

The Pennsylvania State University

Diversity at Penn State

Presidential Leadership Academy: HON 301H

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I. Introduction

Enhancing diversity has become a goal of any major institution, whether it is professional or educational. To prioritize diversity is to value all of the benefits it brings to an organization and to a community. The differences people have are a unifying force more than anything else. Penn State boasts a very diverse campus, ethnically, racially, and nationally. It is at the vanguard of educational institutions pursuing diversity, and, through various initiatives and programs, is truly setting an example for other schools to follow.

There are, however, many areas in which the university has room for improvement. Though Penn State has much to be proud of, it should also have much to strive for. This report examines current and past policies, or, essentially, how the university has approached the issue of diversity. It includes the programs the school has implemented, and the ways in which Penn State tries to diversify its campus while, at the same time, integrate it more.

Above all, this paper proposes numerous policies that will help Penn State along its route to becoming the beacon of diversity in the higher education community. There are four particular focuses that will be investigated: recruitment, specifically of minority students; the growing Latino population at Penn State and in the Commonwealth of Pennsylvania; international students and their increased participation in the American higher education system; diversity integration and education, or how to make the student body receptive and willing to face the challenges and reap the benefits of a more diverse campus.

The research presented and policies proposed all concern one goal: enhancing diversity at Penn State within the next five to ten years. Overall, Penn State has performed very well in the realm of diversity. This paper will offer suggestions to make this track record even better.

II. Recruitment

A. Background

The Pennsylvania State University, specifically the University Park campus, offers its students many opportunities and resources that are unmatched at other universities in the United States. Yet, Penn State struggles to achieve a more diverse student body. According to an “Enrollment by Race/ Ethnicity” chart from the Penn State University Budget Office’s website, a total of 6,750 undergraduate minority students enrolled at University Park in Fall 2012 . However, there were reportedly 28,697 undergraduate white students who enrolled in the same year (Admissions). Thus, the differences in these figures reveals a problem: minority students are not enrolling in the university as frequently as white students are. These facts are surprising, especially considering data from the Pew Research Center, which reported in March 2011 that from 2000 to 2010, minorities accounted for 91.7% of the United States population growth (Passel). While there are many factors that might contribute to the lower enrollment rates of minority students in comparison to whites, such as the high tuition costs or lower high school graduation rates, we believe the university should make a better, more targeted effort at recruiting minority students.

The story of minority students from underrepresented populations differs greatly from that of their white counterparts. Historically, there have been a few barriers that prevent underrepresented students from pursuing a college education as easily as students from other populations. The Pathways to College Network highlights a few of these factors which prevent students from attending college:

“Many underserved students attend schools that lack a rigorous college preparation curriculum, lack qualified teachers and counselors, and have insufficient financial

resources. These students don't know what actions they need to take to plan for college, and they may not have support from adults and friends who can guide them. Often, as a result of social or linguistic barrier, their families do not have ready access to college planning information. Financial aid support to complete college is typically insufficient to address the needs of low-income students, who may therefore be unable to enroll in college.”

Penn State must consider these factors in its efforts to recruit minority student. Anne Rohrbach claims that the university tends to use the same recruitment strategies for all students, regardless of race/ethnicity or geographic location (in-state versus out-of-state students, or international versus domestic students). Melissa Doberstein, program director of the Presidential Leadership Academy and former employee in the Office of Undergraduate Admissions, stated that the recruitment methods for the university have been the same for “about 30 years” and heavily emphasizes “the traditions and reputation of Penn State” (Doberstein). Currently, the University has community recruitment centers (CRCs) in New York, New Jersey, Philadelphia, Pittsburgh, and Washington, D.C., which are the major cities and states where most Penn State students are from. The CRCs, which have been in place since the 1970s, act as localized branches of the Office of Undergraduate Admissions in that they host informational sessions and offer counseling service for prospective students and their families (Admissions). The CRCs work to recruit all students, not only minority students, although Jason Ramesar, senior coordinator of marketing/recruitment & multicultural affairs, did share that some efforts have been made by some staff at the recruitment centers to specifically reach minority students. For example, in October 2012, a new outreach program, “Somos Familia,” was piloted for Hispanic families in Lancaster and Lehigh Valley. The purpose of Somos Familia is to “bring Penn State into the

Hispanic community to discuss options at the University and the value of higher education in general” (Daley). Additionally, Penn State offers a Summer Study program, which enables any middle and high school student to gain a pre-college experience. By participating in the plethora of enrichment classes that the program offers, such as “Business and Marketing: You’re Fired!” or “Community Service: Volunteer to Volunteer,” students get a glimpse of all that the college experience has to offer. The program for middle school students ranges from two to four weeks, while the high school program can range from two to six weeks, or students could enroll in a 6 ½ week college credit-bearing program (Kelley). While these methods of recruitment has proven effective for other populations of students, such as white students, who might have prior knowledge about all that Penn State has to offer from their parents, relatives, high school guidance counselors, etc. it is generally not as effective for minority students. The university needs to take more of an active and direct approach when trying to attract minority students.

In recent Penn State history, initiatives have been made by current undergraduates and specific colleges alike to spark a change in how the University recruits prospective students. For example, in 1988 the Student Minority Advisory and Recruitment Team (SMART) was founded by a group of undergraduate students who wanted to help the admissions office to recruit minority students by sharing their experiences with prospective students (Thompson). Today, SMART continues to host their biannual overnight programs, Spend a Fall Day and Achiever’s Weekend. Each program invites high school seniors who have either applied to or have been accepted to Penn State to spend a night or weekend on campus with a current student, all expenses paid. During their stay, students are exposed to dorm life, campus food, and given a tour of campus, as well as information sessions from financial aid representatives, college advisors, and a classroom experience course by Dr. Sam Richards. In 2011, a similar program,

“P.S. Unidos,” was started by a group of Hispanic students at Penn State, which allows Latino high school students to spend a weekend on campus with a current student (Spinelle). P.S. Unidos is also an all-expenses-paid experience for prospective students. Another initiative, the Lion’s Scouts “High School Visits” program, enable any student the opportunity to recruit potential students at their respective high schools by giving a short presentation on their Penn State experiences and pride (Koehler). Academic colleges, including the College of Education, the SMEAL College of Business, and the College of Communications, each offer summer programs for high school students which exposes them to what each college has to offer through courses and hands-on experiences. The College of Education’s Summer College Opportunity Program in Education (SCOPE) is the only program of the three that is specifically targeted towards multicultural students and is free for students (Jeffries). The Business Opportunities Summer Session (BOSS) offered by SMEAL and the summer camps offered by the College of Communications are each open to students of any race/ethnicity and have fees (Oni). Although we commend the different initiatives taken by students, admissions staff, and specific colleges to enhance the University’s recruitment methods, we believe that some of these efforts can be altered or combined with other programs to offer a more effective recruitment strategy for minority students.

