in U.S. higher education institutions. In spite of an exhaustive literature search and subsequent review, I was unable to find an ample amount of literature that discussed the perspectives, views, opinions, and lived experiences of international students in regards to the inclusion of multiculturalism within the U.S. higher education institutions they attended. Literature of this sort would add to the body of knowledge and could assist U.S. higher education institutions in meeting the needs and desires of the enrolled international students. As the researcher, I conducted interviews with six international students enrolled in and attending U.S. higher education institutions and my role included transcribing the data, as well as analyzing it.

Methodology

The instrument for this qualitative study involved interviewing six international students attending a U.S. higher education institution. The interviews were audio recorded.

Participants

Polkinghorne recommended that researchers interview 5 to 25 individuals who have all experienced the phenomenon (as cited in Creswell, 2004, p. 61). Six international students enrolled in and attending three U.S. higher education institutions were invited and agreed to be participants in the study. All participants had completed at least one semester of course work. I originally proposed to convene a small focus group of faculty and staff who worked with international students to explore their perspectives regarding the inclusion of multiculturalism in higher education policies, programs, curriculum, and practices and its impact on international students. I later decided not to convene the focus group because I believed it would not help in answering the study's two research questions.

In starting the recruitment process, I telephoned each institution to inquire as to which department and or individual should be contacted to extend an invitation for the institutions' students to participate in the research study. Once the individual was identified, I sent them a written invitation, including a synopsis of the study and proposed interview questions. I later visited the campus worked with the international student coordinator who sent out emails and distributed written invitations to international students to participate in the study. Participants who responded to the invitations via email, were contact by me via email. An interview time was scheduled via the telephone. During that first meeting, the participants were given an informed consent form to sign and a sample of the questions to be asked. I also completed the institutions' IRB

applications as required in order to obtain permission to recruit its students and a letter of cooperation.

Data Collection Instrumentation

Lived experiences are best gathered through the participants' own words. Data was gathered using one instrument, in-depth personal interviews of the participants concerning their lived experiences as international students enrolled and attending U.S. higher education institutions. Pseudo names were used to conceal participants' identity. The participants' interviews were audio recorded. The interviewee's pseudo name, date, time, and location of the interview was written on a card which was later attached to the transcription of the audio recorded interview. To allow the interviewees to explore the questions and fully express themselves, the interview questions were open ended. A list of initial questions was prepared; however, as others arose during the interview, for the sake of clarity and accuracy, I also asked the participants to answer them.

I created the interview questions to gather minimum background and identifying information such as their age, nation of origin and year in school. This information is included in a table of participants' demographics. Other interview questions were asked to gather their perspectives and lived experiences of being international students enrolled and attending a U.S. higher education institution. The participants' responses were analyzed to answer the two research questions. A list of questions is included in the Appendix A.

Data Management

Microsoft Word was used to analyze the data gathered from the open-ended interview questions. Color highlighting of the transcribed text was used to identify themes that emerged during the data analysis. Once the interviews are completed, the audio recordings were uploaded into a computer internal hard drive. The audio tapes were transcribed into Microsoft Word (Word) documents which were printed and used in a constant comparison. The Word documents were also saved on a flash and an external hard drive. Printed copies of the transcriptions are stored in color-coded file folders that corresponded to the original audio recordings. The flash drive, Word document, and audio recording, are kept in a locked physical file cabinet.

Data Analysis

Using the constant comparison process, I used key words and predictive information obtained from the literature review to identify and organized text into themes. To guard the validity and reliability of the analysis, I took extra care to ensure the data was transcribed and analyzed correctly as well as attributed to the correct participant. Analysis was conducted several times to ensure the transcribed text had been organized according to the correct theme. I was the only person who transcribed the audio recordings and analyzed the data. This was done to ensure that its validity and reliability would be less open to misinterpretation or incorrect assignment to the themes.

Ethical Considerations

The validity of the research is quite often tied to the ethics of the researcher. According to Merriam and Associates (2002), ethical dilemmas are most likely to emerge

in data collection and the dissemination of the findings (p. 29). In order to avoid and minimize ethical dilemmas, I conducted myself in an ethical manner; therefore, the data was gathered with diligence and care was taken to assure the participants' data is kept confidential.

Trustworthiness

Qualitative studies using interviews as the data gathering instrument are often challenged with questions and issues concerning internal validity such as how congruent are one's finding with reality. Merriam and Associates (2002) discussed the need to ask, "Are we observing or measuring what we think we are observing or measuring? The question hinges on what we think constitutes reality" (p. 25). The researchers stated:

In qualitative research we are not interested in how many or the distribution or predefined variables. Rather, it is important to understand the perspectives of those involved, uncover the complexity of human behavior in context, and present a holistic interpretation of what is happening. (p. 25).

As the primary instrument for the data collection and analysis, my experience in teaching and communicating with a large number of international students guided me in conducting the interviews. In order to establish trustworthiness, I engaged in the concept of triangulation. I analyzed the personal interviews for themes, perceptions, and lived experiences. In order to facilitate member checking, the participants were given an opportunity to review the transcription of their interview for accuracy in translation or further clarification. None of the participants made any corrections. In order to protect

the integrity of the study, when necessary, I used follow-up interviews to clarify transcription of the participants' responses and the assignment of their responses to the appropriate themes.

Summary

Six international students participated in an audio recorded personal interview. The data collection interview consisted of a list of questions I developed. The data was transcribed and analyzed using Microsoft Word. As the researcher, I followed ethical procedures and adhered to issues of trustworthiness. The result of the data and analysis is included in Chapter 4.

Chapter 4: Results

Introduction

The purpose of this qualitative study was to understand the lived experiences of international students enrolled in a higher education institution regarding the inclusion of multiculturalism within their institutions' policies, programs, curriculum, and classroom practices in order to better meet international students' needs. As reported in the Institute of International Education's (IIE) November 2015 *Open Doors Report on International Educational Exchange*, international student enrollment in U.S. higher education institutions has increased by more than 10% since 2004.

I interviewed six international students enrolled in one of four U.S. higher education institutions. The interviews were guided by the following two research questions:

1. What are the lived experiences of international students enrolled in U.S. higher education institutions regarding the inclusion of multiculturalism in the institutions' policies, programs, curriculum, and classroom practices?
2. What have been the lived experiences of international students enrolled in U.S. higher education institutions regarding the institutions' efforts to assist them in adjusting to and integrating into the institutions' multicultural educational environment?

Setting

Four of the participants attended a 2-year community college, one attended a 4-year university, and one was a recent graduate from a community college. Four

participants were interviewed on their college campus and two were interviewed in their homes. I audio recorded the participants' interviews.

