


6-2017

Experiences of Bangladeshi Undergraduate International Students' Studying in the United States

Kristy Modrow
kkmodrow@stcloudstate.edu

Follow this and additional works at: https://repository.stcloudstate.edu/hied_etds

 Part of the [Higher Education Commons](#), and the [Higher Education Administration Commons](#)

Recommended Citation

Modrow, Kristy, "Experiences of Bangladeshi Undergraduate International Students' Studying in the United States" (2017).
Culminating Projects in Higher Education Administration. 14.
https://repository.stcloudstate.edu/hied_etds/14

This Dissertation is brought to you for free and open access by the Department of Educational Leadership and Higher Education at theRepository at St. Cloud State. It has been accepted for inclusion in Culminating Projects in Higher Education Administration by an authorized administrator of theRepository at St. Cloud State. For more information, please contact rswexelbaum@stcloudstate.edu.

Experiences of Bangladeshi Undergraduate International Students'

Studying in the United States

by

Kristin K. Modrow

A Dissertation

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree of

Doctor of Education

in Higher Education Administration

June, 2017

Dissertation Committee
Steven McCullar, Chairperson
Michael Mills
Mana Komai
Luis Estevez

Abstract

This qualitative research explored the experiences and needs of undergraduate Bangladeshi international students studying in the United States. The purpose of this research was to understand the needs of undergraduate Bangladeshi international students so college campuses could best serve this population. Eleven undergraduate Bangladeshi international students at an Upper Midwest regional comprehensive university participated in this qualitative research study. This research showed that while studying in the United States undergraduate Bangladeshi students experience academic stressors such as: academic performance expectations, classroom norms, student relationships with professors, student to student relationships. They also experience sociocultural stressors such as: culture shock, social isolation, racial discrimination, and financial concerns. Language barriers cause stress in both academic as well as in sociocultural situations.

Acknowledgments

This dissertation could have not been completed without the immense support from so many people. I wish to offer my most heartfelt thanks to the following people.

To my Mom and Dad. Thank you for raising me with the belief that I could do whatever I wanted to do. Your continuous love, support, care and guidance have been my rock. Every time I was ready to quit, you did not let me and I am forever grateful. This dissertation stands as a testament to your unconditional love and encouragement.

To my partner Mamun. Thank you for your love, care and support. Our bouts of laughing until we cry always make life wonderful.

To my study participants. Thank you for your courage and precious time away from studying. It is hard to open oneself to the world.

To my Dissertation Committee. Thank you for your support and guidance. First and foremost, I would like to thank my advisor Dr. Steven McCullar who was supportive of my goals and provided me with protected academic time to move me forward. Dr. Michael Mills thank you for your on-going support in the program. Dr. Mana Komai and Dr. Luis Estevez many thanks for constantly pushing me to be successful and for being esteemed colleagues and friends.

To anyone that I may have inadvertently omitted. I apologize. Thank you as well.

Table of Contents

Chapter	Page
I. Introduction	7
Introduction	7
Purpose and Significance of Study.....	11
Statement of the Problem	12
Description and Scope of the Research	13
Research Questions	13
Summary	14
II. Literature Review	16
Review of the Literature	16
Theoretical Framework.....	22
Summary	46
III. Methodology.....	47
Research Design	47
Positionality Statement.....	48
Human Subjects Approval – Internal Review Board (IRB)	48
Population/Sample	49
Data Sources and Collection Methods.....	51
Analysis	52
Delimitations.....	52
Summary	53

Chapter	Page
IV. Results.....	54
Research Findings	54
Summary	74
V. Discussion.....	75
Discussion.....	77
Limitations.....	80
Implications for Research	81
Implications for Theory	82
Implications for Practice	83
Conclusions	84
References	86
Appendices.....	92
A. Approved Internal Review Board (IRB) Protocol Document	92
B. Informed Consent Form.....	93
C. Interview Questions.....	97
D. Interviewee Demographics.....	98

List of Table

Page

Table 1. Interviewee Demographics50

Chapter I: Introduction

Introduction

According to the Institute of International Education (IIE) 2016 Open Doors report, there are 1,043,839 international students studying in the U.S., which is an increase of 7.1% from 2014-2015. 69,000 more international students studied in the U.S. than in 2014-2015 at colleges and universities. (IIE, 2016a). In fact, international students have been studying in the U.S. for over 150 years and the population continues to increase. The wealth of information and developmental studies on underrepresented groups such as international students is critical. In fact, there are not any identified international student developmental theories, which makes the job of higher education professionals in the field harder.

Higher education professional organizations such as American College Personnel Association (ACPA), and the Student Affairs Administrators in Higher Education (NASPA) are committed to the goal of college student development (ACPA, 2014; NASPA, 2014a). ACPA is a comprehensive student affairs association that advances professionals in the student affairs field as well as engages students for life-long learning. The mission of ACPA is founded on and implements core values. The first core is “education and development of the total student” (ACPA, 2014). NASPA is the leading association for the advancement, health and sustainability of the student affairs profession (NASPA, 2014a). NASPA’s Research and Policy Institute (RPI) links research, policy and effective student affairs practice in support of student success and priorities of the Association. Furthermore, the RPI:

Conducts policy analysis to articulate student affairs contributions to student success, learning, and development; interpret information to advance practice and policy conversations; and connect the many research and policy activities of NASPA members to increase reach and impact. (NASPA, 2014b para. 2).

Growth and demographics of international students in higher education. One diverse student group that is consistently increasing is international students. There are 85% more international students studying at U.S. colleges and universities than were reported in the last decade (IIE, 2016a). International students can be defined as “individuals who temporarily reside in a country other than their country of citizenship or permanent residence in order to participate in international educational exchange as students” (Paige, 1990, p. 162). According to the IIE, one of the major reasons of growth in international students is related to active recruitment efforts abroad, the growing reputation of U.S. institutions of higher education abroad, increased partnerships between institutions and the availability of scholarships from foreign governments among other sponsors (IIE, 2013).

Economic impact of international students studying in the U.S. Due to increasing growth of international students studying in the U.S., there is a significant positive impact on the U.S. economy. In 2015, international students contributed \$30.5 billion dollars to the U.S. economy (IIE, 2016b). The Open Doors 2016 report indicated that 75 percent of international students receive the majority of their funds from sources outside of the U.S. (IIE, 2016a). As state and federal funding for higher education continues to decrease, the international student market will be increasing important. According to de Wit (2002),

Higher education as an export commodity is becoming a dominant rationale for internationalization, not only for national governments, but also for institutions and the private sector. The more foreign students there are paying high tuition fees, the higher the economic return and the less the national government needs to invest in higher education (p 91).

It is critical that U.S. institutions of higher education ensure that international student needs and expectations are being met. It is important that international students have a positive experience to retain them and to attract more international students.

International student research. As international student enrollment continues to increase, it is critical that research be conducted on the holistic development of international students. Most international student research addresses enrollment trends in higher education, failing to include issues international students face and how they are developing (Lee & Rice, 2007). The research also fails to explore the process of adjustment (Terzian & Osborne, 2011). Enrollment trend data often reflects political and environmental factors that affect visa status which in turn affects the ability of an international student to study in the U.S. International student research also addresses international student issues, however, fails to link the issues to their overall psychosocial student development (Lee & Rice, 2007).

According to a variety of researchers, international students experience different social, political, environmental and psychological changes while studying in the United States (Chen, 1999; Robinson, 1992; Boyer & Sedlacek, 1986; Schram & Lauver, 1988; Parr & Others, 1992; Carter & Sedlacek, 1985; Wadsworth, Hecht & Jung, 2008; Zimmermann, 1995). While this information is important, it is not utilized to its full potential as findings fail to connect how

social, political, environmental and psychological changes relate to an international students overall psychosocial development. According to Hanassab and Tidwell (2002)

It has become increasingly important to understand this subpopulation (international students) on our campuses, as well as to assess and address their needs. International students bring their cultural orientations with them: values, beliefs, patterns of behavior, ways of learning, and thinking. They enrich the intellectual life on campus. (p. 315).

If student development is a crucial facet and vital goal of higher education institutions and of higher education professional organizations, a crucial question remains: Why hasn't international student development been addressed? Hanasaab and Tidwell (2002) state, "Educators cannot neglect the needs of international students coming to the United States or underestimate the intellectual, strategic, and financial resources they represent." (p. 306).