B. Targeting Younger Students

First, we propose that the CRCs make an effort to target freshmen and sophomore high school students. As The Pathways to College Networks stated, many underrepresented students are not familiar with the college planning and applying process due to the lack of support from family or inadequate guidance from their high school counselors. Thus, a representative from the community recruitment centers can act as an aid for students in these circumstances. If a

representative visits high schools starting in the freshman and sophomore years, he/she will not only get these students to actually consider college as a realistic option post-graduation, but this will also enable students to be exposed to all of the wonderful things that Penn State has to offer them. In turn, these earlier visits to high schools might spark an interest in the students to want to come to Penn State because, through the presentations and discussions with the representative, the students will be able to envision themselves as Penn State students. Since the recruitment centers already send representatives to high schools to conduct these presentations and discussions with students, it would be easier for them to also be responsible with targeting freshmen and sophomore high school students during their visits. We are not suggesting that visits to high school juniors and seniors should not continue; however, at inner-city schools where many students are from underrepresented populations, the recruitment centers should either host an informational that is open to students in all grades, or host two information sessions, one specifically for freshmen and sophomores, and one for juniors and seniors. It would be at the discretion of the recruitment centers and the high schools to determine which method would be the best option. Additionally, during their presentations with freshmen and sophomores, the representatives could also begin recruiting students for our next proposed policy: a summer pipeline program.

As previously mentioned, different efforts to recruit students with overnight and summer programs have been made by different groups at the university. Yet, some of these efforts, such as SMART's Achiever's Weekend and P.S. Unidos, overlap in the groups of students that they are targeting. Achiever's Weekend is for minority students and P.S. Unidos is specifically for Latino students, which is a minority ethnic group. Thus, instead of the university offering smaller, separate programs for minority students, there should be one, larger summer pipeline

program. The pipeline program would select qualified freshmen and sophomore students to participate in a two-week experience on Penn State's University Park campus. The goal of the program is to expose students to simulated college experiences during their freshman year of high school, in hopes that they will want to return to the summer program during their sophomore year, then will want to apply to and attend Penn State by their senior year of high school. The program will allow students to explore all that our university has to offer, from courses to residence life. The program would join forces with the Colleges of Education, Communications, and SMEAL, and other interested academic colleges, to offer enrichment courses that pertain to each area of study. Participants would take a course, similar to those offered by Summer Study, which would give students a taste of what courses within that particular college would entail. Students would be able to choose up to two courses, which could either be within the same college or across colleges. Classes would be held everyday, excluding weekends, for an hour and fifteen minutes and would be taught by a graduate student in that particular field, but a faculty advisor would be available for necessary assistance. In addition to enrichment courses within the specific colleges, all participants would be required to partake in another course, College 101, which would focus on preparing them for college by establishing some fundamental skills that are necessary to apply for or to survive in college. For this course, the specific topic of focus would differ from day to day, with one class focusing on how to apply for college, while the other might focus on résumé and cover letter writing skills or preparing for the SATs. The class would be three hours long, to account for the short length of the overall program, but it would be more of an interactive class, rather than lecture-style. This course would also be taught by a graduate student, but would have guest speakers from the University, such as a representative from the office of financial aid, to share more information with the

students during particular classes. Outside of the classroom, some programs and activities would be held to help students get to know one another and to keep them engaged and entertained during their time here.

Logistically, the program would begin at the end of June and end mid-July, to coincide with the dates of some of the summer programs that are already offered, since the pipeline program is meant to replace them. For its first year, the program would only target 30 qualified high school students, with intentions to expand after the pilot-year. Those students who attended the presentations by the recruitment center representatives at the high schools would be considered for the pipeline program, although potential participants would have to have a 3.0 grade point average or above to be accepted into the program. Similar to Achiever's Weekend and S.C.O.P.E., the pipeline program would be an all-expenses paid experience for students. The university would provide transportation to and from campus, although students would have to meet at a pick-up location that is determined based on the city. Students would then be provided with housing in one of the residence halls. Since students who typically come to campus for the S.C.O.P.E. and summer study programs are housed in the residence halls, those who attend the pipeline program would live in the rooms reserved for the S.C.O.P.E. and/or summer study participants. The University would also provide a meal card for students, which would grant them 3 meals per day on Monday-Friday, and 2 meals per day on the weekends. This model is a direct replica of how meals are handled in the Summer Study program (Kelley).

Although the total cost of this program is approximated to cost around \$100,000, the pairing of academic colleges and the Office of Admissions would distribute the financial burden amongst different financial outlets. Currently, the Admissions budget, which operates through the tuition's budget, supports programs such as Achiever's Weekend and P.S. Unidos, while the

Office of the Vice Provost for Educational Equity and the Office of Multicultural Programs in the College of Education, and the SMEAL College of Business support their respective summer programs. This way, by working with other offices and colleges, the summer pipeline program will not only be more holistic but also funds will be more equally contributed from different sources.

With the targeted recruitment of more underrepresented high school freshmen and sophomores, the University can then attract students to a new summer pipeline program, which would grant high school students the opportunity to experience first-hand all that Penn State has to offer. By providing programs and courses which are meant to provide students with a glimpse of what college life will really be like, while also fostering the fundamental skills students will need as they prepare to apply for college, the summer pipeline program will offer its participants the support and guidance that they might not receive from their families or counselors at school. Thus, our hope is that students will want to return to the program again the following year, and will then apply to be a Penn Stater by their senior year. Anne Rohrbuch, the Executive Director of the Undergraduate Admissions Office, stated that visitation is a yield enhancer for students choosing to come to Penn State. Our hope is that after spending two weeks on Penn State's campus, students will definitely have Penn State on their post-graduation radar. Within the next five years, we would expect a 5% increase in the overall minority population, with much help coming from the enhanced recruitment methods previously proposed.