Demographics

The participants ranged in age between 18 and 30. Of the six participants, three of the male participants were natives of Africa. Two were from Ghana, Ben and Burt. One male, Les, was from Nigeria. The other male, Reed, was from Saudi Arabia. One female participant, Libby, was from Ghana, and one female participant, Bess, was from Brazil. Four of the participants attended a 2-year community college, one attended a 4-year university, and one was a recent graduate from a community college. All participants other than Burt were currently attending their higher education institution. Of the remaining four, Reed and Les were in their first year, second semester, and the others were in their second semester of their second year. Their attributes are described in Table 1.

Table 1

Participants' Pseudonyms and Demographics

Pseudonym	Native Country	Gender	Age Range	Educational Year
Ben	Africa	Male	22-25	Second year, first semester
Burt	Africa	Male	23-25	Graduated last year
Les	Africa	Male	18-22	First year, second semester
Libby	Africa	Female	19-22	Second year, first semester
Bess	Brazil	Female	24-30	Second year, first semester
Reed	Saudi Arabia	Male	18-20	First year, second semester

All students were self-paying, except for Reed, whose expenses were being paid by the King of Saudi Arabia who sent him to the United States to study engineering. In order to stay in U.S. and finish his education, it was required that he mastered the English language within one year of starting his studies. Prior to coming to United States, he studied English in London, as did Burt and Ben. Although most expressed they occasionally struggled with U.S. English, all came to the United States with some level of competency in the English language.

Data Collection

IRB approval (01-05-16-0081802) was obtained and then I recruited six international students to participate in a proposed one-hour, audio recorded, personal interview. The data collection tool was a list of interview questions I developed (see Appendix A). The initial in-person interviews lasted between 45 and 90 minutes. I asked the participants several planned interview questions, and several follow-up questions in order to probe for clarification, examples, and a better understanding of the participants' experiences. In order to clarify the data and my transcription of it, I conducted in-person second interviews with four participants. The two other participants were contacted by telephone for clarification. These second interviews ranged between 10 and 30 minutes. All participants were given a chance to review the printed transcripts for accuracy; however, none made changes to the transcript's content.

Data Analysis

Each participant's interview was audio recorded and transcribed into a Microsoft Word document. Originally, I identified NVivo as the data analysis tool; however,

Microsoft Word proved to be an effective data analysis tool since the responses were concise and themes were easily identified. I used Word's capacity to sort text by keywords. Keywords were noted with track changes or colored highlight and organized into themes. Prior to starting the analysis, I reviewed the audio recordings and the transcripts for consistency and accuracy of language. Audio tapes and transcripts were reviewed by me multiple times to verify identified themes, and ensure that none were missed.

In reviewing the first transcript, I used keywords to identify emerging themes. Text which contained these words were assigned a particular color. In reviewing subsequent transcripts, the same colors were used to highlight the identified themes. If a new theme was identified in a subsequent document, a new color was assigned to that theme and used to highlight all appropriate transcribed text.

Using constant comparison, I reviewed the highlighted printed transcripts several times during the analysis process and several times after writing up the findings. During the review and write up of the data, I tried to refrain from allowing my personal thoughts, feelings, experiences, and beliefs influence my interpretation of the international students' lived experiences as reported in their own words. Upon completion of the analysis and write up, I saved a copy of the printed thematic highlighted transcripts on a computer, a flash drive, and an external hard drive.

Evidence of Trustworthiness

I was the primary instrument for the data collection and analysis. My 14 years of experience in teaching and communicating with international students guided me in

conducting the interviews. The interviews were audio recorded and consistent in length, and the participants were asked the same pre-established set of questions which were supplemented with other questions that arose out of a need for clarification or an expanded response. Two deviations were made from what was presented in Chapter 3. The proposed focus group of faculty who taught or worked with international students was eliminated because I concluded it would not help significantly in answering the research questions, which were focused on the perceived lived experiences of international students. In lieu of the faculty focus group, I used my interview field notes to assist in triangulation. Another deviation from what was presented in Chapter 3 was utilizing Microsoft Word instead of NVivo to support analysis of the data.

Credibility

In order to establish credibility, I reviewed and compared the audio recordings against the transcripts several times. I analyzed the personal interviews for common and or consistent trends, themes, perceptions, and experiences. I protected the integrity of the study through follow-up interviews and member checking. The participants were also allowed to review excerpts of their transcripts for accuracy.

During the interview, I made note of the participants' comfort in answering the questions. I noted body language, vocal tone, inflections, the participants' ease in answering the questions, and the length of time the participant took in answering a specific question. I believed this additional information would be helpful in interpreting the narrative data and in fully transcribing the interviews. Triangulation was achieved

by using my field notes, member checking, and comparison of findings from other research studies.

Transferability

Since the study only involved six participants from three U.S. higher education institutions, transferability could be limited. I used initial and follow-up interviews to obtain rich and thick data to capture the participants' lived experiences and accurate interpretation of the data. The participants were recruited through their institution's international students' department and one was a referral from a participant who had already participated in the study. Replication of this study could be done with an expanded number of participants and a larger group of U.S. higher education institutions which could include public and private 2 and 4 year institutions and trade and specialty schools.

Dependability

To ensure dependability of the study, the participants were allowed to review the transcripts to ensure their responses and experiences were accurately transcribed. They were also allowed and encouraged to clarify discrepancies if noted. I maintained an audit trail inclusive of the development of the data collection instrument, observation and interview notes, transcriptions, and the analysis process. I used the participants' verbatim responses and exercised extra care to ensure that I did not overlook emergent themes or important data as well as impose my personal bias or interpretation.

Confirmability

The research questions were used to guide the study and establish confirmability by relating the data back to the questions. I kept detailed notes of the themes and conclusions which arose during data analysis, which was also connected back to the research questions for continuity and consistency.

Results

Several themes emerged in addressing the first research question: what are the lived experiences of international students enrolled in U.S. higher education institutions regarding the inclusion of multiculturalism in the institutions' policies, programs, curriculum, and classroom practices? The participants' verbatim responses were used to identify and organize the results into themes, which are presented below: language barriers, isolation and exclusion, social and cultural integration, racism, discrimination, and stereotyping, and self-reliance and self-determination.

Language Barriers

Although upon arrival in America, most participants were proficient in conversational English, due to their dialect or heavy accent, all spoke of experiencing some degree of ridicule. They reported feeling self-conscious, which led to them limiting their public speaking and interactions with teachers and students. These responses and recollections of shared experiences led to the identification of the Language Barriers and Isolation and Exclusion Themes.

Ben felt, for the most part, that he was accepted by US citizens, but he shared:

The little problem I had is what I would call a language barrier because coming from a British English spoken country is different from an U.S. English speaking country. Sometimes it makes you feel kind of shamed for not exactly belonging to that system.