Higher education's goal of student development. Student development is an important factor and goal of higher education. In this context, the dearth of studies on underrepresented groups of students is critical. As Chickering (1969) suggests, institutions of higher education are not being, "educationally effective," as they are not reaching their diverse student body, "where they live."

There is very limited knowledge regarding international student development and there appears to be a lack of international student psychosocial development theories. Student affairs professionals who understand student developmental issues and how students think about their experiences can assist and relate to the students they are working with and to help the students reach their full potential (Hamrick, Evans and Schuh, 2002). Sandeen (2001)

indicates, “The best student affairs organizations will reflect these special populations and engage in regular assessment so that they can understand and adapt to the inevitable changes that occur.” (p. 190). If student affairs professionals cannot understand international student developmental issues and how they reason, they cannot assist or relate to the international students they are working with. Student affairs professionals utilize student psychosocial development theories when working with students in order to understand what they are experiencing and observing (McEwen, 2005). As McEwan (2005) describes, the purpose of student affairs professionals is to:

Facilitate students’ development, to understand and design educationally purposeful environments, and to be experts about organizations and how they function, it is our responsibility, both professionally and ethically to know and understand the individuals, groups, and institutions with whom we work. (p. 154-155).

Purpose and Significance of the Study

The purpose of this qualitative study is to explore the experiences and needs of Bangladeshi undergraduate international students studying at a regional comprehensive university in the Upper Midwest. Since 1921, the Institute of International Education (IIE) has conducted an annual statistical survey of campuses regarding the international students in the U.S (IIE, 2017). According to the Institute of International Education (IIE, 2016a), 31.5% of all international students are of Chinese origin, making the largest number of International students. China, India, and Saudi Arabia constitute for approximately 53% of the international students studying in the U.S. (IIE, 2016a).

Asia is a large continent comprising of many countries. Many of these students are studying in the U.S. There is imminent concern about how much is not known about Asian international students. Thus, it is imperative to study international students from Asian origins. Asian countries vary greatly in their culture, attitudes, values and beliefs, so studying a specific country in Asia would be more applicable and accurate. Thus this study was limited to Bangladeshi international students.

This study will better guide institutions of higher education about the Bangladeshi culture in relation to our own. Furthermore, professionals in higher education will be better trained to offer support to a Bangladeshi international students through transitions and to ensure that they receive the resources that they need to be successful in an academic setting and beyond. There is an increasing demand to internationalize campus services, to globalize higher education, and to further diversify campuses. Professionals in higher education must fully understand international student development to ensure that the services and resources they provide to both international students and to American students are truly as effective as they desire.

Statement of the Problem

There is still a lot of research that needs to be conducted on international student development and there are a lot of groups for which student development has not yet been studied such as African international student development, Asian international student development, European international student development and so on. Admissions offices are being pressured to admit more international students (Jaschik, 2014). As international student populations increase in the United States, more resources will be needed in order to

adequately serve international students. Without dedicated international student development theories, it is unclear how institutions of higher education will ensure that they are properly aiding in the successful student development of international students.

There is increasing pressure for higher education institutions to be accountable for student learning (Davis Barham & Scott, 2006). "Assessment is the clear link in demonstrating greater responsibility." (Davis Barham & Scott, 2006. P. 211). The question remains how institutions of higher education will be able to assess student learning for international students if they are unclear about the development of international students.

Description and Scope of the Research

This qualitative study explored the experiences and needs of eleven Bangladeshi undergraduate international students' studying at a comprehensive regional university in the Upper Midwest. Six of the students were transfer students. An analysis of the interviews was used in order to find and interpret patterns in data in order to classify patterns to generalize the results.

Research Questions

1. What were Bangladeshi students' expectations of U.S. institutions of higher education prior to studying in the U.S.?
2. What are the experiences of Bangladeshi international students' studying in the U.S.?
3. What are the expectations of Bangladeshi international students' after they graduate?

Summary

Student development is a core value of U.S. higher education institutions. Students attending U.S. institutions are evolving and becoming more diverse. One drastic change is the student body is more culturally/racially diverse, yet research is needed about how diverse students develop while in college. The international student population continues to increase and although large numbers of international students study in the U.S., limited studies have explored international students' needs, expectations and experiences. Furthermore, international student experiences have not been linked their overall psychosocial development, offering student affairs professionals' limited information about how international students develop. Even less is known about the development of international students in relation to their place of origin.

There is not an international student development theory. Due to a lack of an international student development theory, there is a huge gap in knowledge and the field. It is extremely important to understand how international students develop while they are in college in order for student affairs professionals to ensure that international students develop cognitive complexity.

One responsibility of student affairs professionals is to assist international students' development within the context of their own culture and to help foster appreciation of their cultural background within the context of the higher education institution and with other students. However, if student affairs professionals are unaware of issues international students face in relation to their overall student development, how can they be effective in meeting international student needs? In order to partially fulfill this void, this study will explore

Bangladeshi international student needs, expectations and experiences in relation to their overall psychosocial student development.

Chapter II: Literature Review

Despite that fact that international students have been studying in the U.S. for over 150 years, very few books and research studies focus on international student development or the specific issues related to this phenomenon. While the purpose of this research is to explore the experiences and needs of undergraduate Bangladeshi students studying in the U.S., it is important to understand the history of international students in the U.S. as a whole as well as common adjustment issues faced by international students. The review of the literature will depict how issues of international students have been explored in current literature but how research fails to address international students' needs specific to origin. The imperative issue is that there is not an international student development theory. Even more specifically there is a lack of international student development theory via country of origin.

Review of the Literature

Very few books and research studies focus on international student development and there is no specific international student development theory. Researchers Love and Yousey (2001) analyzed various student affairs texts from 1999 to discover what issues student affairs professionals were focusing on and what the student affairs professional organizations viewed as important. Love and Yousey (2001) analyzed websites, newsletters, periodicals, conference programs, materials from the American College Personnel Association (ACPA), and materials from the Student Affairs Administrators in Higher Education (NASPA). The disturbing finding was that there was almost a total lack of focus regarding issues of globalization and internationalization of higher education from a student affairs perspective. Out of the 1,100 student affairs texts were analyzed only twelve focused on international education (Love and

Yousey, 2001). In general, a review of the literature also reveals a focus on issues faced by international students including academic stress, socio-cultural stress, political unrest, international student values, and implications for student affairs professionals, however the research fails to address a link to issues international students experience with international student development (Chen, 1999; Wan, Chapman & Briggs, 1992; Wadsworth, Hecht & Jung, 2008; Robinson, 1992; Schram & Lauver, 1988; Zimmermann, 1995; Parr & Others, 1992; Story, 1982; Hamrick, Evans & Schuh, 2002; Chickering & Reisser, 1993; Winston, Miller & Cooper, 1999; McEwan, 2005, Bevis & Lucas, 2007; Du Bois, 1956; Higbee, 1961; Vestal, 1994; Fulbright, 1975; Lee & Rice, 2007).

It is not surprising that student affairs have lacked of a global focus as the American society demonstrates passive isolation, reinforced by the media which titles news segments, "World in a Minute" (Love and Estanek, 2004). Student affairs professionals need to be fully engaged in global issues and adopt a global perspective through incorporating international and intercultural dimensions in to teaching, research, administration and service functions (Love and Estanek, 2004). By adopting a global perspective, student affairs professionals will be able to work with American students to prepare them for an increasingly internationalized world as well as effectively assist international students adapt to U.S. higher education, culture and better meet their needs (Love and Estanek, 2004). A Memorandum of International Education Policy under the Administration of William J. Clinton (2000) intended for the heads of executive departments and agencies stated, "A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad." (p.1).

A brief history of international students in America. Historical challenges, successes, global competition, and war and peace among nations, have greatly affected immigration policies and regulations for international students and scholars. In order to fully comprehend the issues international students endure, one must understand a brief history of American international education and the political environment during different periods of time throughout history.

1700s. In colonial times, the fine reputation of European higher education institutions, led to few international students studying in the United States (Bevis & Lucas, 2007). In the late 1700's interest in U.S. institutions of higher education grew among legislators and other stakeholders, As U.S. institutions of higher education grew and developed, reputation followed, making U.S. institutions of higher education desirable overseas (Bevis & Lucas, 2007).