III. Latino Students

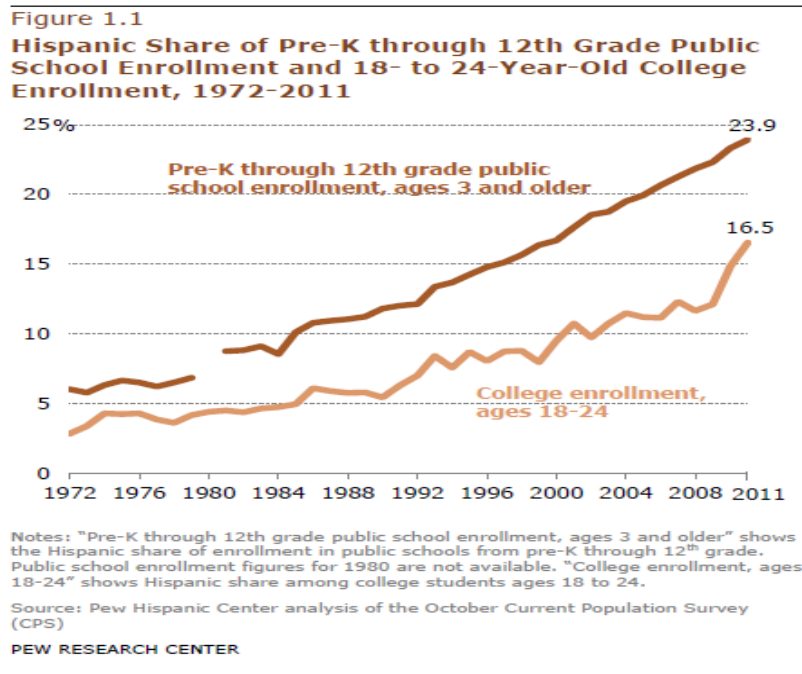
A. Background

Over the last two decades, those identifying as Hispanic or Latino populations in these United States have continued to rise steadily. In the period between the years 2000 and 2010 alone, Latino and Hispanic populations grew in the United States by 43% (United States Census Bureau). This change is also exemplified in the demographic shift of the commonwealth of Pennsylvania. Pennsylvania alone has seen an 82.6% increase in Hispanic and Latino populations since the last two census cycles (United States Census Bureau). Naturally, this increase in the Latino demographic correlates to changes in demographics across the US. In the case of college-age student demographics in the commonwealth of Pennsylvania, these changes are strongly exhibited.

Since 1972, Latinos have grown from 6% to 23.9% of public school students across the nation (Richard, Lopez 7). Both demographic trends and greater eligibility has allowed more Latinos to enter the college market. Hispanics and Latinos are now also the largest minority group of students on all campus campuses nationwide. With a current Latino population of nearly 5% on campus (“Enrollment by Race/Ethnicity”, 3), Penn State falls way short of the current rate of 16.5 % of Latino students in a percent of all college enrollments in the U.S. (Pew Research Center 1). Although Penn State has strategic planning towards encouraging more diversity, this is not represented in our Latino population on campus.

As the number of college-age Latino students in the commonwealth grows, PSU must improve many of its existing services towards Latino students. The most important of these will include recruitment practices and financial aid. Over the next period of strategic planning, these

issues must be considered if PSU wants to align itself to benefit from the growth of Latino students in the commonwealth in both short- and long-term capacities.



B. Recruitment

As the exponential growth of Latino students grows in our public schools and colleges, the question is not whether these students will choose to pursue higher education, but when and where. Historically, Latino students were only attracted to schools with high levels of financial aid (Reyes 2). Often these same schools will have robust programs that foster diversity on campus and encourage a high level of multiculturalism on campus. As the trend of higher education shifts, many of the same students are now looking at schools that in the past were unappealing to Latino populations because of high tuition rates, low populations of Latinos on campus, and distances from families that were previously prohibitive (Reyes 4).

Prospective Latino and Latina College students are very different from their other racial counterparts. Although the number of potential college prospects from the Latino community continues to grow, the data shows they choose collegiate studies for specific reasons. In a 2011 study, Latino high school seniors who were interviewed chose the advancement of their family's social status and their ability to provide financial assistance to their extended families as a few of the primary reasons for pursuing higher education (Chapa, De La Rosa 4). In their pursuit of higher education, the ability to gain financially rewarding employment rates higher than other common reasons for attending college (Schmidt 5).. With these noted differences, common recruitment practices can be evaluated and utilized for distribution to Latino students across the commonwealth.

As this exponential growth of Latinos continues in the commonwealth, the question that administrators must ask is how to attract Latinos to The Pennsylvania State University. This is also a question that many institutions of higher education in the commonwealth will also be asking, as a larger and larger share of their prospective students will be Latino. Luckily, many other regions in the United States have grappled with this issue in recent decades. Many academics in the field of Latino/Latina studies have explored this phenomenon academically. The extant literature from many of these studies shows common trends among desirable characteristics for Latinos during their considerations for higher education. The highest rated include affordability, cultural diversity, and academic assistance (Saunders, Serna 10). The challenge then becomes how to identify college-bound Latinos in the commonwealth and communicate Penn State's abilities and resources towards these delicate considerations.

Currently Penn State does have a Spanish language site that is presumably for Latino students and their families to learn more about Penn State and the benefits before applying

(Pennsylvania State University). This website also includes videos of Latino Penn State students who discuss their decision to attend Penn State and the challenges and opportunities they have found since arriving.

C. Proposal

We need a more direct line of communication towards Latino students in the commonwealth of Pennsylvania must be established through the Office of Undergraduate Admissions. This line of communication can be demonstrated through the use of a stronger, more robust web presence that clearly identifies Latinos and their families. This message should exemplify those character traits of Penn State in which Latinos find most attractive. These should include, but aren't limited to: a strong sense of Latin community and family, a sense of support towards their academic success, and an appreciation for their future career opportunities with a degree from Penn State.

Additionally, more bilingual admissions counselors should be hired, trained, and made available to assist Latino students and their families during the recruitment process. Whether over the phone, or with on campus tours, a conversation in the primary language of the student and their family should always be available. These new resources should be directed to Penn State's Philadelphia and Pittsburgh Community Recruitment Centers to help assist staff with growing Latino populations in their districts.

D. Tuition and Financial Aid

The Pennsylvania State University currently has a yearly tuition rate of \$15,562 and \$27,864 for Pennsylvania residents and non-residents respectively (Pennsylvania State University). This tuition schedule has been rated at one of the highest for a public university of its size. Latino individuals in the commonwealth of Pennsylvania make an average median income for adults over the age of 16 of \$20,000 (Pew Hispanic Research Center). This is \$10,000 less than the median income of their Caucasian counterparts (Pew Hispanic Research Center). Naturally, costs of higher education are extremely sensitive to Latinos whose financial resources are limited (Schmidt 5). Many experimental models have shown this lack of resources as one of the primary reasons many college age Latinos choose not to attend higher education at the same rates of other races and ethnicities (Chapa, De La Rosa 4).

In the context of public and private scholarships and grants, recent studies have shown that both categories have under-funded Latinos as a percentage of their population on campuses. While Latinos, make up 16.5% of college enrollments, they often receive an average of 8-10% of financial assistance resources (Schmidt 4). The only resource that is received on par with Latino enrollment rates is Federal resources such as the Pell Grant or Federal Work Study (Schmidt 3).