Reed said one of his greatest challenges is that he is still struggling with the English language. “In my country now,” Reed said, “everyone has to speak English because English is the most important language in the world.” Reed also disclosed that since the King sends students to the United States to study, it is imperative that they quickly master the English language in order to remain in the United States.

Bess shared she often had to repeat herself or answer questions such as “What are you saying? Did you mean this, or did you mean that? Bess added she was surprised more people did not speak Portuguese. “In Brazil, everybody speaks Spanish or Portuguese. We understand each other,” Bess said. Adding that when she had a language problem, she had to go outside of the school for help, Bess said, “I talked to friends from my country. I took a dictionary and learned how people speak. It was hard, but I needed to do it.”

Libby said communication was a great challenge for her, “It was really hard for people to hear me. I was too scared to speak because I knew they wouldn’t understand me or they would make fun of my accent.” It became such a challenge that she found it difficult to communicate with her professors and others; therefore, she said “I started to limit speaking in public.”

Isolation and Exclusion

The theme of isolation and exclusion emerged as the participants discussed coping mechanisms and survival techniques in order to overcome the language barriers and challenges. Les said at time he felt excluded and unwelcomed. “Welcoming? I am not going to say it’s bad, but it’s okay. I see people don’t like me talking,” [sic], Les said. Les shared that even in his math class, he was made to feel uncomfortable. “I spent my first year in college sitting in class not knowing nobody,” [sic] Les said. Later, he learned there was a guy in his class from his country, “But we never speak, so I never know it,” Les said. “When you have that kind of class that people have to speak; it makes you feel like at home because you feel like you have somebody that understand(s) [sic] you,” Les added.

Reed said the first time he entered the institution he felt afraid. Reed said he asked himself, “Who am I going to talk with? Who is going to be my friends? Who is going to teach me? Where am I going to live?” Reed said he did not make friends within the institution, but he socialized with his cousin and other natives from his country who have been in the U.S. longer than he. Reed also said he relied heavily on his U.S. host family for socialization.

Ben shared that sometimes he felt lost in the classes because some of the teachers did not understand that coming from another country other than the U.S. has inherent problems with the U.S. culture and English language. Ben said, “It takes us (international students) sometime to regenerate what I would call reborn into the U.S. system, and some teachers don’t understand [sic]. They just teach us the way they teach some other students without understanding your weaknesses.” Burt said he was not ridiculed or made

fun of, but he would be interrogated with questions such as “What do you guys eat? Do you guys live in huts?”

Social and Cultural Integration

The theme of social and cultural integration emerged through the responses of each participant. Each found it challenging to understand U.S. culture and most found it even more difficult to share their culture with people other than natives from their countries and other international students. Bess said her group of friends is made up of people from her country or those with a similar or familiar culture. Her social circle consists of Hispanics and international students from Argentina, Mexico, and Syria. Bess said, “Here (in the United States) I found people from my culture to help me understand because Americans don’t understand us (international students). In Brazil everyone is friendly and talk(s) [sic] to each other.” Bess also said she found U.S. people to be impatient and unwilling to help her.

Burt said he used social media to help him integrate and establish friendships outside of the institution. Burt also said he was often concerned that what he said in trying to get his point across was taken the wrong way. “I thought people thought I was being rude,” Burt said. Of the startling difference between his culture and that of the United States, and as to whether or not he found domestic students to be stand offish or if they tried to include him in things, Ben said:

No, they weren’t stand offish, but they didn’t include me either. My culture is that you pretty much know most of the people. We talk to each other. It’s your place;

it's your home. You have dominance to what goes in and what you say. You do what you want to do.

Reed said the international students did not successfully integrate into the U.S. society and a lot of the students from his country (Saudi Arabia) left the college because few U.S. citizens understood the need for them to become proficient in English in order to stay in the country. Libby said it was difficult socializing with students other than those from her country. She also said the most startling difference between her culture and that of the U.S. culture is the way the kids are disciplined and taught. Libby said:

Anytime Africans come and study in U.S. schools, they pretty much do better than Americans. It is because of the way we are taught to never give up because if you come home, with an F or something, you are just going to be beaten up. You have to come home with an A.

Les was the only participant who said his overall experience and socialization was a positive experience:

I seen people don't like me talking, but professors talk a lot, and it really makes me feel like I am at home. One teacher would stay after class and help me. When I can't do something, then I talked to them and they helped me with all my mistakes.

Racism, Discrimination, and Stereotyping

Only one participant actually used the word *racist*; however, in response to the interview questions, all participants described incidents of discrimination and or stereotyping. Several participants described incidents which were seemingly rooted in

racism or a belief that international students are inferior in some ways to the domestic students. Libby spoke of the reactions she received from one professor who suggested she should drop her class because she was black. Libby said she thought the instructor was being racist and that she did not know she was African as opposed being a black American. Libby said she talked with her advisor who advised her to “just go to class and do your work and you will be fine.” In spite of receiving good grades on her papers, Libby said the teacher entered failing grades online and subsequently failed her, which prompted Libby to leave the large university and transfer to a small community college.

Ben also reported experiencing unfairness in grading. “I had one teacher, she told me that English is not even my third language,” Ben said. “I said ‘No! You didn’t even know that English is not even my third language. It’s not even my tenth language.’ She was grading me as if I was born and raised in English[sic].” Stating he was “really really pissed,” Ben said he dropped the class, but he later decided to take another English class. “I finally found encouragement to go back.”

When asked about challenges he experienced at the institution, Burt shared that he felt, “Some individuals might have found my darker complexion different.” When asked to elaborate on that, Burt said, “I am not saying I was out casted necessarily, but I stood out.” Burt went on to described incidents where he was being stereotyped and having to answer what he thought to be foolish questions and unacceptable for educated people.

Burt said:

They would say where are you from? Do they have this back home? Do they have that? Everybody assumed I was an encyclopedia on Africa. At first it was

annoying, hearing “Where are you from? What do you eat? Do you guys eat this? Do you guys eat that?” But then, I thought to myself, these are questions people want answers to, what better source than coming from me than a source that would be jaded or incorrect?

Ben said he experienced similar questioning in his classes. He recalled one discussion where people asked him “Where are you from? What do you do? Do you have houses? Do you sleep in trees?” Ben said, “People were saying some things that doesn’t [sic] really exist based on things they see in the movies. I was able to clarify and have people say “Oh, wow.”

Ben said:

they (U.S. citizens) did not understand that we (Africans) have our own development, so that we no longer live that primitive as some of the students assumed that people from Africa are somewhere still sleeping in trees and running around with monkeys. I decided to play the game by answering one student’s questions with, ‘No, we don’t have houses. We sleep in trees with monkeys.’ I was having fun with him because that is not a question that should be coming from an educated person at this time of age.