1800s. One of the first international student exchange programs created in 1872 by Yung Wing and Wing was the first Chinese student to obtain a degree from a U.S. institution of higher education (Bevis & Lucas, 2007). Wing's program allowed 30 students from China to travel each year for a total of four years to the U.S. Chinese teachers also traveled with the students to ensure that they maintained the Chinese language and culture (Bevis & Lucas, 2007). Federal immigration laws were declared in 1875 and in the 1890's the U.S. inspected all immigrants entering into the U.S. making immigration more difficult than in the past. (Bevis & Lucas, 2007).

1900s. In the early 1900's, almost 100 years after attempts to strengthen the image of U.S. higher education institutions, the U.S. was becoming an attractive destination for

international students to study (Bevis & Lucas, 2007). Since the Immigration Act of 1924, the U.S. has expressed interest in international students studying in the U.S. (Haddal, 2006).

During World War I, the Association of American Colleges developed a program of international exchange with other countries, which led to study abroad scholarships (Bevis & Lucas, 2007). Consequently, the international student population increased. Along with the increase in international students, there was a need to increase services and clubs to international students (Bevis & Lucas, 2007).

During World War II, many European universities were closed. International student enrollment increased in the U.S. World War II also delayed the ability for students to attend higher education institutions for several academic generations in Europe and much of Asia (Du Bois, 1956). In order to address needs of increasing international students, the role of advising international students started gaining recognition.

In 1945, the United Nations was formed to create understanding between nations and in 1946 the Fulbright U.S. Student Program was founded. The Fulbright U.S. Student Program introduced international student exchange in many nations and since its initiation, hundreds of thousands of Fulbright scholars have had their education funded by the United States and other countries (Bevis & Lucas, 2007 & Vestal, T.M., 1994). According to the Fulbright website (2014),

From its inception, the Fulbright Program has fostered bilateral relationships in which citizens and governments of other countries work with the U.S. to set joint priorities and shape the program to meet shared needs. The world has been transformed in ensuing decades, but the fundamental principle of international partnership remains at the core

of the Fulbright mission.” Senator J.W. Fulbright stated, “It was my thought then, and it is now – that if large numbers of people know and understand people from nations other than their own, they may develop a capacity for empathy, a distaste for killing other men, and an inclination to peace. (Fulbright, J.W., 1975).

Currently the Fulbright U.S. Student Program is the largest U.S. Exchange program offering opportunities for students and professionals to partake in international graduate study, advanced research, and teaching worldwide. The program currently operates in more than 140 countries and awards about 1900 grants in varying fields of study (Fulbright, 2014).

The Cold War contributed towards the climate of McCarthyism. McCarthyism was the ability to take political action against those accused of being disloyal to one’s country for committing supposed acts of treason (Bevis & Lucas, 2007). McCarthyism led to The Immigration and Nationality Act of 1952 (INA), which created rigid visa restrictions, screening of immigrants, and stricter U.S. entry quotas. However, even with restrictions on visas, the number of international students in 1953 grew to 33,647, which was a 300% increase from 1930. It is interesting to note at this same time the amount of domestic students grew only 100% (Du Bois, 1956).

McCarthyism eased in the late 1950’s and during the next 15 years, international students studying in the U.S. tripled (Bevis & Lucas, 2007). The increase in international student numbers, prompted studies to examine issues and concerns of international students. Services being offered to international students also increased (Bevis & Lucas, 2007). An Open Doors study conducted in 1959 found that 42% of international student advisors were appointed after 1955. Increasing amounts of international student advisors were added to the

field of higher education to deal with the increasing number of international students and needs.

Presidents' John Kennedy and Lyndon Johnson highly supported international exchange (Bevis & Lucas, 2007). Both Presidents hosted forums at the White House regarding international student issues and contributed federal money to the internationalization of higher education. The Institute of International Education (IIE) established offices overseas designed to assist international students with U.S. college selection, scholarships and offered job services (Bevis & Lucas, 2007). Between the years of 1976 and 1982 enrollments of undergraduate international students increased by 55.2 % in comparison to an increase in domestic undergraduates by only 13.8 % (Soloman, L.C. & Young, B.J. 1987).

In 1990, over one third of all students studying abroad worldwide chose to enroll in U.S. institutions of higher education. International students spent about 5 billion dollars annually, greatly contributing to the economy of the U.S. From 1990-1995, more than 50 % of the international students in the U.S. were from Asia with the largest numbers of students originating from China, India, Japan and South Korea (Vestal, 1994).

2000s. One of the most profound changes on U.S. campuses was the Student and Exchange Visitor Information System (SEVIS) which was designed and released in 2002 for institutions of higher education to track international students. Terroristic attacks in the late 20th Century lead to the Illegal Immigrant Reform and Immigrant Responsibility Act (IIRIRA) of 1996. The IIRIRA mandated new immigrant documentation, mandatory immigrant tracking and reporting, increased border patrol and new provisions for student visas and undocumented individuals (Bevis & Lucas, 2007). Visa restrictions contributed towards a decline in the amount

of students applying for admissions. In 2002-2003 there was only a 1% increase in the amount of international student admissions, whereas historically a 5% increase was average.

International students were choosing to study in countries other than the U.S. (Bevis & Lucas, 2007). In 2004, the IIE reported the U.S. experienced an absolute decline in international student enrollment for the first time historically (Lee, Rice, 2007). A 2004 survey indicated that many graduate schools experienced decreases of more than 10% (Lee, Rice, 2007).

Nevertheless, since 2004, there has been a steady increase in the amount of international students studying in the U.S. In 2015-2016, international students enrolled in U.S. institutions of higher education rose to over 1 million which is the largest number of international students studying in the U.S. (IIE, 2016a).

The U.S. Department of State funds a program called EducationUSA to promote higher education to international students by offering accurate, comprehensive and current information about opportunities to study at accredited postsecondary institutions in the United States. "EducationUSA is a U.S. Department of State network of over 400 international student advising centers in more than 170 countries." (EducationUSA, 2017). Weekly application seminars are held to inform students about the application process as well as individualized counseling. The EducationUSA website offers users the ability to translate the language into a preferred language.

Theoretical Framework

Student development is viewed as a positive growth process in which an individual is able to deal with increasingly complex experiences (Sanford, 1967). College student development is defined by Hamrick, Evans and Schuh (2002) as, "the ways when a student

grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education” (p. 31). Chickering (1969) describes college student development as, “A period during which certain kinds of changes occur or strong potential for such change exists, a period during which certain kinds of experiences may have substantial impact..... patterns established at this time tend to persist long into adulthood” (p. 2).

Chickering (1969) further describes college student development as, “Changes occur in attitudes, interests, values, future plans, and aspirations, openness to impulses and emotions, personal integration, and intellectual ability” (p. 2). Student development emerged from the disciplines of psychology and sociology and student development theories focus on interpersonal and intrapersonal changes that occur while a student is enrolled in college and the factors that contribute to those changes (Hamrick, Evans & Schuh, 2002).

Importance of Student Development. In Chickering’s book, *Education and Identity* (1969), Chickering examined the evidence and importance of college student development by exploring a 1968 study conducted by Trent and Medsker (Trent and Medsker, 1968). Trent and Medsker’s study explored how development is shared by those who attend college and those who do not. Nevertheless, attending college does make a positive difference in development. College students tend to be more flexible, open-minded, tolerant, and objective. Theorists such as Sanford and Heath explain that how one develops in college is unique from those who do not (Hamrick, Evans & Schuh, 2002). According to Hamrick, Evans & Shuh 2002, students developing in college possess the, “ability to evaluate one’s thinking, connect thoughts to reality, systematically solve problems, synthesize material, organize thoughts, and use data impartially” (p. 219). Sanford and Heath go on to explain this as cognitive complexity. Being

able to think in a complex manner is the result of intellectual development/student development that takes place in college (Hamrick, Evans & Schuh, 2002).

Student development is viewed as a crucial factor and a goal for institutions of higher education. In fact, student development is so revered in the fact that many institutions of higher education refer to holistic student development in their mission statement. Ivy League institutions such as Harvard College, Yale College, and Princeton University also share the view of importance of holistic student development and they too have adopted student development in their mission statements/guiding principles (Harvard College, 2015; Yale College, 2015; Princeton University, 2015).