Figure 1.2: Distribution of All U.S. Private Scholarship Funding by Race

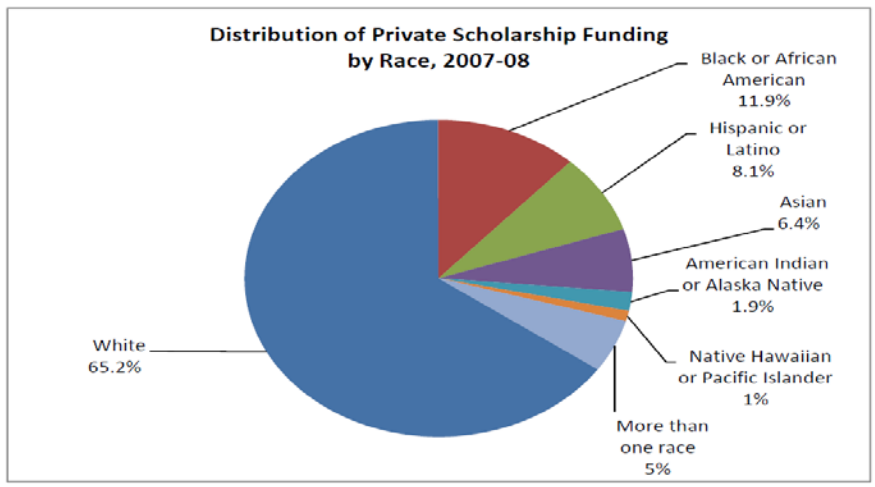


Table 1: All U.S. Institutional Grants by Race

Institutional Grants All Grants	Race	Percentage Receiving Grants	Average Grant Amount Received	Total Grant Funding	Number of Grant Recipients	Percentage of Grant Recipients	Percentage of Total Grant Funding	Percentage of Student Population
Total		19.9%	\$4,972	\$20,689 million	4,161,100	100.0%	100.0%	100.0%
White		20.0%	\$5,533	\$14,288 million	2,582,200	62.1%	69.1%	61.8%
All Minority Students		19.7%	\$4,058	\$6,366 million	1,568,500	37.7%	30.8%	38.0%
Black or African-American		16.5%	\$4,354	\$2,097 million	481,600	11.6%	10.1%	14.0%
Hispanic or Latino		21.3%	\$3,208	\$2,021 million	630,000	15.1%	9.8%	14.1%
Asian		22.4%	\$5,279	\$1,464 million	277,400	6.7%	7.1%	5.9%
American Indian or Alaska Native		15.3%	\$3,359	\$90 million	26,900	0.6%	0.4%	0.8%
Native Hawaiian or Pacific Islander		23.3%	\$2,948	\$104 million	35,200	0.8%	0.5%	0.7%
More Than One Race		23.7%	\$5,018	\$589 million	117,400	2.8%	2.8%	2.4%

We propose to change the current ratio of scholarships distributed at Penn State to include more “Need-Based Aid” resources for students. While being both meritorious and needy is strongly preferred when selecting for scholarship recipients, considerations must be made to insure that opportunity exists for students who have limited financial resources. Giving more opportunity to students who face financial hardships in higher education will help not only

Latino students, but all under represented students on campus. In addition, we hope to see the university use development resources to solicit resources for endowments that specifically support students with need based aid. Educating donors on the effects of need-based aid towards diversity and multiculturalism on campus will provide measurable effects in these areas. In addition, using development resources to attract resources for specific activities and programs will benefit both incoming Latino students in their studies and extracurricular. These resources should be solicited from both alumni and industry leaders whom can share the vision of a positive growth of Latino culture at Penn State. After implementing these changes, Penn State must distribute information of these initiatives to admissions and off campus recruitment staff to share with prospective Latino students.

The upward trend of Latino population growth is projected to continue in the United States for the next 10-15 years. This exponential growth will influence many facets of American life and business, but none more than higher education. Those institutions which strategically plan for incoming Latino students will be better suited to prosper from this change of demographic while still pursuing the central goals and tenets of their mission. While many universities choose to use their strategic planning to solve challenges that are currently on their agendas, choosing to ignore impending demographic swings such as these will put universities at risk of not being prepared for the challenges they will bring. It is not a question of whether universities can continue to ignore these changes. We would strongly argue that in the case of The Pennsylvania State University, we simply cannot afford to ignore this strong and significant growth of Latino students.

IV. International Students

This section will focus on international students and the implications of their population growth on the university. International students' representation at Penn State is growing noticeably, as detailed by background information on this specific growth, retention rates, major-specific enrollment, and effects on tuition (i.e., how significant international students are with regards to tuition income and university expenses).

The section also details the available resource to these students, which include the University Office of Global Programs and its Directorate of International Student Advising (DISA) subdivision and Counseling and Psychological Services (CAPS). These programs offer various types of assistance, ranging from visa and immigration advising to course scheduling to personal and emotional help.

All international students undertake the difficult process of transitioning from their home countries to a new environment in which they are supposed to learn and grow. Many times, these students depend on help from Penn State to lessen the burden of this adjustment process. This section includes research on these psychological difficulties, including the well known cultural W, Maslow's hierarchy of needs, and the big C and little C.

The university has some evident weaknesses in its handling of international student population growth and personal student difficulties. These weaknesses include understaffed departments that deal with the above issues as well as a lack of a basic, easy-to-use resource that international students could rely on. This section proposes a policy to alleviate some of these problems and improve the international student transition and ongoing education process: a consolidated website specifically designed for international students that addresses many of their concerns, such as information on the workings of the university and student life and makes them aware of the resources available to them about which they may previously have little understanding. It will also include information on psychological coping mechanisms, possibly in the form of FAQs, that will lessen the fluctuations in their own cultural Ws, making their transition much easier on them.

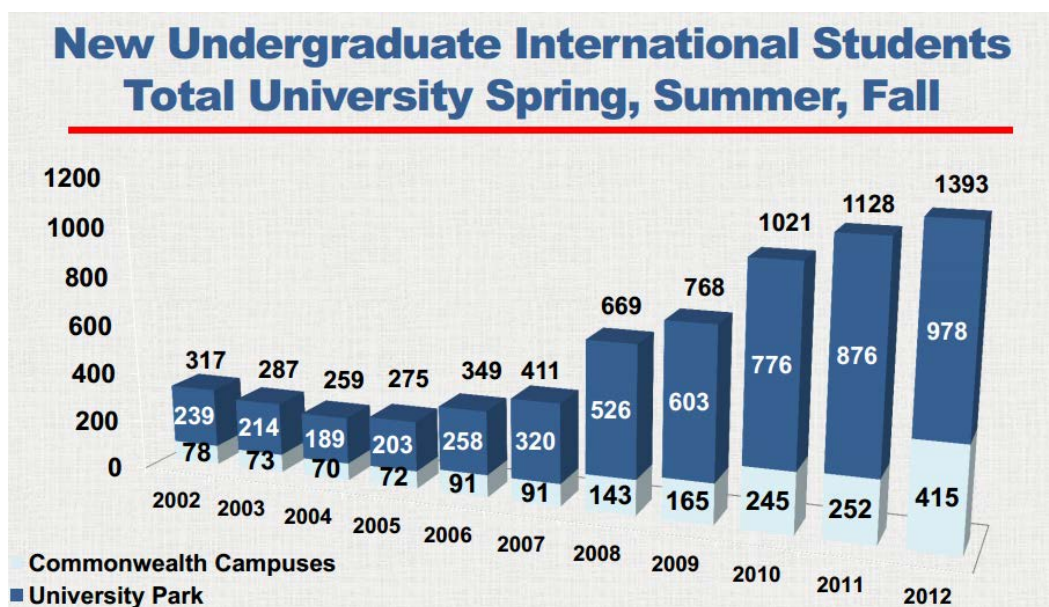
A. Background

As a whole, the American higher education system has seen a tremendous increase in the rate of international student enrollment, in part due to increased nation-to-nation cooperation and the economic growth in more globalized counties, making education abroad more accessible to the everyday citizen. Penn State has been at the vanguard of these endeavors. For example, recently President Rodney Erickson traveled to South Africa in hopes of forming and developing partnerships with African universities (Snyder). This is one of the many examples of the efforts schools are making to integrate themselves into the international educational community.