Reed also experienced similar questioning. “Every time they would ask me about Saudi Arabia, they would ask me about oil,” Reed said. “They would ask “Are you rich? Do you have oil? Reed said sometimes this questioning took place in the classroom. When asked if he ever felt embarrassed or singled out, Reed said, “Yes, I felt singled out because that was a stupid question. I would think, why you asked me that?”

Bess said she did not feel discriminated against or singled out, but that she found U.S. citizens to be impatient and, “They didn’t help me”. Les said he experienced difficulties in trying to get into the institution when he was asked to take GED classes in the U.S. even though he had finished high school in Africa. “It was difficult,” Les said. “Passing the GED was not easy. It was hard. I had to take courses I had basically already taken, but I had to do the work on the computer.”

Self-reliance and Self-determination

The theme of self-reliance and self determination seemed to resonate in most of the participants’ responses. The participants suggested, if not explained, they attributed their successes to their own efforts as opposed to those of the institutions. Most participants said their institution did little to assist them in reaching the success they achieved. When asked if he felt the institution did anything to help him with integration into the society, Burt replied, “No they did not. I did everything pretty much on my own.”

The greatest challenge expressed by three of the six participants was their experience with their academic advisor. Burt felt his advisor misguided him in terms of what courses he needed to take in order to accomplish his educational goals. Burt said he felt he was ill advised to take a lot of courses which were not necessary to accomplish his academic goals. Bert said:

They weren’t trying to get me through. They had me take a lot of classes that had nothing to do with my major. I realize that some of the classes were helpful and

some were just for the sake of general knowledge, but not knowledge for the sake of my career.

Libby said one of the reasons she ultimately transferred from the large university to a community college was because she found no other recourse in that her advisors did not help with the situation where the teacher was racist towards her and ultimately failed her. Libby said:

I transferred because of the racism, but I also transferred because of the high population that they have. They have hundreds of students in class with one professor, and it's really hard to communicate with the professor. If you want to speak to the professors, you don't get to do that. They direct you to a TA and the TA just confuse you even more.

Les said when he needed help with the English language and learning how to read faster, he had to look outside of the school because "I went to the writing center and they told me to just read a lot and watch a lot of movies." Les also said one of the things which stood out about his institution was the way they teach in the United States. "The way they come to school is kind of different because back home you go to school a long time, 7 days a week," Les said. "You go early in the morning. Here (in the United States) you go to school like 2 hours, 4 hours. When asked how that effected his educational plan and determination, Les said:

It did not change my determination, but it really inspired me that I can do this because back home I go to school for a long time, and here I go for a short time

and get a set of credit hours to become what I want to become. It really gives me hope that I can do it.

Ben said:

I did not get much help from the students. I would always go to the teachers to help me. I would ask them questions, and it may take us a little while to and understand each other, but sometimes I would get answers, but I would have to go home do some research.

Reed from a cousin who said most of his help came was already in the United States before he arrived. When asked if his instructors gave him help, Reed replied “sometimes.” Bess said she depended on others from her country or those who spoke Spanish, if not Portuguese, her native language. When asked if the teachers helped her, Bess said, “They talked a little slow, so that I could understand it. When I say I didn’t understand, sometimes he would tell me what words mean. Now, we try, all the Hispanics to go together [sic].”

All six participants recalled specific experiences which answered the second research question: what have been the lived experiences of international students enrolled in a U.S. higher education institution regarding the inclusion of multiculturalism in the institution’s curriculum, programs, policies, and practices? Not all participants understood the term multiculturalism; therefore, I provided them a definition of the term. As they responded to the questions designed to gather the data to answer the second research question, although they did not specifically label the experiences as being

multicultural in nature, the description and explanation of the experiences were clearly based in multiculturalism.

Data about multiculturalism inclusion emerged through the participants' answers to a series of questions regarding their initial experiences in U.S. culture, or any startling differences between their culture and that of those within the institution. Participants in this study were asked several questions regarding the inclusion of multiculturalism in their institutions' policies, programs, practices, and curriculum. Five of the six responded there was little to no inclusion within the classroom curriculum, and those that did include multiculturalism were classes considered to be soft fields like English composition and sociology.

Ben said the first time he experienced multiculturalism as part of the curriculum was when his English composition teacher grouped the class and allowed them to share information about themselves. "My English professor played a very key role in putting multiculturalism in the classroom," Ben said.

We had (in our class) Spanish, African, African-American and Asian. We were grouped and able to talk to each other about our countries and experiences. Ben said his sociology professor did something similar in that the students were able to share with others in group discussions.

It was during these discussions Ben said he first encountered questions such as, where do you sleep? What do you eat? Libby said the only time multiculturalism was included in any of her classes was when all students introduced themselves during the

first class. She too had to answer questions such as “where are you from? Where do you sleep?” Libby said:

I introduced myself and talked a little bit about my culture. I answered questions about how things are different in Africa. They were curious to know what actually happens, and how Africa is. In my anthropology class, we actually talked about Africa, since I was the only African in the class, I was able to share about how things are different in Africa.

Reed, an engineering major, said the instructors did not bring in any type of multiculturalism into the classroom; although, they sometimes asked him about his country and how it was different. When asked what type of activities the institution had that included any type of multiculturalism where students can learn about other students’ cultures, Reed replied, “Actually, nothing. Sometimes we just hung out after class talking.”

Bess said she never had an opportunity to share about her country or talk in class about other cultures. Bess said, “I shared something in other places other than in school. Like meetings where you can meet people one on one.” In responding to the question of what examples of multiculturalism have you seen in your curriculum or classroom? Les said he did not recall any examples of multiculturalism included in his classes; however, Les added, “My college success teacher did talk about how to become you and do not let anyone intimidate you. He was specific about Africans because when you come here, the way we speak and the way we do our things is kind of different, and they don't get it.”

Burt recalled a segment in one class that was about African nature, and he was asked to give more of an input. When asked if there were any other opportunities to share his background with others, he said, “No, unfortunately, I wish there would have been. There were all different ethnicities in that class, not just Africans, or just Koreans,” Burt said. “They could have included a 5 or 10 minutes at the beginning of the class throughout the class that would allow students to share.”

Desires for More Social and Cultural Integration

All participants expressed a desire for more social and cultural integration in responses pertinent to the second research question: what have been the lived experiences of international students enrolled in U.S. higher education institutions regarding the institutions’ efforts to assist them in adjusting to and integrating into the institutions’ multicultural educational environment. I asked the participants for suggestions as to what the institutions should or could have done to assist them in social and cultural integration and in achieving academic success. All participants provided an answer.