Chickering's vectors of student development. Probably, one of the most widely studied and well known psychosocial student development theories is Chickering and Reisser's Vectors of Development. Arthur Chickering's *Education and Identity* (1969) provides a comprehensive of college student development in relation to issues students face and the college environment that affect outcomes (Hamrick, Evans, and Schuh, 2002). Chickering's theory identifies seven stages or vectors of development which when fulfilled lead to a well-rounded developed student. Students can move through the vectors at varying rates. Issues faced in one vector can affect another vector, which results in a strong sense of self that helps individuals to complete life duties confidently and responsibly (Hamrick, Evans & Schuh, 2002). Each vector builds upon each other, which leads to greater complex vectors as new situations arise. The seven vectors include: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity and developing purpose (Hamrick, Evans & Schuh, 2002).

Developing competence. Competence involves the development of three skills: Intellectual, physical and manual skills, and interpersonal competencies. (Chickering & Reisser, 1993, Winston, Miller & Cooper, 1999) Competence is defined as being, “the confidence that one can cope with what comes and achieve goals successfully” (Chickering and Reisser, 1993, p. 53). Most importantly this vector helps students the ability to comprehend, analyze and synthesize observations and experiences (Chickering & Reisser, 1993). Furthermore students gain interpersonal competence to listen and cooperate and communicate effectively as well as to respond appropriately. These are important skills that help students to obtain personal as well as group goals and strategies to help relationships build (Chickering & Reisser, 1993).

Managing emotions. Awareness of feelings and trusting feelings to allow good management of emotions. Development occurs when students learn appropriate channels of emotional expression (Chickering & Reisser, 1993). With a new college environment, students often experience anger, anxiety, fear, boredom etc. These emotions can create barriers for students in their educational goals. Students learn how to deal with their emotions effectively the first task of this vector is not to eliminate emotions but rather to allow them in the students’ awareness and acknowledge them as signals. Development occurs when the student learns appropriate channels to release their feelings before they explode and immobilize. The goal is to get students in touch with the full range of feelings and to exercise self-regulation rather than repression (Chickering & Reisser, 1993).

Moving through autonomy towards interdependence. This is a key vector as students learn how to be self-sufficient and how to be responsible to work towards goal accomplishment (Chickering & Reisser, 1993). Mature independence requires recognition of both emotional and

instrumental independencies (Winston, Miller & Cooper, 1999). To be emotionally independent means to be free of needs of reassurance and to be instrumentally independent refers to the ability to cope with problems and the ability to be mobile (Chickering & Reisser, 1993; Winston, Miller & Cooper, 1999). Emotional independence is a freedom from the need of reassurance or approval. This begins with the separation of parents and proceeds through the reliance on peers and non-parental adults. There is a willingness to lose friends based on differences to pursue strong interests (Chickering & Reisser, 1993). Chickering and Reisser 1993, state,

New relationships based on equality and reciprocity replace the older, less consciously chosen peer bonds... The need to be independent and the longing for inclusion become better balanced. Interdependence means respecting the autonomy of others and looking for ways to give and take with an ever-expanding circle of friends. (p. 47).

Developing mature interpersonal relationships. According to Chickering and Reisser (1993), this vector consists of two components, “(1) tolerance and appreciation of differences and (2) capacity for intimacy” (p. 146). In this vector, relationships move towards greater trust. Maturity is defined through the formation of long term relationships that can endure crisis and separation (Winston, Miller & Cooper, 1999). The main goal of this vector is for students to gain the ability to respond to others in their “own right” rather than through the use of stereotypes (Chickering & Reisser, 1993). One becomes more open to differences and can respect others from different cultures and enjoy differences. Students gain the ability to create healthy relationships and to make long lasting commitments based on honesty and responsiveness. One can balance too much dependence or dominance and be in an equal relationship (Chickering & Reisser, 1993).

Establishing identity. The formation of identity is dependent on the four vectors mentioned. This vector involves conceptions of physical needs, characteristics and personal appearances, clarification of sexual identification and of sex roles and behaviors; a sense of self-esteem, personal stability and integration (Winston, Miller & Cooper, 1999; Chickering & Reisser, 1993). Clear identity allows one to see themselves as being capable and worthwhile. Chickering and Reisser state (1993), "Development of identity is the process of discovering with what kinds of experience, at what levels of intensity and frequency, we resonate in satisfying, in safe, or in self-destructive fashion" (p. 13). Chickering and Reisser (1993) also indicate that development of identity involves: (1) comfort with body and appearance, (2) comfort with gender and sexual orientation, (3) sense of self in a social, historical, and cultural context, (3) sense of self in a social, historical, and cultural context, (4) clarification of self-concept through roles and life-style, (5) sense of self in response to feedback from valued others, (6) self-acceptance and self esteem, (7) personal stability and integration. One also reflects on one's family of origin and ethnic background and one defines themselves based off of their religious and cultural traditions (Chickering & Reisser, 1993).

Developing purpose. The ability to, "assess interests and options, to clarify goals, to make plans and to persist despite obstacles" (Chickering & Reisser, 1993, p. 50). By developing one's goals, one can be intentional in order to make plans for action (Winston, Miller & Cooper, 1999). One formulates a plan for action and integrates three major elements: (1) vocational plans and aspirations, (2) personal interests, and (3) interpersonal and family commitments (Chickering & Reisser, 1993).

Developing integrity. Involves humanizing and personalizing values and developing congruent values (Winston, Miller & Cooper, 1999; Chickering & Reisser, 1993). A shift occurs when a literal belief becomes a more relative view. Personalizing values pertains to examining values and then selecting ones that are more appropriate. With this being the final vector, “Internal debate is minimized... and the response is made with conviction, without debate or equivocation” (Winston, Miller & Cooper, 1999; Chickering and Reisser, 1993). This vector is related to establishing identity and clarifying purposes. According to Chickering and Reisser, (1993)

Students bring to college an array of assumptions about what is right and wrong, true and false... important and unimportant... most of the values are implicit and unconsciously held; therefore, they are hard to identify or explain. With humanizing of values, much of this baggage comes to light. The contents are examined. Many items are discarded on brief inspection, sometimes with later regret. A few are set aside because they still fit and can be incorporated into a new wardrobe. (p. 51).

Personalizing values leads to the development of congruence, which is the achievement of behavior consistent with one’s personal values (Chickering & Reisser, 1993).

As the number of international students continue to increase in the U.S., the number of services increases as well. In order to be fully effective as student affairs professionals, it is important to know how each student population develops. Chickering (1969) states that, “Colleges and universities will be educationally effective if they reach students ‘where they live,’ only if they connect significant with those concerns of central importance to their students” (p. 3). Chickering (1969) also indicates the importance of understanding students by

understanding where they come from. One responsibility of student affairs professionals is to assist international students' development within the context of their own culture and to help foster appreciation of their cultural background within the context of the higher education institution and with other students. With knowledge of how international students develop, student affairs professionals can better create services designed to help international students develop holistically while foster appreciation of cultural background and within the context of their own culture.

Student development theory and international students. Currently there is not a student development theory targeted towards international students. Development is viewed as a positive growth process in which an individual is able to deal with increasingly complex experiences (Sanford, 1967). College student development is defined by Hamrick, Evans and Schuh (2002) as, "the ways when a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education" (p. 31). Student development is derived from the disciplines of psychology and sociology and student development theories focus on interpersonal and intrapersonal changes that occur while a student is enrolled in college and the factors that contribute to those changes (Hamrick, Evans & Schuh, 2002).

South Asian American & immigrant South Asian identity development. Researchers Ibrahim, Ohnishi and Singh Sandhu (1997), propose a framework for ethnic identity development of South Asian Americans with focus on Indian and Pakistan Americans. They state, "Ethnic identity refers to the person's sense of belonging with other members of the ethnic group, based on shared ethnic characteristics" (p. 36). According to Ibrahim, Ohnishi and Singh Sandhu

(1997), "To truly understand the ethnic identity of South Asian Americans, it is important to understand the cultural diversity and the socio-political history of this group. The Indian subcontinent is a mosaic of cultures, belief systems and nationalities" (p.37). Each region within South Asia has its own cultural traditions, belief system and values reflecting Hindu traditions (Ibrahim, Ohnishi & Singh Sandhu, 1997). The ultimate goal is for South Asians to deny material needs to achieve the highest form of self. Ibrahim, Ohnishi and Singh Sandhu (1997) state,

There is a constant conflict between their personal values and the values of their acquired homeland. Success is very important to this population. However, the crisis that this group faces is the loss of the ideal identity they wish to achieve and to succeed as defined in the United States (p. 40).