The growth of international students at Penn State is difficult to ignore. One factor playing a major role in this increase is the growing international student alumni network that

exists in foreign countries. Many students return to their home countries after completing their bachelor's degree where they market their school to their families, neighbors, and friends. Penn state especially has benefited from this, having the largest alumni network in the world. An article in the international educator, "Leveraging the Alumni Connection," details this type of recruiting effort: "One strategy pursued by many institutions is the development of an international alumni network, made up of graduates who can liaise with prospective students and parents, represent the school at education fairs, and host events in foreign cities" (Johnson).

The numbers below unequivocally suggest potentially exponential growth now and in the next decade. Below is a graph of international student growth at University Park and the Commonwealth campuses over the past ten years.



From 2002 to 2007, the university park international student population increased by nearly 100%. 2008 to 2012 demonstrates a similar increase. Harder to notice is commonwealth campus growth, represented in light blue, which, from 2008 to 2012 was nearly 300%. This is a trend that is more difficult to notice, as most of the attention is focused on University Park.

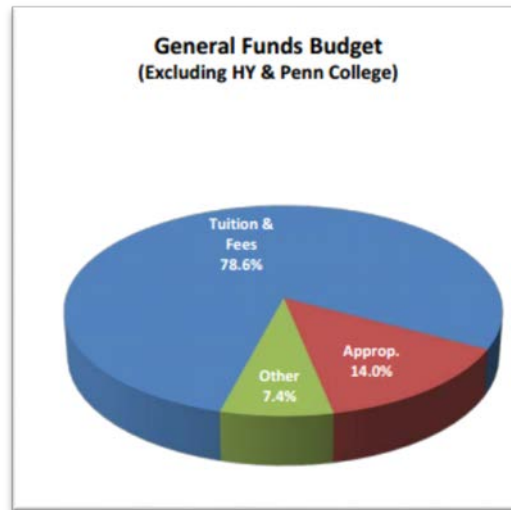
Clearly, this needs to change. Commonwealth campuses' international population is skyrocketing.

In terms of retention and graduation rates, international students actually go on to graduate from Penn State at a rate of 75% (Graduation Rates, University Budget Office). This is noticeably lower than that rate of American students, so there is certainly room for improvement. Commonwealth campuses actually have lower graduation rates, which suggests that international students are utilizing the 2+2 program more and more. An article in the *International Educator* takes note of this possibility: "an increasingly popular choice among international students is the 2+2 model, whereby students take their general requirements at a community college [or, in this case, a commonwealth campus] and then transfer to a four-year institution to complete their bachelor's degree" (West).

Additionally, about 40% of international students go on to major in business or engineering (Budget Office). Few pursue the liberal arts, unlike the educational pursuits of American students (that show a much higher percentage in liberal arts). Since the international student population is growing, these respective colleges can expect a continued increase in international enrollment. They should be accommodating this change.

One of the biggest impacts of international students upon their schools has been that on tuition income and expenses. At a time when enrollment levels in higher education is stagnating, the international student enrollment is booming, and along with this boom has come another major source of income for schools: "at the same time ... many universities are looking at tuition from international students as a strategy to offset budget crises." This is due in part to the fact that international students pay out-of-state fees, which makes them a more "attractive" candidates (financially at least) than in-state students.

In its general funds budget, the university rakes in \$1.4 billion in tuition income (General Funds Budget, University Budget Office). International students, who number over 5000 at University Park, each of whom pays the \$27800 out-of-state fee, make up a huge portion of this income. That is why this population is often labeled a “cash cow” of universities. Below is a pie chart demonstrating Penn State’s sources of income. International students are responsible for a very large section of the blue slice.



From the University Budget Office

All of the above information is provided to demonstrate just how large an impact a growing international student population has on Penn State. These students have provided and will continue to provide innumerable benefits to this school, ranging from a diversified population to a major source of income for the university.

B. Culture Shock and the Cultural W.

The cultural W is a renowned visual mechanism used in explaining the sociological and psychological processes international students go through when transitioning into a new life at their new school. To simplify the explanation, the diagram is provided below.



From the Berkeley International Office

The international office of the University of California Berkeley goes into great depth elaborating upon the various points of this diagram. For the sake of expediency, only the basic explanations will be addressed. Additionally, the latter half of the diagram describes students' transition from their new school to their home after they graduate. Since this does not pertain to our focus, it will not be discussed.

The content of the following information is provided by the University of California Berkeley (Cultural Adjustment). The "honeymoon phase," similarly used in other professions, describes the wonder and excitement students feel about their new surroundings. They have yet to understand fully the magnitude of their new lives, so to speak, so they simply appreciate their new experience at the surface level, enjoying everything that was not previously available to

them. The “crisis phase” is when culture shock comes into play. Berkeley describes it like this: “it is a term used to describe the anxiety and feelings (of surprise, disorientation, confusion, etc.) felt when people have to operate within an entirely different cultural or social environment. It grows out of the difficulties in assimilating the new culture, causing difficulty in knowing what is appropriate and what is not” (Cultural Adjustment). As the diagram demonstrates, the student recovers from this and enters the period of recovery and adjustment.

There are various ways the university addresses the concerns outlined by this diagram. As explained by the previous section, CAPS and DISA certainly go far in helping to reduce the magnitude of the fluctuations of the diagram, thereby making the adjustment process easier on the student. There are problems that the university experiences, though, that hinder the progress it makes with these actions. Kandy Turner, an international student advisor, explained that though the international student population has double in the past five years, the staff that accommodates this portion of the population has not (Turner). This is clearly an issue. Though increasing funding for the staff would help, a consolidated informational website, which this section proposes and the following subsection details, would save the university resources while actually expanding its reach with international students. Expanding its influence, while not having to increase the staff of any department or the funds allocated toward certain organization, should be an attractive option financially and practically. Ms. Turner liked the idea, reasoning that the website could enlighten international students on resources about which they were previously unaware as well as serve as a resource of its own, assisting those students who are otherwise too shy or intimidated to seek help. Therein lies its impact on the Cultural W.

C. Current Programs in Place

Currently the overarching program set in place to accommodate the large body of international students is the University Office of Global Programs. It is responsible for informing international students of all the requirements and regulations they must adhere to during their time at Penn State. Furthermore, they implement various activities that can help students adapt to life at Penn State. Additionally, there is a DISA office, The Directorate of International Student Advising, which assists students more in depth with all of their immigration services and other advising. It is the “sanctioned representative for Penn State appointed by the Departments of State and Homeland Security” (Directorate). Another program utilized by international students is the Counseling and Psychological Services, or CAPS. This will be discussed in detail shortly.