Bess and Libby suggested a cultural orientation and a lounge where students could speak with people from other countries and the U.S. would be beneficial. Libby said:

It would be helpful if the college put together a student lounge where all students could come together to share their culture and experiences. And, more importantly, if the college could assign a mentor to work with you through the entire enrollment and advising process, that would be helpful. Right now, I am doing it all on my own.

Libby also shared that the college should prepare for the international students' presence on campus. Libby said:

They have taken your money; they know you are there, but they are not actually trying to help you stay there. They could do that by providing training for the staff and the faculty, and the whole university.

In response to whether or not she felt cheated and that her expectations had not been met, Libby said, "I don't think they cheated me. They did give me the education, but I think they didn't give me what they promised." I asked Libby what she believed she had been promised, and she said "attention." I asked Libby who had promised her attention, and she said "no one person", but explained the stories she heard about the United States led her to believe she would be supported in a way that she could make it as others had done before her.

Les said, it would have been helpful to talk to people in the class about differences and similarities and how they are making it in society. "When you know the person, really know the person," Les said, "you feel comfortable in class; you share a little bit about yourself with one another." When asked what more could the school do or have done to have meet your expectations, Les said, "By making it so you don't feel like you are by yourself. They can do that with clubs and the opportunity to share where you get to meet all types of people from different countries."

When asked what one or two things would you suggest the institution could do that would have helped you and will help other international students, Burt said:

There is a lot of knowledge in the different backgrounds. Let's say they are a lot of Ghanaians, or Nigerians, and the school knows that from their statistics and the questions they ask and by our names that we are from outside of the country, they should arrange for us to be around the same class, but still include enough of the U.S. culture.

Burt said the college should put together a summit or workshop where faculty, staff, and domestic and international students come together for a day or two of sharing different cultures, backgrounds, and experiences. Burt also said the college could assign international students a U.S. buddy or student ambassador, to help them integrate. "That would be amazing," Burt said, adding that it could also be a source of employment for domestic work study students to work as an ambassador to an international student.

Libby, Burt, and several other participants suggested the institutions make changes in the people they hire as advisors. Most participants felt the people hired to be advisors should be put through some special training on cultural competency, so they can adequately advise international students and assist them in their social and cultural integration. "Preferably, these people should also be trained in several languages and cultures represented by the enrolled international students," Burt said.

Les shared that he thought the institutions should have assigned someone to work with the international students, someone like a mentor or student ambassador to help international student through registration and other tasks. He also thought the institution should establish a lounge where students could go just to share and talk to other people

from other countries and the United States. “A place where you share about yourself and your country. An opportunity to meet people first hand,” Les said.

Several participants expressed a need to have personnel who work expressly with international students in achieving proficiency in the English language to provide something more than the English as a Second Language courses. Reed expressed his concern with the threat of being required to return home to Saudi Arabia if he does not become proficient in the English language within his first year. Reed said his instructors speak so fast, and “it is difficult to learn when your instructors are speaking fast.” Burt said, “There needs to be at least one individual that knows at least one language of the students attending the institution. Someone who speaks whatever your language is. The international students will respect that someone took the time to learn their dialect.”

Ben stressed that institutions think that English as a Second Language classes are the answer for the challenges most international student experience with the English language. To help with that problem, Ben said the institutions should do more research to see how the students were able to succeed. Ben said:

They (institutions) should conduct a survey that shows the side of education that is lacking. A survey that asks what did the student actually do and what did the school do to help? They don't understand that when an (international) student goes to tutoring for writing, most of them don't understand when a student says “English is my second language”, they say okay and think if you can write it and speak it, you can understand it.

In regards to his success and whether or not he believes his expectations have been met, Ben said, “It didn’t turn me away. I have been able to succeed. Number one, it’s my efforts. I thank God that I was able to read some books and do some other things to push myself up.”

When asked if his expectations had been met Burt said, “I had a good experience. I successfully completed my program. There are no emotional scars.” Burt added that one thing he regretted was, “the amount of time I wasted taking classes I did not need. If they had given me accurate information (advising), I could have taken some of these classes together instead of one at a time. I would have finished in 2 years instead of 3 or 4.”

When asked what the school could have done to make his education experience better Reed said, “Right now everything is good.” In response to whether or not the school helped him with that, Reed replied, “No, my cousin did. He has been here about 4 years, and he knows everything about Chicago and America. I trust him.” Les said he had great expectations when he enrolled in his U.S. institution. When asked if his expectations have been met, Les said, “Right now, I’ll say I’m on track. I have met some (expectations). I’ll get there.”

At some point during the interview, each participant was asked what attracted them to a U.S. higher education institution, and most expressed it was the U.S. reputation of having excellent higher education institutions. Even though most of the participants in some way were dissatisfied or felt their expectations had not been met, they expressed a self-determination to continue and achieve their educational goal at their U.S. higher

education institution. In spite of expressing that they had some criticism of their overall experience, all participants were committed to continuing within their institution in order to achieve their academic goal and ultimate success.

Summary: The Centrality of Isolation and Exclusion

Six international students enrolled in U.S. higher education institutions were recruited to participate in this qualitative phenomenological study. Four males and two females from three foreign countries participated in the study. Four participants are enrolled in a large Midwestern community college, one is enrolled in a large Midwestern university, and the other is a graduate of a Midwestern community college. Each came from a different background, yet they all seemed to hold the same belief that their experience as an international student in a U.S. higher education institution would be “life changing.”

In summarizing the responses to the interview questions, the loudest and most resounding answers were those regarding a sense of isolation and exclusion. All participants have experienced challenges with the English language as spoken and written by U.S. citizens, which lead to language barriers, which effected their social and cultural integration and academic success. This was apparent, for example, in how Libby limited her speaking in public due to the teachers’ and students’ response to her African dialect and or accent. These language barriers and challenges lead to a condition of isolation and exclusion.

Reed, said, ‘Everyone has to speak English because English is the most important language in the world.’ When the participants failed to master English, in some cases

they retreated into a world of silence where they only spoke out of necessity or within the circle of friends and families from their native country. The participants spoke about how they spent time in a classroom without knowing there were other international students in their classes and experiencing the same feelings of isolation and exclusion. This came out in Les' comment about the classmate from his country who took a class with him for a year, "But we never speak, so I never knew it [sic]."

The participants experienced isolation and exclusion in that many only maintained friendships with people from their country or outside of the institutions. Ben expressed a feeling of isolation and exclusion in how he was being taught in the classroom when he said, "They just teach us the way they teach some other students without understanding your weaknesses." Burt's expressed similar lived experiences when he spoke of being interrogated with questions such as "What do you guys eat?" and "Do you live in huts?"