Ibrahim, Ohnishi and Singh Sandhu (1997), describe that there are differences between South Asians that have emigrated from South Asia rather than those who were born in the U.S. because South Asia was colonized by the British for an extended period of time. South Asian's raised in the U.S. have never been a minority within their "own land". For this reason, ethnic pride is more important to immigrants. Furthermore, immigrants would be socio-culturally closer to South Asia. Every successive generation born and raised in the U.S. would be more adapted to U.S. culture. Ibrahim, Ohnishi and Singh Sandhu (1997), indicated that existing racial-cultural identity models fail to address this issue.

Ibrahim, Ohnishi and Singh Sandhu (1997) suggest that minority identity development models would be applicable to South Asian Americans but that South Asian immigrants would not completely fit the models due to the fact that they had been colonized and experienced being a minority within their own land. Also South Asian Americans will vary on minority

identity development models dependent on if they are first, second, third or fourth generation.

Ibrahim, Ohnishi and Singh Sandhu (1997) further explain how South Asian immigrants will not fit the model.

1. Pre-Encounter/Conformity Stage – This stage does not fit Asian immigrants as they accept cultural differences. Whereas Asian Americans have bought into the American dream and hard work will overcome differences. Asian Americans in this stage are proud of their identity.
2. Dissonance Stage – The realization of Asian Americans is that hard work is not sufficient and that cultural differences cannot be overcome. Acceptance by the white American majority or other ethnic minorities will not happen because of perceived differences by mainstream America.
3. Resistance and Immersion Stage – In this stage, the Asian “immigrant generation suffers a crisis. They revert to their South Asian heritage and reject all mainstream and other ethnic minority assumptions and values” (p. 43).
4. Introspection Stage – Asian Americans feel secure with their identity. They seek individuality as minorities but also realize some positive elements in the majority culture.
5. Synergistic Articulation and Awareness Stage – Asian Americans accept or reject cultural values of dominant and other minority groups and have a sense of self-worth and individuality.

South Asian American basic beliefs and values. Ibrahim, Ohnishi and Singh Sandhu (1997), discuss the following South Asian American basic beliefs and values.

1. Self-respect, dignity and self-control – Individuality is encouraged within the limits of the family. The highest ideal is to achieve self-identity that is free of material needs.
2. Respect for family/filial piety – Parents are honored. Extended family relationships are also valued. Each family member is respected.
3. Respect for age – The older a person is, the more respect they are given. Elder family members are expected to resolve family issues.
4. Awareness and respect for community – Community is viewed as extended family and one has responsibilities to the community. “Respect for community requires awareness (social climate) and sensitivity. This value reinforces group orientation among Pakistani Asian Americans” (p. 45).
5. Fatalism – No matter what one does or doesn’t do, challenges are predetermined.
6. Humility – One should not be the center of attention. Accomplishments should not be discussed. The thought is that the more one achieves, the more humble they will be. One should not boast as someone who is better than others. According to Ibrahim, Ohnishi and Singh Sandhu (1997), “This value is misunderstood in the United States as the person having a low self-concept, or maybe not being as accomplished as mainstream colleagues assume the person to be” (p.46).

Student development applied to Asian students abroad. Student development theory has been assessed on international student populations For example, Lai, Chan, Cheung and Law (2001) utilized the Student Developmental Task and Lifestyle Inventory (SDTLI) to assess Asian student development. The SDTLI assessed three vectors of Chickering’s student development: developing autonomy, developing mature interpersonal relationships and establishing and

clarifying purpose. The SDTLI was a multiple question format assessment comprised of determining what an individual has achieved by administering and assessing developmental tasks, subtasks and scales. The SDTLI measured one's experiences in relation to their overall student development and is a scale designed to indicate possible hindrances of future or current development.

The SDTLI was utilized at institutions of higher education overseas, particularly in Hong Kong and being translated into different languages. Lai, Chan, Cheung and Law (2001) conducted a study examining psychosocial development and self-esteem on 449 Chinese freshman enrolled at a Hong Kong University. Regression analyses revealed that the three developmental tasks of the Student Developmental Task and Lifestyle Inventory (SDTLI), Establishing and Clarifying Purpose, Developing Mature Interpersonal Relationships, and Academic Autonomy, were unique and reliable predictors of self-esteem, however, revealed that Chinese students are behind their U.S. counterparts in terms of development in nonacademic domains but attain higher achievement in the academic domains. In other words, Chickering's vectors appear to be relevant to Chinese students in China. Lai, Chan, Cheung and Law (2001) went on to describe,

Apparent differences between the U.S. and the Hong Kong cultures do not undermine the universal nature of the developmental tasks in the SDTLI. On the other hand, cultural factors provide reasonable explanations for observed differences in scores on different tasks. Different cultures place varying degrees of emphasis on each developmental task. This may hopefully sensitize counselors to the potential moderating

effect of culture on individual differences along different developmental dimensions. (p. 77).

Lai Chan, Cheung and Law's (2001) study also determined that the developmental tasks of the SDTLI represented universal dimensions along which students from different cultures could be meaningfully compared as well as provided reasonable explanations for observed differences in scores on varying tasks as different cultures place varying degrees of emphasis on each developmental task.

Issues faced by international students in relation to student development. Socio-cultural, environmental, and psychological adaptation contributes to stress on international students (Chen, 1999; Wan, Chapman & Briggs, 1992). Chen (1999) defines international student's stress as being, "The process during which they [international students] assess and perceive their interactions with the host cultural environment" (p. 51). International students experience two categories of stress, academic stressors and sociocultural stressors.

Academic stressors are issues related to the academic environment including; academic performance, classroom norms, student to student relations and student to professor relationships. Sociocultural stressors are factors that affect the socio-cultural and personal domain such as culture shock, social isolation, racial discrimination/prejudices and financial concerns. A key factor that influences the type of stress and their formation is how one perceives and differentiates harm, threat and challenge (Chen, 1999).

Academic stressors include but are not limited to performance expectations, system adjustments and test-taking anxiety (Chen, 1999). In 1992, Wan, Chapman and Briggs administered the Survey of Academic Experiences of International Students (SAEIS) assessment

to 689 international graduate students. The SAEIS scores indicated that “cultural distance, social support networks, role skills and demographic characteristics together contributed significantly ($p < .001$) to stressful academic stressors.

Academic stress is related to the students’ own cognitive assessment of demands placed upon them and their perception of their ability to cope with those demands (Wan, Chapman & Biggs, 1992). Often education is a valued commodity in an international student’s home country, which creates severe academic pressures (Hanassab and Tidwell, 2002). International students place high expectations on their academic performance and expect to do as good as, if not better than they did when they studied in their own country. This perception of creating a high academic standing can either facilitate or hinder their adaptation to a new environment as when a student feels more confident in their academic achievement, they are more likely to feel confident residing in the new environment (Chen, 1999). Academic success expectation is not only an individual goal but may be a combination of family pressure, pride, and other people’s expectations (Chen, 1999).

International students often face issues in the classroom, as their frame of reference regarding classroom environment is greatly different than those of their American counterparts (Wadsworth, Hecht & Jung, 2008). Different classroom expectations and values can lead to confusion, communication issues and difficult adjustments on the international student’s part, which could lead to a dissatisfying and stressful educational experience (Wadsworth, Hecht & Jung, 2008). “Classroom communicative competence between international students, domestic students and professors is essential in order for successful learning to occur (Wadsworth, Hecht & Jung, 2008, P. 69).

Wadsworth, Hecht and Jung (2008), studied expectations and satisfaction rates of 218 international students and determined when students and faculty members share comparable frames of classroom reference, they are better able to communicate with each other as they are more familiar with classroom norms. When academic cultural frames of reference are not similar, issues arise for international students.