There are currently about 6,500 international students attending Penn State campuses throughout the state, and there are five advisors responsible for all of their paperwork, bills to be registered, immigration statuses and so forth (Turner). This puts a great deal of stress on those five advisors to be efficient in handling this great amount of work and leaves them without any additional time to aid students in their other questions and requests. Kandy Turner mentioned the hardships international students faced since they had numerous questions and the great stress she carried because she had to be punctual with all of the documents. She discussed how her office was responsible for all of these international students and the difficult to communicate with a large portion of them since they attended the branch campuses. Sometimes she was even dealing with the visas of more people since many graduate students sometimes bring their families over to the United States with them as they attend school.

Not only is this a burden, but also international students sometimes have to be pushed away for their additional questions that are not DISA-related since there are not enough

employees to help assist them. If they are dealing with a more personal issue, they can utilize CAPS, Counseling and Psychological Services. This program is set in place to be a place where students can go for individual appointments regarding health issues, personal problems, crises and so forth. It is not specifically designed for international students; domestic students also use it. Therefore, there are many students utilizing it that prevents some students from even getting an appointment sometimes or being fortunate enough to have regularly scheduled appointments. An important side note to consider is that there are no CAPS offices at any commonwealth campuses. On the other hand, there a vast number of international students who are not aware of this program and probably would have found it extremely beneficial had they used it.

While there are these programs set in place to interact with international students, there is no program that can directly help them with essential questions ranging from day-to-day questions about bus routes or deeper questions about interacting with American students and different cultural questions. This presents a huge void and an area that must be addressed.

The *Strategic Plan, A Framework to Foster Diversity* calls for “coordinating organizational change to support our diversity goals” (Strategic Plan). This is exactly what needs to happen, as in the past ten years there has been a tremendous growth rate in undergraduate international students alone—five times as many students in the commonwealth campuses and four and a half times growth rate at University Park. Therefore, our services need to grow as well to match these numbers. International students require unique needs as mentioned earlier with the Cultural W. And as a university, we have to make sure we are adapted to their needs.

The National Association for Foreign Student Advisors (NAFSA) recommends that there are 500 international students per advisor. However, there are currently only 5 DISA advisors at

Penn State, meaning each advisor services 1300 students (Turner). This is a tremendous number to service, almost three times as much. This is unsustainable and puts a great deal of stress on each advisor.

Furthermore, for students facing any severity of culture shock, they have the opportunity to schedule an appointment with Counseling and Psychological Services (CAPS) but as of right now scheduling individual appointments is completely backed up by at least a 3-4 weeks wait. To attempt to accommodate international students' needs, CAPS has begun to implement group sessions, but they have not been effective because international students fear of sharing their personal information in front of others, they would rather one-on-ones. After interviewing a clinical services provider at CAPS, Knapp, she shared that CAPS is tremendously busy adhering to the needs of suicidal students, before they can adhere to international students. This is not to say that these needs are more important but that there should be a larger staff to accommodate all students who are seeking help. The largest international student populations on campus are from China and India. CAPS has seen the most students from China, most struggling with their attempt to be perfect and are beyond overwhelmed because they are not earning the GPA they desire (Knapp). If this is seen as the most frequent issue in CAPS, actions should be taken.

Another important aspect to examine closer is that the DISA office located at University Park addresses the international student requirements from a distance because there are no DISA offices at commonwealth campuses. There is also no implementation of CAPS at commonwealth campuses. This poses a serious risk as to there not being a go to location for international students. As mentioned before the presence of international students at commonwealth campuses is growing at tremendous rates and there should be programs set in place for these students upon arrival and present year-round.

D. Policy

Considering the above analysis, it is crucial that in the long term there be a minimum to moderate investment into these international student programs. Whether it is an additional fee accrued to the international student tuition, action needs to be taken to match the growth rate of the population. In the short run, there should be action also taken immediately. This can be done, at least in part, through the implementation of a strategic website. This website not only will be a huge aid for international students but any transfer students to University Park and incoming freshmen. There can be specific pages that also address international students at commonwealth campuses.

A strategic website would be available to students 24/7. The main purpose of this website would be to delegate the redundant questions international students ask the DISA office to the Internet. By steering the students towards this first, it would save the DISA office a great deal of time and they could focus more on their other tasks. This is also a great way to inform students on the specific service they need for their specific concern. There are plenty of times when students who need CAPS services, report to the DISA office, or vice versa. Students who suffer from severe culture shock sometimes mistake it for illness. There are examples where these students report to the University Health Center when they really just need an appointment with a CAPS social worker. By having a specific website that tailors each concern to the means, it allows the services to free up their time from having to speak with students but then sends them in a different direction.

It is also cost-effective in nature; each service can coordinate its own specific information, answers to questions, step-by-step directions and so forth. There can also be a past

group of international students who host their own advice on it. This website will be tailored specifically for the international students so it will be easy to navigate and can be offered in multiple languages. Their transition is a series of highs and lows, and having a constant source to rely on to get them through these times with helpful advice or strategies would be a huge benefit to them. This all-purpose website will essentially answer any question an international student studying at Penn State could ever have, and if there is not an answer to be found there can be a form submitted and it will be answered within twenty four hours.

As aforementioned, students face culture shock, and by explaining to them what types of emotions they might have and explaining coping strategies or specific recommendations they can pursue this can also help to reduce the amount of students seeking counseling. They will begin to understand why they are feeling this way and by having this open forum it will assist in their transition. This will especially be more helpful to students at commonwealth campuses since they do not have a CAPS program to rely on or a DISA office that assists them with the paperwork needs. Other examples of how this program will be successful are that it will give students step-by-step directions on how to remain a student status, which is one of the biggest difficulties international students face. This is because as the year goes on they often find themselves struggling with at least one course and want to drop it,; however, they cannot do this because it will mean that they will not be considered a full-time student. Students who struggle with this can learn about other options of what they can do to counteract this problem provided by the website.

Other than being cost-effective, a first resource for the students, provided in multiple languages, offering psychological/health care resources, helping to be a bridge to other helpful sites, the website will offer other great aspects. It will provide societal integration resources and

tips and other helpful advice on how to adjust to campus. It will help to be a year-round orientation spot for all the information covered on that first day of classes. This way when students felt overwhelmed during their orientation with the information overload they can have this resource to refer back to. Lastly, it will be there constant source from which to get information about how to get involved. Most international students are involved in their own culture's group but this will provide them a chance to know what other international students are doing and how to collaborate with others. Overall, this is an effective resource for international students to utilize and should be utilized because it will help delegate the workload of these overburdened services.