The international students also experienced limited opportunities for social and cultural integration. All of the participants said they found it challenging to understand U.S. culture, so much so that they found relationships outside of the institutions. Bess stated that her group of friends included people from her country of similar cultures such as Argentina and Mexico. Les relied heavily on his U.S. host family for his socialization.

Only one participant actually used the word racism, but all shared lived experiences which included what appeared to be racism, discrimination, and stereotyping. Libby's experience with the instructor she said failed her because she was Black was the most blatant recollection of a racism-based lived experience. Others experienced

stereotyping by being put on the spot to answer questions many of the participants considered to be beneath an educated person such as in asking African students if they live in trees with monkey or huts. Les shared that since he is from Saudi Arabia, he often had to explain that he was not rich and he did not have oil simply because he was from Saudi Arabia. Several participants spoke of unfairness in grading and poor advising as having caused them a loss of time and increased tuition.

The lived experiences of the participants included stories of how they had to become self-reliant and determined in order to achieve their educational goals. Only one expressed that he got support from his educational institution. Ben, Les, and Bess all spoke of how they had to seek help outside of the institution in order to become proficient in reading and writing English. The others said they made it because of their own hard work and self-determination.

The participants' lived experience also spoke of how they enrolled in their U.S. institutions with great expectations of all the promises of a life in and the benefits of a U.S. higher education. The lived experiences of the six people interviewed in this study spoke of how their expectations were not met, yet they continued on because they believed a U.S. education is worth the effort, and its failings. They spoke of relying on their own resources, self determination, and the community of family and friends they found outside of their institutions. In spite of what some participants said was a failure to keep a promise, implied or real, they all stated they would continue on in order to achieve their academic goals.

In answering the second research questions, the participants were able to recollect lived experiences that included multiculturalism within some classrooms, and others spoke of a lived experience where the inclusion of multiculturalism was not only absent, but would have made their educational experience and social and cultural integration easier. The participants had clear ideas as to what the institutions could do to assist international students including the implementing of a mandatory cultural orientation for all students, faculty, and staff, and or the hiring and training of student ambassadors to partner with international students in order to mentor and assist them in social and cultural integration.

Chapter 5 contains a review of the purpose of the study and a summary of key findings. A comparison of the findings to the existing body of research is also included. Recommendations for further studies and the social change implications of the findings are also included in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative study was to understand the lived experiences of international students enrolled in a higher education institution regarding the inclusion or lack of inclusion of multiculturalism within their institution's policies, programs, curriculum, and classroom practices in order to better meet international students' needs. I interviewed six international students ranging in age between 19 and 30 years. The participants' institutions included two 2-year community colleges and a 4-year university.

The participants were asked a series of questions designed to capture in their own words, their lived experiences as international students attending a U.S. higher education institution regarding their earliest recollection of the difference between U.S. culture and their native culture, their experiences in social and cultural integration, and their lived experiences regarding the inclusion of multiculturalism in the institutions' policies, programs, curriculum, and practices. The participants were also asked about whether or not the institutions met their expectations or provided assistance with any challenges they experienced. They were also asked for suggestions as to what the institutions could or should have done to assist them in social and cultural integration and achievement of academic success.

The participants' responses to the interview questions were varied and similar in many ways. Their descriptions of their experiences were often similar, yet the words used to convey the experiences were different. In response to the research question, what are the lived experiences of international students enrolled in U.S. higher education

institutions regarding the inclusion of multiculturalism in the institution's curriculum, programs, policies, and practices, five themes were identified: language barriers, isolation and exclusion, social and cultural integration, racial, discrimination, and stereotyping self-reliance and self-determination. The key findings emerged from the participants' responses, which I analyzed to identify the themes.

In analyzing the participants' responses, a sentiment of complacency emerged. On occasion, when a participant mentioned an area of deficiency or a level of disappointment in their education experience, the participant offered a plausible excuse as to why their expectations or educational needs were not being met. Several participants said the services and programs they would have enjoyed and greatly benefitted from such as cultural orientations, cultural lounges, and dedicated staff, were not provided because of the institutions' budget restraints.

It seemed the participants had developed or embraced an attitude of having low expectations of their institutions in regards to providing what most U.S. students would regard as essential comprehensive or "wrap around services" designed to meet all the needs of a student. Things such as social and cultural integration support services, multi-lingual advising staff, and mentors who are trained to assist the international students.

In spite of the fact that all of the participants expressed disappointment and stated that their educational goals or expectations had not been met by their institutions, not one wanted or even considered approaching the institution to try to bring about changes. Not one was willing to even engage the administration in a conversation as to how programmatic aspects or processes could or should be improved. From their responses, it

was clear the participants had low expectations of what the United States would offer other than academic instruction, or that they were complacent because they did not expect any more than what they had been provided. In spite of conducting in depth interviews with the participants and asking probing questions, it was unclear if this attitude of low expectation was due to the international students' lived experiences, or if it was present when they arrived in the U.S., and through those experiences, the attitude of low expectation was reinforced.

Interpretation of the Findings

In this section I will interpret the five themes in light of the conceptual framework for this study and the empirical literature reviewed in Chapter 2.

Banks' (2004, 2008) theory of multiculturalism was used as the conceptual framework of this study. Banks saw multicultural education "as an educational reform movement that is trying to change schools and other educational institutions so that students from all social class, gender, racial, language, and cultural group will have an equal opportunity to learn" (2004, p. 4) Banks believed multicultural education is not limited to curriculum, but involves total changes in the school's environment.

Known as the father of multiculturalism, Banks' earlier works addressed the importance of including multiculturalism in U.S. educational systems because of the United States' unique distinction of being a nation of immigrants and one of the world's greatest democracy. It was these distinctions, among other factors, which attracted this study's six international student participants to enroll in a U.S. higher education institution. Although it was not the focus of this study, the participants shared what

attracted them to attend a U.S. higher education institution, which most centrally was the world-wide excellent reputation of the U.S. higher education institutions.

Banks' multiculturalism inclusion theory was the lens used to examine the impact of the inclusion or lack of inclusion of multiculturalism in U.S. higher education institutions' policies, programs, practices, and curriculum had on the lived experiences of international students. The study found there was some inclusion of multiculturalism; however, the lack of multiculturalism inclusion had the greatest impact on the international students' lived experiences.

Language Barriers

The theme of language barrier was thoroughly embedded in the participants' responses in that even though they were competent in the English language, their accent or dialect lead to them being ridiculed by U.S. citizens who found it difficult to understand them. Andrade's (2006) examination of international students' adjustment factors in English speaking universities found that international students' adjustment challenges were primarily attributed to English language deficiencies and culture differences (p.150). Bess, Les, Libby, and Burt said they didn't think it was that they were deficient in English, but it was their accent which caused people to constantly ask them to repeat themselves or asked "what are you trying to say?" As a result of this communication barrier, many of the participants engaged in a self-imposed silence and limited their public speaking to a minimum.

