The responsibility for FERPA and the risks for loss of funding are concerns for institutions. Although FERPA regulations are vague, institutions are expected to ensure that practices are in compliance with the policy. Given the lack of research about FERPA and HBCUs, the purpose of this case study was to examine the impact of FERPA on a Midwest HBCU from the perspectives of the faculty, staff and administrators. This study explored the institutionalization of FERPA with the element of analysis, to interpret how FERPA policy is communicated, implemented, learned and sustained to ensure institutional compliance.

Information was gathered and analyzed through interviews from six participants from a Midwest HBCU. The data revealed that the faculty, staff and administrators showed evidence of FERPA training, practices and barriers with the policy. Other evidence that impacted the HBCU and supported this study included experiences, institutional culture, influence, interaction with parents, understanding and consequences of FERPA. The study can be used as an evaluative tool to help institutions identify areas in the implementation, and knowledge creation processes that may need clarification or improvement.