V. Diversity Integration Education

In light of recent events, it is right to presume that the future of Penn State is uncertain. From the alterations of the structure within the Board of Trustees to the ongoing pursuit for the next President, prominent decisions are being taken that will have immense repercussions for the future of Penn State. While the University proceeds forward from a scathing scandal that has afflicted its reputation, the university's leaders intend to ensure that its image is repaired through the emphasis on the educational opportunities it has to offer. In order to achieve this goal, one of the main issues that Penn State has to consider is diversity education. Statistics of the demographics of Penn State will display the cultural diversity that Penn State consists of and it should be an objective of the University that the undergraduate student body be trained to be socially adept and cross-culturally fluent as they enter the workforce by successfully integrating them within that diversity. Within our proposal, we discuss and analyze the importance of developing the skills needed to thrive in a diverse environment, point out the challenges the university faces in order to develop these skills, and offer a comprehensive plan to help cultivate these abilities.

A. *The Nature of Diversity*

Diversity is a multifaceted element and can be seen in the everyday causalities of life. According to researchers at the Diversity Center in Luther's College, "Diversity encompasses complex differences in perspectives, identity, and points of view among individuals who make up the wider community." Acknowledging elements of diversity only helps one realize that they are truly unique. The U.S. Department of Interior defines diversity as being "used broadly to refer to many demographic variables, including, but not limited to, race, religion, color, gender, national origin, disability, sexual orientation, age, education, geographic origin, and skill characteristics." The diversity center at Gustavus Adolphus College states that it encompasses "everything that we are and that we are not." As shown, diversity is very complex in nature. In this proposal, we frequently refer to "diversity skills" and by that we are alluding to open-mindedness, knowledge of various backgrounds, and ability to work effectively with people of diverse backgrounds.

Efforts to increase diversity awareness and develop the skills needed to work effectively in a globalized society have already been implemented and are still in place all over campus. From the Office of Affirmative Action to the Office of the Vice Provost for Academic Affairs, programs, seminars, and workshops have been created to help this cause. However, the challenge lies in the fact that the incentives to attend these events are just not strong enough to attract a much larger population of students who already find the academic rigor of Penn State to be time consuming. According to an article written by Michael McDonough of Project Management, the most prominent methods to expand diversity awareness is communication and through the fostering of interpersonal relationships. To put it more simply, we need to increase the incentive for students to interact with other students of diverse backgrounds in order to cultivate the skills that will facilitate their transition into the global workforce. From courses such as Sociology 119

that deals with race relations to courses dealing with women's studies, there are classes available that deal with diversity. However, many of these courses are purely lecture based and don't emphasize the interaction that is required to make learning as effective as possible. According to Sam Richards, the professor for the Sociology 119 class and the founder of World in Conversation Project, he set up the organization to tackle this problem and has since attempted to make numerous courses require student's attendance of the dialogues it offers that brings together countless students to discuss matters regarding diversity (Richards). Undoubtedly, while half the battle is actually creating a diverse environment within Penn State, a matter further prioritized by the other proposals presented in this paper, this proposal addresses implementing the advantages that come with a diverse environment.

B. Background

There are numerous organizations of campus that foster diversity and attempt to create a climate of diversity, equity, and inclusion throughout the University. The following are just a cross section of all these groups: the Commission on Lesbian, Gay, Bisexual, and Transgender Equity; the Commission on Racial/Ethnic Diversity; Commission for Women; Educational Equity; Diversity Resources; Affirmative Action Office (Affirmative Action).

The Affirmative Action Office and the Office of Educational Equity are the most influential offices out of the organizations that deal with diversity issues. Created in July 1990, the Office of the Vice Provost for Educational Equity at Penn State is also charged with fostering diversity at Penn State (Jones). Some of the background information regarding the initiatives taken to increase awareness of diversity within the student body that are shared here are from actions taken by this office. In 2010, the office released its third five-year plan for strategic

diversity planning: A Framework to Foster Diversity at Penn State 2010-15. This document recognizes that most units on campus now have an active diversity committee, the scope and responsibility of which has increased significantly over the past two planning periods. Many committees not only produce programming and coordinate events but also are actively involved in framework planning, implementation, and reporting activities in conjunction with the unit executive. The Framework also emphasizes the importance of creating a welcoming climate on campus. The office works to create systematic assessments of that climate we have on campus.

Meanwhile, the Affirmative Action Office is also fully committed to fostering diversity within the community. The most prominent aspect of this office that directly deals with the issue we are attempting to tackle in this proposal is its Diversity Education Services, an educational support system within the office (Affirmative Action). They develop and deliver a wide range of educational programming for students, designed to promote understanding and for diversity throughout the University. Here is an example of a program that the Services offer:

Global Diversity: Developing Intercultural Awareness and Acceptance

Annie Holmes

This program is designed to address the realities of living and working in an increasingly global society where understanding other cultures is often an essential component of organizational success. Participants are encouraged to explore their feelings and perceptions about non-U.S. cultures in an effort to develop effective strategies to promote intercultural awareness and acceptance. Specifically, participants in this program will:

- *Gather accurate information about other cultures.*
- *Examine issues associated with acclimating to life in the United States.*
- *Develop strategies to work more effectively with those whose cultures are different from their own.*

C. Proposal

Our proposal consists of a course offering which will focus upon expanding knowledge of human diversity and cultural competence. Here are the four objective of the class listed below.

- 1) To work effectively in diverse terms
- 2) To respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- 3) To respond open-mindedly to different ideas and values.
- 4) To leverage social and cultural differences to create new ideas

The class shall be named Global Initiative and will achieve its objectives by having students open dialogues that expand perspectives and gain greater understanding of people. It will be a course offered within the Freshman Seminar in the College of Liberal Arts. The class will work in tandem with the World in Conversation Project and act as one of the primary settings where students can be facilitated to open dialogue and examine difficult subjects together. A more in-depth analysis in the class depicted in the form of a syllabus which you can find in the following pages.

D. Vision

The vision of this class is to be able to provide students with diversity skills that will go beyond simple awareness of issues. Students will also have the ability to understand other points-of-view and the values that create the differences. Students graduating from Penn State should be competent and aware of the range of diversity that they will encounter in their fields and be better positioned to excel in their careers and lives. These skills are important for all individuals to have, especially within the U.S. and it is the intention of this class to provide, at the very least, a spark to lead students to greater understanding of their peers and future career interactions. It is our firm belief that this class eventually be a required or integrated into the First-Year seminar at the University level so that all undergraduate students attending Penn State receive this type of education by the time they graduate.

The Pennsylvania State University
Global Initiative (Syllabus)

COURSE DESCRIPTION:

This course is incorporated into the list of courses that satisfy the Freshman Year Seminar requirements. The class is a one-credit course that will incorporate weekly class sessions; bi-weekly reflections, and required attendance of World In Conversation Dialogues as well as cultural or social events in and around campus. The grade will depend on completion of requirements posted below, competency of reflections which will be observed by student facilitators, and participation in the weekly discussion classes. The in class discussion will be facilitated by student facilitators who help student discuss current events, posted readings, and personal experiences regarding diversity.