Most participants stated they had studied English prior to coming to the United States; however, in spite of being competent, and in some cases, proficient in the

mechanics of the language, communicating verbally was still challenging. Several of the participants suggested this could have been alleviated had their higher education institutions provided language services and programs beyond those of English as a second language (ESL) classes. Focho (2007) argued in favor of integrating English language into higher education curriculum as an essential component of providing students a global education. He argued English encompasses listening, speaking, reading, writing, grammar, and vocabulary, and it is widely spoken throughout the world. Reed spoke of the importance his country placed on becoming proficient in English, so much so that if he does not become proficient in English within 1 year, he would have to return to Saudi Arabia.

Focho (2007) also argued that the teaching of English in a global curriculum with a cross-cultural awareness can help correct misunderstandings of different cultures and foster cross-cultural competencies, Focho believed that this would help international students to successfully manage the inherent challenges of living and working in culturally diverse and multilingual communities (p. 141). As shared by most of the participants, being able to succeed and integrate into a culturally diverse and multicultural educational environment was equally as important as being proficient in the English language and verbal communication.

Social and Cultural Integration

The theme of social and cultural integration emerged through the responses of each participant. Each found it challenging to understand the U.S. culture and most found it even more difficult to share their culture with people other than natives from their

countries and other international students. Bartram (2007) examined the sociocultural needs of international higher education students by examining their needs in seven areas: practical, emotional, cultural and integration, language, pedagogical, curriculum assessment, and performance outcomes. Cultural needs were identified as of high importance (Bartram, 2007. p. 209). Consistent with Bartram's identification, Bess and several other participants identified cultural needs as being of high importance to them. Bess claimed that her group of friends was made up of people from her country or those with a similar or familiar culture because they were able to verbally communicate and were from similar cultures.

Leong's (2015) study supported what the participants shared in regards to social integration and the formation of friendships. Leong's (2015) participants engaged in self-segregation for several reasons including cultural differences, cultural misunderstandings, and finally, language barriers, specifically verbal communication, which was identified as the greatest of the challenges international student face. Les similarly discussed the cultural demands he felt the United States, his host nation, placed on him. In spite of not feeling excluded, Les said he did not feel welcomed either, and that he relied on his cousin and U.S. host family to help him with social and cultural integration and becoming proficient in American English.

Discrimination and Stereotyping

Every participant described experiences that involved some level of discrimination and stereotyping. Although the participants did not actually use the words racism, discrimination, or stereotyping in their responses to the interview questions,

several participants described incidents which were seemingly rooted in racism or a belief that international students are inferior in some ways to the domestic students, or U.S. citizens in general. Lee and Rice's (2007) discussed their participants' perceptions which included unfairness, inhospitality, culture, and confrontation (p. 382). Although these words were not all used by this study's participants, Bess, Les, Burt, and Ben all described experiences of unfairness and cultural intolerance.

Rienties et al. (2011) tested the commonly held belief among educators that international students are insufficiently adjusted to higher education in their host country (p. 685). Many of the participants' responses suggested, if not directly stated, that they had been subjected to the "commonly held beliefs" of inferiority as presented in Rienties et al.'s findings. Several participants expressed that they were made to feel inferior in that there appeared to be little or no confidence in their ability to be successful within their higher education institution. Libby's experience resulted in her transferring to another institution because of an experience with a professor she described as "racist." The professor suggested Libby drop her class because she was Black. When Libby did not drop the class, the professor ultimately failed Libby in spite of her receiving good grades throughout the class.

Inclusion of Multiculturalism

The participants' responses regarding their experiences with the inclusion of multiculturalism within the institutions were varied, yet similar. All participants shared thoughts on how they felt the inclusion of multiculturalism would or could have improved their educational experience. Loes et al.'s (2012) study argued for the potential

influence of diversity experiences on the development of the capacity to think critically. Burt's response regarding how much he enjoyed sharing cultural information and enlightening his classmates in response to what he considered questions an educate person should not have to ask. Although many U.S. students came to regard him as an authority on Africa, Burt said he accepted the position because he believed it was best to provide them with first-hand accurate information from a reliable source than to received jaded or inaccurate information.

All participants expressed an interest in having multicultural education included within their curriculum or classroom as a means of expanding their educational experience. Of the six international students interviewed in this study, only three voluntarily recalled incidents of the importance of having the opportunity to share their culture with other students as a positive and advantageous experience. Burt, Les, and Libby spoke of how their institutions included multiculturalism in a particular classroom.

Banks' (2008) article focused on a discussion of using multicultural education as a means of developing global citizenship through providing a global education. Banks wrote, "citizenship education should be expanded to include cultural rights for citizens from diverse racial, cultural, ethnic, and language groups (p. 129)". Banks also argued schools should implement a transformative and critical conception of citizenship education that will increase educational equality for all students.

Zhao et al.'s (2005) study focused on international students' engagement and effective educational practices. The researchers found that the international students were more engaged in academic activities than U.S. students and surpassed their U.S.

student peers in student-faculty interaction (p. 226). Mamiseishvili's (2011) findings suggested the academic side of college life plays a crucial part of the first-year international student, (p. 12) and that "persistence of international students should not be viewed as the responsibility of a broader campus community, including faculty, academic advisors, English language program staff, and student professionals," (p.15). The researcher argued that persistence was inherent in the nature of the international students, and therefore, the broader community, including institutional administrations, were relieved of any responsibility in ensuring or assisting international students toward being persistent.

Consistent with Mamiseishvili's (2011) findings, Burt and Libby said their institutions' efforts were more of a hindrance than a help to them. Burt specifically spoke of how his advisor failed to help him with the correct number and choice of courses, and Libby's advisor failed to help her with the professor who insisted she drop her class due to her race. The participants said they employed self-reliance, self determination, and other avenues and resources to assist them in achieving their academic goals and success.

Paswan and Ganesh's (2009) study investigated the relationship between international students' satisfaction and consumer loyalty (p.65). The researcher found that in spite of dissatisfaction within their institutions, international students were loyal and generally continued their educational pursuits. After expressing they had some criticism of their overall educational experience, all six of this study's participants were committed to continuing within their institution in order to achieve their academic goal and ultimate success.

Suggestions for Institutional Change to Include Multiculturalism

Based on their experiences, all participants offered suggestions for changes within their institutions to include multiculturalism which could enhance the international students' social and cultural integration and academic experience. Burt, the most expressive of all the participants in terms of what he felt the institution should do for the international students, explained he believed, had he been given the opportunity to share his culture and learn the cultures of others within all of his classroom and not just the English class, he would have had a better education experience. Focho's (2007) study presented a similar argument in stating "English is not relegated to a specific discipline in that it can be easily included in course content across disciplines. Course content can be selected from many subject areas and include material from multiple cultures" (p.149).