Often, international students criticize the informality of the relationship between professor and student in the U.S. (Wadsworth, Hecht & Jung, 2008; Chen, 1999; Robinson, 1992). Student and faculty discussions as opposed to lecture style pedagogy often confuse students from other countries. International students are also surprised when their U.S. counterparts address faculty members on a first name basis (Wadsworth, Hecht & Jung, 2008).

The difference in cultural signals can cause confusion and misunderstanding between those in the classroom. In many American classrooms, students are expected to ask questions. In some cultures, questioning the professor or asking questions is seen as being unprepared or challenging and it is not respectful (Robinson, 1992). Classroom discussions can also pose issues for international students, as cultural signals are different in different cultures, such as when to take the floor, when to ask more questions and how to maintain non-verbal signals and communication (Robinson, 1992).

International students are often underprepared and not aware of the American system of classroom assessment and grading (Robinson, 1992). International students are often surprised that the final exam is not the only factor a student is graded on. In some cultures, the emphasis of the class is focused on the final exam or finished product and one's result determines the grade for that course (Robinson, 1992).

Different methods of classroom instruction can cause anxiety. Classroom presentations and class participation vary depending on the country that one is studying in (Chen, 1999). In many countries, presentations are not a part of curriculum causing international students to utilize skills that they have not yet developed. Classroom presentations involve creativity and imagination, which are elements other countries do not use in the academic setting (Chen, 1999).

Academic adjustment can be contributed to the depth at which one understands the native language of the country. Verbal communication affects note taking skills, communication with faculty and fellow students as well as the ability to participate in classroom discussions (Wan, Chapman & Briggs, 1992).

According to Chen (1999), sociocultural stressors are, "Stress associated with sociocultural concerns may also have an impact on international students" (p.54). Chen further describes stress surfaces when international students interact with a particular sociocultural environment such as an institution of higher education in North America. Sociocultural stressors include but are not limited to culture shock, social isolation/alienation, financial concerns, racial discrimination and prejudices (Chen, 1999).

Social isolation is another common stressor among international students (Chen, 1999). Isolation contributes to feelings of powerlessness, meaninglessness and social estrangement (Schram and Lauer, 1988). A literature review compiled by Schram and Lauer in 1988 revealed that international students were less likely to feel isolated if they had extensive contact with Americans, lived with a spouse, were older, were graduate students, originated from Europe, were from an urban background, and had been in the United States for a long

period of time (Schram and Lauver, 1988). Senior international students are more likely to be accustomed to U.S. culture often experience more meaningful communicative experiences (Wadsworth, Hecht & Jung, 2008). When isolation becomes a way of life for international students, depression is more likely to occur (Chen, 1999). Furthermore, are less-likely to use counseling services and will express their stress as physical or religious versus psychological. Asian international students are more likely to be reserved about personal problems and deny symptoms of depression (Hanassab and Tidwell, 2002).

International students with strong social support from their host country, experience less stress. Social support is important as it helps international students adapt easier to environmental changes (Chen, 1999). A study of 164 international students conducted by Boyer and Sedlacek in the fall of 1985 and spring of 1986 found that 13 % of international students ranked creating friendships as one of the most important developmental factors. One limitation of this study was that reliability was not indicated. International students who experience a high amount of social contact with American counterparts are more satisfied with their international abroad experience (Schram & Lauver, 1988).

Racial discrimination and the perception of racial discrimination are other stressors that international students have to face. Experiencing racial discrimination can deter the acculturation process and may lead to low self-esteem, low self-confidence, internalized hatred and hatred of the mainstream dominant group (Chen, 1999). Wadsworth, Hecht & Jung (2008), determined that racial discrimination further contributes to depression. Perceived discrimination was measured on 218 international students (96 undergrads, 111 graduate students, 11 unknown) utilizing the Sandhu and Asrabadi's acculturative stress scale for

international students. For this study, the Cronbach's alpha was .90. Perceived discrimination had significant ($p < .01$) positive effects on personal-relational identity gaps.

Racial discrimination has become an issue for international students at the forefront due to the terrorist acts of the late 20th century. Following September 11, 2001, hundreds of Middle Eastern students withdrew from U.S. institutions and moved back home in fear of reprisal from U.S. citizens (Lee, Rice 2007). There has been a huge decline in enrollment from those of Middle Eastern and South Asian origin (Lee & Rice, 2007). A study was conducted with students wearing head coverings or saris and it was found that these students suffered acts of racial intolerance. In some instances, the women changed what they wore in order to appease the situation (Bevis & Lucas, 2007; Cole and Ahmadi, 2003, Lee & Rice, 2007).

Neo-racism is another form of discrimination that is based on culture and national origin. Discrimination is justified by cultural differences or national origin rather than physical characteristics such as racial discrimination (Lee, Rice, 2007). Neo-racism can be projected as discrimination on a national scope. Lee and Rice (2007), suggest the Patriot Act could be founded on neo-racism. The Patriot Act permits detaining while denying due process for some violations, has strict visa tracking processes for students, restricts visa issuance depending on national origin and permits profiling procedures (Lee, Rice, 2007).

Lee and Rice (2007) conducted interviews of 24 international students from 15 different countries examining the effects of neo-racism on international students. This study found that difficulties noted by students included: interactions with fellow students, interactions with faculty and administrators, off-campus interactions, loss of funding and hardship finding job opportunities on campus. It was noted that it was hard to distinguish exclusion based on

national origin versus race. Nevertheless, there was a huge divide between students who identified as being white and those who identified as being persons of color (Lee & Rice, 2007). Students from Asia, India, Middle East, and Latin America reported discrimination at a great level versus students from Europe, Canada and New Zealand who reported no instances of racial or cultural discrimination. Students from Western and English-speaking countries encountered minimal to no instances of discrimination compared to students from other regions, suggesting that nationality affects racism (Lee & Rice, 2007).

Stereotypes held by students and professors in the academic setting can lead to personal and relational identity issues (Wadsworth, Hecht & Jung, 2008). Wadsworth's, Hecht's and Jung's (2008) study also determined that when one perceives that they are being discriminated against they are less likely to be comfortable sharing themselves freely with their American counterparts, which can lead to personal-enacted identity issues. The study further confirmed that international students who had personal-enacted identity issues felt that their classroom experiences and expectations had been violated. Perceived personal-relational identity gap was determined by utilizing the Jung and Hecht's measure of perception of personal-relational identity gap.

Many international students experience culture shock when experiencing a new environment and culture. International students must overcome culture shock to adapt to their new environment (Wadsworth, Hecht & Jung, 2008). Zimmermann (1995) defines adaptability as being the, "individual's capacity to suspend or modify some of the old cultural ways, to learn and accommodate some of the new cultural ways, and to creatively find ways to manage the dynamics of cultural difference/unfamiliarity, intergroup posture, and the accompanying stress"

(p. 321). While adapting to American norms, international students have to balance adaptation without compromising their own cultural values (Parr & Others, 1992). In order for acculturation or adaptability to exist, both cultures must interact with each other and communication between both of the cultures is key (Wadsworth, Hecht & Jung, 2008; Zimmermann, 1995).

Additional stressors related to academic and sociocultural stressors. Chen (1999) describes a key component that interrelates with both academic and sociocultural stressors is second language anxiety. Nevertheless, it would make sense that those with English as a third, fourth, fifth and beyond language as even more susceptible to stress. Language barriers can be contributed to one of the major forms of stress placed upon an international student and can lead to psychological harm. International students may find themselves at a disadvantage in regards to academic and social lives (Chen, 1999). A study conducted by Carter and Sedlacek in 1985, determined that international students were concerned about speaking and writing in English. Students with improved language competencies tend to experience less discomfort than those who are not as competent (Parr & Others, 1992).

Several studies have been conducted on perception of English competency. Wan, Chapman & Briggs (1992), determined that international students, who perceived their English skills as being better, experienced less academic stress than those who did not. This factor was determined with a probability score of $p < .001$. Wan, Chapman & Briggs's study (1992) also determined that English skills were noted as being the most important factor to international students as far as determining the stressfulness of the classroom. Zimmermann (1995) conducted another study that further confirmed Wan, Chapman and Briggs's findings in

1995 on 130 international students from 35 different countries. Zimmermann's study determined that international students who perceived that they had adequate oral English skills had better acculturated than those who perceived their oral English skills as being weak. In fact a probability level of $p < .01$ indicated that those who experienced satisfaction of their communication skills experienced less stress.