COURSE OBJECTIVES:

The goal of this class is to give students the skills necessary to work effectively in diverse teams, respect cultural differences and work effectively with people from a range of social and cultural backgrounds, respond open-mindedly to different ideas and values, and to leverage social cultural differences to create new ideas. The course will attempt to give students a broader understanding of diversity through an emphasis on experience based learning and reflection.

REQUIRED MATERIALS and RESOURCES:

- Access to Angel to access assigned readings and hand in reflections.

METHODS OF INSTRUCTION:

- Attend minimum of 8 dialogues/events over the course of the semester.

- Minimum of 4 dialogues sponsored by the World In Conversation Project.
- Attend minimum of 2 social or cultural events which will need to be approved by course facilitator.
- Bi-Weekly reflections about experiences which will have to be posted on the Angel web page created for the course.
- Active participation in class based discussion.

Learning will take place through the active participation and engagement in course content which includes but is not limited to dialogue (World In Conversation, and class based), attending cultural events, and through the bi-weekly blog responses that are to reflect students thoughts about events, and how they were challenged through their attendance.

CONFIDENTIALITY

Students are expected to agree upon rules of confidentiality that will take place in class through dialogue and discussion. It is important to know that an environment that is conducive to productivity and openness is fostered so that students may feel comfortable in sharing their thoughts, opinions and conflicting ideals. When others share information about themselves or personal experiences, please do not disclose or talk about this information outside of the classroom setting as this is unethical and in breach of confidentiality. We will follow the approach of “What is said in class stays in class.” In the event that you do feel the need to disclose about your personal growth throughout this course, please refrain from using names of classmates, both present and future.

Mode of Instruction

- The facilitators will help guide this course by attending class discussions as well as grading the blog based reflections. All facilitators will be previous Sociology 119 students with prior experience working as facilitators within the World In Conversation project. Facilitators will spend half of class time in dialogue with students about any personal reflection the students would like to share and the other half by discussing and analyzing the assigned readings posted on Angel for the class.

Grading Policy

Bi-weekly Reflections (40%)

Attendance and Participation of Required Dialogues and Events (40%)

Participation and Attendance for Discussion Classes (20%)

Ways to Succeed in this Class:

1. Be open minded
2. Step outside of your comfort zones
3. Embrace the opinions of others and challenge
4. Reflect after each class (what did you take away from it, what was something that was said that made you feel awkward or uncomfortable, why?)
5. Recognition of personal strengths and weaknesses.
6. Value Differences

Code of Conduct

The Department endorses and adheres to University policies on equity, tolerance, and affirmative action. Students are expected to be familiar with and behave in accordance with their professional ethics code and the University Code of Conduct (<http://www.sa.psu.edu/ja/codeconduct.html>). Failure to behave according to these codes will likely result in disciplinary action. Lack of familiarity does not absolve students of responsibility for their actions.

Students with disabilities who require accommodations should consult with the instructor within the first two weeks of class to address modifications that are needed to complete course requirements. Consistent with University policy, any student requesting an accommodation must provide documentation from the Office for Disability Services.

Plagiarism Policy

Students are expected to adhere to the University Code of Conduct. Academic dishonesty, including plagiarism and cheating, is included in the Code of Conduct as misconduct that can lead to disciplinary action. Students who plagiarize others' work as their own without giving proper citation may be guilty of a serious breach of academic conduct, which could lead to a failing grade or academic dismissal. With regard to plagiarism, the *Publication Manual of the American Psychological Association* (2010) makes the following statement:

Quotation marks should be used to indicate the exact work of another. *Each time* you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. (pp. 15-16)

E. Why It Would Work

A new publication from the Association of American Colleges and Universities, *Diversity Works: The Emerging Picture of How Students Benefit*, came to many important conclusions about the impact of diversity on students:

“Many students seem to anticipate and desire greater levels of intergroup contact than they actually experience on campus. In fact, opportunities for interaction between and among student groups are desired by virtually all students. When they do occur, such interactions produce clear increases in understanding, decreases in prejudicial attitudes, and positively affect academic success. These interactions are likely to be more beneficial when they are institutionally supported, when the participants are equally valued, and when they involve projects with common goals and outcomes.”

This is precisely what the Global Initiative class intends to foster as students are brought together to interact with diverse people and reflect upon their experiences. As the study suggest, an institutionally-supported initiative, such as the one we are proposing, is much more likely to be beneficial because it offers students an incentive to put themselves slightly outside their comfort zone, a required effort if he or she plans to improve their diversity awareness. Here is another conclusion that the same extensive study came up with.

“Research shows that when students perceive that there is a broad campus commitment to diversity, there is increased recruitment and retention of students from underrepresented groups and an increase in all students' satisfaction and commitments to improving racial understanding.”

Penn State has to display to students that it is committed to not only increasing the diversity on campus but also facilitating student in integrating themselves in that diversity. When there is a campus-wide culture regarding an initiative for diversity, student shall have further incentive to commit themselves to the effort as well. It is true that there are many diversity resources already placed on campus, but most students don't have an incentive to be active in these establishment. A course offering with credits could affect all students and draw their attention.

Moreover, this course is required so that there may be cultural acceptance and empowerment. This course will allow students of all walks of life and backgrounds to come together and talk about racial, ethical, and geographical difference that are present within this cohort. Awareness of diversity will help students become more culturally aware which will be useful in their careers and holistically as well. This course will also help students to become more open to values and ideas that may be opposite of theirs and to understand where those views originate and how to position oneself to address their concerns and goals. It is estimated that in the year 2050, there will not be an ethnic majority, as the minority population will increase and the current majority will become the minority (Nytimes, 2009). With this date quickly approach, it is important that students are prepared to work and live in a diverse global and cultural area and learn how to adapt and embrace all cultures that may be presence because ignorance will only lead to belittled growth and adaptability. Studies show that diversity is a great skill to have in Fortune 500 companies, including but not limited to Coca Cola, General Electric and Johnson and Johnson (aclu). Being able to realize the effects diversity has on everyday life will help students to become more aware of the differences and similarities across cultures that help to make us unique. Through small steps, such as the Global Initiative course,

Penn State has the opportunity to further enrich the competitive and competent positions of graduating students in their careers as well as throughout their lives.

V. Conclusion

Enhancing diversity is a critical component of a university's maintaining its credibility in the higher education community. Penn State is one of the leaders in this field and has gained the respect from many other institutions for this reason. The policies proposed in this paper would serve to augment this reputation and make Penn State a more global institution.

Recruitment is very important in the context of increasing diversity. Targeting younger student will make Penn State more appealing to them. Penn State also cannot ignore the growth of certain demographic groups, namely Latinos and international students overall. They are and will continue to be a crucial part of Penn State drive to enhance diversity on campus. Finally, the current student body must also be considered, and through a combination of initiatives and programs, including a class on diversity, the student body will be able to utilize cultural skills and knowledge to champion diversity in school and throughout their lives.

Maintain diversity is important, but enhancing it is critical. These policies will serve to strengthen the former while prioritizing the latter.

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