Palmer's (2016) study argued against the traditional views that international students' learning occurs solely through classroom engagements. The researcher presented a counter view of international students learning which included many of the things suggested by the participants in regards to what their institutions could have done to enhance their learning experience, included student mentoring, which is comparable to the suggestion of having dedicated and trained staff advisors who are proficient in the languages of the international students, and student ambassadors who follow international students from enrollment to graduation.

All participants spoke of their experiences with some degree of disappointment or dissatisfactions. All had some form of suggestion for institutional change in order to

better assist the international student in accomplishing their educational goals. All were committed to staying in their institution through graduation.

Limitations of the Study

The major limitation of this study is that it only included six participants from three countries who attend two community colleges and one 4-year institution. The conceptual framework of the study employed James Banks' theory of multiculturalism in U.S. higher education which had limited applicability to the interviews with participants. The study found there was some inclusion of multiculturalism; however, the lack of multiculturalism inclusion had the greatest impact on the international students' lived experiences.

Although only six international students participated in the study, all of the key assumptions were met. The students openly participated in the interviews. The collected and analyzed data revealed the lived experiences of the international students in regards to the inclusion of multiculturalism in the institutions, a comprehensive depiction of the participants' shared views concerning multiculturalism inclusion was obtained, and some of the participants did report that their U.S. higher education institutions did include multiculturalism in their policies, programs, practices, and curriculum. Applicability of the findings to other settings may still be limited by the small sample, the small number of countries of origin, and small number of majors represented by the six participants.

Recommendations

My recommendation for future studies would be to expand the participation pool to include more international students attending U.S. higher education institutions. A more comprehensive group of participants could include students from trade and technical schools. In order to obtain data via triangulation, the study could include a focus group of international students and or a focus group that also include domestic students.

Observation of international students in their educational institutions on several occasions would also help with the trustworthiness of the data. A review of the institutions' records concerning its policies, programs, practices, and curriculum in regarding multiculturalism inclusion for a comparative review would also be helpful. Interviewing the institutions' faculty and staff that work with international students could also provide data for a triangulated study. Another qualitative methodology such as a case study or ethnography could also open up the study to additional data and analysis. In addition, the findings can be shared with U.S. higher education institutions, and the study will contribute to the body of knowledge through its distribution to higher educational stakeholders.

Implications of Social Change

The United States, a nation of immigrants, continually attracts people from all over the world. Many are tourists; however, as the study presented, many are international students enrolled in a U.S. higher education institution. Although the study gathered and analyze data from six participants, given the similarity of the participants'

responses in terms of what they experienced and believed would or could have been beneficial in helping them to integrate socially and culturally, appropriated application of the findings could lead to great social change in several ways.

As reported in the Open Doors Report (2015), international student enrollment in U.S. higher education institutions is steadily increasing, which provides U.S. higher education institutions with an opportunity to implement some of the suggested changes expressed by this study's participants. The appropriate application of the suggested changes would assist the institutions in being able to better meet the needs of the international students in social and cultural integration and achieving their academic goals. U.S. higher education institutions could adopt some of the participants' multicultural inclusion suggestions to not only assist the individual international student, but enhance the institutions' reputation of fostering an environment where all students strive and experience academic success, especially international students.

This will impact social change in that U.S. higher education institutions' efforts and assistance them in creating globalized citizens, guided efforts for cultural integration of domestic citizens and foreigners, as well as the strengthening of the institutions' reputation of providing excellent educational opportunities. An even greater impact would be that on America's society. Implementing some of the suggestions and changes of the study's participants could actually enhance America's image and reputation of being the world's greatest democracy and provider of excellent educational experiences.

Conclusion

The purpose of this study was to understand the lived experiences of international students enrolled in U.S. higher education institutions. It was borne out of my experiences as an English professor in one of the Midwest's largest community college systems. As an English professor, and the mandate that regardless of a student's culture, national origin, native language, or proficiency in English, all students have to take a college level English composition class, I have taught international students from all parts of the world. Often in most of my classrooms, more than 25% of the students were international students whose primary language was something other than U.S. English.

As a result of my teaching experience and through observations of the international students in my classroom and the institution, and the literature reviewed in this study, I developed the research questions and set out to answer them. The study's conceptual framework, Banks' theory of multiculturalism inclusion in education, was used to identify and analyzed what impact if any, the inclusion of multiculturalism in the institution's policies, programs, practices, and curriculum has on the international students lived experiences and educational success.

For this study I interviewed six international students who shared similar experiences regardless to the institution they attended, their sex and age, and their country of origin. The participants shared experiences of working through language barriers, dealing with feelings of exclusion and isolation, coping and working through racial discrimination or stereotyping, the feeling of needing institutional support and finding none, and much more, all of which supports my conclusion that more attention

needs to be given to the understanding of the lived experiences of international students enrolled in U.S. higher education institutions. More studies need to be conducted using a more diverse and larger participation pool. U.S. higher education institutions should develop programs and services specifically designed to enhance and support the international students attending U.S. higher education institutions.

The U.S. is a nation of immigrants, and its doors are always opened to tourists, immigrants, refugees, and most importantly, those seeking an education in a U.S. higher education institution. U.S. higher education administrations should guide their institutions on a path through which they can best meet the needs of their enrolled international students. If the international students achieve their educational goals and have lived experiences many believe are within the creed and democracy of the U.S., as well as an implied, if not articulated promise of excellence in education, then the world's global society will be populated with global citizens who are well versed in cultural competency, which will create a more socially conscience society and an enlightened global society.

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Appendix A
Participants' Interview Questions

1. How did you make the decision to enroll in a U.S. higher education institution?
2. Why did you choose your U.S. higher education institution?
3. Did you ever experience a surprising or startling difference between your culture and the culture of your higher education institution?
4. What are some of your earliest recollections of your initial experience within your higher education's culture?
5. What, if anything, puzzled you about the culture of your higher education institution?
6. What stood out about the culture of your higher education institution?
7. Did anything happen that resulted in your wanting to do something about it?
8. What challenges have you experienced since your enrollment?
9. What, if anything, has your institution done to help or support you with the challenges?
10. Do you think the assistance you received enhanced your educational experience?
11. How would you characterize your overall experience as an international student enrolled in a U.S. higher education institution?
12. What examples of multiculturalism have you observed in your higher education curriculum?
13. What examples of multiculturalism have you observed in classroom instruction? Instructors' practices?
14. What more should or could your higher education institution do to assist you as an international student?
15. What changes, if any, do you think can or should be made in your higher education institution's curriculum, programs, policies, and practices in order to enhance your educational experience as an international student?