International students who are less competent in English tend to have difficulty communicating with others and forming relationships (Chen, 1999). This can lead to a low self-confidence in utilizing English on an academic and social level (Chen, 1999; Robinson, 1992). Furthermore the hindrance of not utilizing English skills can lead to further isolation, a hardship in creating meaningful relationships with those from the host country and can also continue the trend of weakened English competency (Chen, 1999).

Student affairs professionals and their roles in international student development.

Student affairs professionals utilize student development theories when working with students in order to understand what they are experiencing and observing (McEwen, 2005). According to McEwen (2005), the primary goal of student affairs professionals is to,

Facilitate students' development, to understand and design educationally purposeful environments, and to be experts about organizations and how they function. It is our responsibility, both professionally and ethically to know and understand the individuals, groups, and institutions with whom we work (p. 154).

Without a theory dedicated to international students, student affairs professionals are not fulfilling their purpose and goals. Student development theories are used for the basis of knowledge, expertise, and practice that serve as a foundation to the student affairs profession.

Student practitioners who know and understand theory can use their knowledge to better communicate with and understand other practitioners' in the field as the theory serves as a common language within the field (McEwen, 2005).

According to McEwen (2005), theories and models used in the field of student affairs derive from, "disciplines of human development, developmental psychology, organizational behavior, counseling psychology, and social psychology" (p. 155). Psychosocial development theories are concerned about the content of development (Evans, Foreny & Guido-DiBrito, 1998). An easier way to think about psychosocial development is what major issues that students' face, what they are preoccupied with and how these issues evolve over time in relation to an individual's overall development. Psychosocial development theories often focus on the individual but also on the environment as well (McEwen, 2005). A psychosocial student development theory would make sense in relation to international student development as it examines experiences that student's face in relation to their environment.

Limitation of student development theories. A limitation of student development theories is that they are based off of the American value system (Story, 1982). College student development theories were originally based off of white, middle to upper class mostly male students who are on average the ages of 18 to 22 (Hamrick, Evans & Schuh, 2002). Chickering's vectors of student development were no exception. In 1993, Linda Reisser joined Chickering to revise the theory to be more inclusive to gender, race, national origin, age and to alter definitions of the vectors to reflect changes in society and also noted that the college environment could enhance a student's understanding of self and others (Evans, Forney & Guido DiBrito, 1998, Hamrick, Evans & Schuh, 2002).

Other theories were developed to reflect the diverse changing student body to include women's theories such as Josselson's Theory of Identity Development in Women and in 1992, Chickering's Vectors of Student Development were modified to include women. Racial and ethnic minority identity theories were also developed including, the Cross Model of Psychological Nigrescence, Critical Race Theory and Kim's Asian Identity Development Theory. Even with evolving theories to include diverse audiences, the new theories go back to the fundamentals of Chickering's vectors. According to Chickering and Reisser (1993),

We also recognize that developmental patterns described by psychosocial theorists may have been skewed by the exclusivity of their samples, as was the case for the cognitive theorists. Women were less prominent in Erikson's thinking, and males were initially excluded from Loevinger's sample. Nontraditional students and members of minority groups often were left out together. These deficiencies are now being corrected. For example, there have been studies on identity formation for women (Josselson, 1987), on non-white students (Cross, 1971; Helms, 1990; Sue and Sue 1971; Martinez, 1988; Johnson and Lashley, 1988; Atkinson, Morten and Sue, 1983; Ho, 1987; Branch-Simpson, 1984), and on homosexual students (Cass, 1979; Coleman, 1981-1982; Dank, 1971; Minton and McDonald, 1983-1984; Plummer, 1975; Troiden, 1979). Many of these students seem to be turning up variations in style and sequence, but the fundamental themes reappear and continue to serve as foundations for the seven vectors. (p. 35).

Awareness that present student development theories may not apply to international students is essential and continued dialogue will help develop new data-based theoretical orientations (Story 1982). Student affairs professionals must examine the impact of current student development theories on the international students that they work with (Story 1982).

Global implications for student affairs professionals. As social, political and global climates change, so do the needs of international students. Student affairs professionals should be aware of what is going on around the world to be able to better understand and address issues of international students effectively as they arise. According to Zimmermann (1995), “Developing intercultural communication competence in individuals is essential in the academic world and in the workplace as the “global village” continues to become smaller and each hamlet more culturally diverse” (p. 333).

A responsibility of student affairs professionals is to assist international students’ development within the context of their own culture and to help foster appreciativeness of their cultural background within the context of the higher education institution and with other students (Story, 1982). When student affairs professionals are working closely with international students and it is important for them to realize that the values associated with student development theories may not fit entirely. Nevertheless, it is also their responsibility to ensure that international students develop in ways that assist with their growth and ability to adapt well in the host culture. Furthermore, even though the values of student development theories may collide with international student’s values, it is pertinent that we as student

affairs professionals modify our frame of reference in order to help students develop in the areas in which they need the most assistance.

Summary

A search of the literature has indicated that most literature published in regards to international students' discusses mainly political, enrollment trends and social issues. The literature fails to link international student development to the issues of policy, enrollment trends and social issues. This indicates that the area of international student development remains relatively uncharted.

By conducting and analyzing studies in regards to student development on different populations, higher education professionals can better understand development rates of diverse populations. Additional information about how diverse student populations develop will lead to increased specialized services intended to promote healthy student development. The purpose of this case study is to explore the experiences and needs of Bangladeshi international students studying in the U.S. higher education institutions. This study explores the experiences of eleven undergraduate Bangladeshi international students', their needs and expectations, at a comprehensive regional university in the Upper Midwest. By utilizing the study results, student affairs professionals will be able to better support Bangladeshi international students in regards to their needs and success both in college and beyond.

Chapter III: Methodology

In order to be more effective as student affairs professionals, student affairs professionals to examine different populations in relation to their development. Due to the lack of information and empirical research regarding international students, their experiences, needs and psychosocial development, a qualitative exploratory study was needed. Merriam (1997) indicated that the qualitative researcher is, “interested in understanding the meaning people have constructed...how they make sense of their world and the experiences they have in the world” (p. 13). This qualitative study provided an in-depth understanding of the needs and experiences of Bangladeshi international students while studying in the U.S.

The following research questions will guide this study:

1. What were Bangladeshi students’ expectations of U.S. institutions of higher education prior to studying in the U.S.?
2. What are the experiences of Bangladeshi international students’ studying in the U.S.?
3. What are the expectations of Bangladeshi international students’ after they graduate?

Research Design

Being that little is known about Bangladeshi international students studying in the U.S., a qualitative study was utilized. Qualitative studies are most commonly used in education (Merriam and Tisdell, 2016). According to Merriam and Tisdell (2016), thus qualitative researchers conducting a qualitative study would be interested in (1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their

experiences. The overall purpose is to understand how people make sense of their lives and their experiences (p.24).

Positionality Statement

As an American Caucasian graduate student studying at a university in the U.S., I lack understanding what it is like to be Bangladeshi, a racial minority and an international undergraduate student. However, I am familiar with the Bangladeshi culture as my partner is Bangladeshi, I have traveled to Bangladesh twice for long extended stays with Bangladeshi families as well as have many Bangladeshi friends. Through my research, I wanted to understand more about what Bangladeshi international students expectations of U.S. institutions of higher education prior to studying the U.S., what their experiences were while studying in the U.S. as well as what their expectations were after they graduate.

Human Subjects Approval – Internal Review Board (IRB)

A proposal was sent to the IRB in order to ensure that all subjects were assessed with no body and mental harm. The IRB proposal was approved. See Appendix A for approved IRB Protocol Determination. Participants had the option of participating in the interview and were allowed to opt out of the assessment process at any time. Participants were given a statement of informed consent in both English and Bangla in advance of the interview. The researcher and interviewee also reviewed the informed consent right before the interview was conducted to ensure the participant fully understood that they could opt out of the interview at any time. Participants then signed the informed consent prior to engaging in the research process. See Appendix B for Informed Consent.

According to Weis and Fine (2000), a statement of informed consent will “inform (participants) of the possibility of harm in advance, and invite them to withdraw if they so desire, it also effectively releases the institution of funding agency from any liability and gives control of the research process to the researcher (pp. 41-42). According to Kvale and Brinkman (2009) “informed consent entails informing the research participants about the overall purpose of the investigation and the main features of the design, as well as any possible risks and benefits from participation” (p. 70). Confidentiality was maintained and subject’s private data was not disclosed. Participants’ names were changed in the results chapter to remain anonymity. See Appendix A approved IRB Protocol Document.

Population/Sample

This qualitative study explored the experiences of eleven undergraduate Bangladeshi international students’, their needs and expectations while studying at a comprehensive regional university in the Upper Midwest. The regional comprehensive university in the Upper Midwest that was chosen for this study is known for global and cultural understanding. This is evident with almost 11% of the student population comprising of international students

The campus serves 12,492 students with 1,361 being international students. International students make up almost 11% of the student population. 832 of these students originate from Asia and 610 of those students are from South Asia. In other words, a little over 44% of the international student population is from South Asia. Of these South Asian students, 31 are from Bangladesh and 21 of those students are undergraduates. According to the World Bank (2014), South Asia consists of: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

Purposive sampling was used to select participants for this study. Purposive sampling is used when the researcher seeks to discover, understand and gain insight. (Patten, 2009). The form of purposive sampling that was used was snowball sampling. Snowball sampling involves interviewing several key participants who then refer the researcher to other participants (Patten, 2009). In this particular study, Bangladeshi international undergraduate students were sampled. Furthermore, demographics information was solicited during the study to help to “see” the participants (Patten, 2009).

In this study, a total of 11 undergraduate Bangladeshi International students were interviewed at a public regional comprehensive university. Which is a little over 52% of the Bangladeshi undergraduate student population. Five females and six males were interviewed. Five of these students were transfer students with three from other public regional comprehensive universities also in the Upper Midwest, one from a private four-year university in the Midwest and one from a Bangladesh private university. One interviewee decided to remove responses from the study.

Table 1. Interviewee Demographics

Subject Pseudonym	Gender	Transfer Student	Class Status	GPA
Mamun	Male	Yes	Junior	3.1
Nasrim	Female	Yes	Sophomore	2.38
Nishat	Female	No	Senior	3.06
Rubina	Female	No	Freshman	3.72
Saima	Female	No	Sophomore	2.9
Forhad	Male	No	Sophomore	2.95
Evan	Male	Yes	Senior	3.17
Sohel	Male	Yes	Sophomore	3.94
Atik	Male	No	Junior	2.6
Arif	Male	Yes	Junior	3.23
Mukta	Female	No	Freshman	3.8

See Appendix D for Interviewee Demographics chart.

Data Sources and Collection Methods

Participants were interviewed using person to person style. Person to person interviews are considered to be a conversation with a purpose (Merriam, 2009). DeMarrais (2004) describes an interview as a “process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p.55).

In qualitative research, interviewing tends to follow a more open-ended and less structured format (Merriam, 2009). In a semi-structured interview, the researcher is able to clarifying questions and to respond to the situation at hand (Thorstensson, 2001 and Merriam, 2009). For the purpose of this study, semi-structured interview questions were asked. A set of structured pre-written questions approved by IRB were asked of all participants. Follow-up questions were administered as needed to further clarify participant’s answers.

The first language of the interviewees is Bangla. Each interviewee received the interview protocol and questions in both English and Bangla in advance in order to allow them to prepare for the topics covered in the interview. According to Merriam (2009), “Questions need to be understood in a familiar language” (p. 95). The interview protocol was reviewed personally with every interviewee just prior to the interview. Each participant was also provided the questions in both Bangla and English to follow along during the interview.

There are many different types of questions to utilize in an effective interview. I utilized Patton’s (2002) types of questions such as:

1. Experience and behavior questions – these types of questions explores what a person does or did, behaviors, actions and activities.
2. Opinion and values questions – questions related to what one’s beliefs and opinions are.

3. Feeling questions – how one feels about something.
4. Background/demographic questions- to determine the particular demographics (age, origin, education etc.) of the person being interviewed.

The interview questions can be located in Appendix C of this document.

Analysis

The interviews were audio recorded in order to ensure accuracy and to preserve for analysis (Merriam, 2009). Following the interviews the audio recording were transcribed. The transcripts were coded utilizing NVivo software to determine common themes in the data. According to Merriam (2009), “Coding is nothing more than assigning some sort of shorthand designation to various aspects of your data, so that you (researcher) can easily retrieve specific pieces of data” (p. 173). According to Merriam and Tisdell (2016), “The analysis of the data involves all these recurring patterns or themes supported by the data from which they were derived. The overall interpretation will be the researcher’s understanding of the participants’ understanding of the phenomenon of interest” (p.25). Interviewees were emailed their interview transcript to determine that the interview transcript was accurate and that it truly reflected their thoughts, ideas and feelings.

Delimitations

The Bangladeshi international undergraduate students analyzed attend the same regional comprehensive university in the upper Midwest. Although half of the students are transfer students, these students’ experiences may not reflect those of other Bangladeshi international students studying at other U.S. institutions of higher education.

One could study international students from Asian backgrounds. Nevertheless, Asian countries vary greatly in their culture, attitudes, values and beliefs. Students from Bangladesh will share similar backgrounds, beliefs, cultural norms etc. Thus this study was limited to international students deriving from Bangladesh. The results of this study only reflect the experiences, expectations and needs of Bangladeshi international undergraduate students studying in the U.S. versus Asian or international students as a whole.

Summary

This qualitative study examined the needs and expectations of eleven Bangladeshi undergraduate students studying at a regional comprehensive university in the Upper Midwest. Being that English is not the first language of any of the participants, each interviewee was provided with the interview questions and informed consent in advance in both English and in Bangla. One on one interviews were conducted. Through coding of the interview transcripts using Nvivo software, common themes emerged. These themes were examined in order to determine experiences and needs of Bangladeshi undergraduate international students studying in the U.S.

Chapter VI: Results

Through the coding process, common themes emerged among interviewees. Themes included academic stressors such as: academic performance expectations, classroom norms, student relationships with professors, student to student relationships, financial concerns, as well as sociocultural stressors such as: culture shock, social isolations, and racial discrimination. Language barriers caused stress in academics as well as in sociocultural situations.

Research Findings

Bangladeshi students interviewed had varying reasons why they wanted to study in the United States. The main reason being that the United States is the land of opportunity. The United States would provide them good career opportunities, a highly regarded higher education degrees, academic program freedom, financial stability, wealth and independence. Sohel stated, "We used to assume that once ... you're in America, if you get into a good university, find a good job, your life is set. You're gonna make a lot of money." According to Mukta, "I had in my head was like it's an open country – you can do whatever you want, nobody is going to question you for what you're doing. You can be free and... yeah, you will have tons of opportunities." One student mentioned being able to achieve the American dream. Also according to Sohel,

I know it was the biggest country in the world you know, the largest, with the highest economy and like the land of the free, the American dream...The American dream for me... get a job there, make a lot of money. You know, go to Hawaii, go to Bahamas for the vacay, good life, good, good, good education, good health services.

Some students talked about coming to the United States as being a childhood dream.

Atik stated,

I was actually planning when I was in let's say middle school or primary school like all along I had a plan of coming to America, cause in Bangladesh higher education isn't really ... highly regarded... I mean there are good universities in Bangladesh, but having an experience at an American university would mean a lot, a lot more.

Most interviewees didn't have much knowledge about the U.S. prior to studying in the U.S. as they had not visited the U.S. before. One student visited the regional comprehensive university prior to studying there. Seven out of eleven interviewees indicated their knowledge of the United States derived from American movies and television shows. Others indicated that they had heard about the United States from others. Forhad stated,

Since childhood I could see on the TV that it's the greatest country of the world. It's a lot of things I mean, the economy is good, everything is good, the people are good, the study quality is good so, and I thought yeah, someday I'll go there. I kinda knew a lot, because growing up, I have seen the Hollywood movies and from that I think I had a pretty good idea what America might have looked like or been like.

Expectations of U.S. institutions of higher education prior to studying in the U.S.

Interviewees mentioned that the quality of American institutions of higher education was good, that a U.S. college degree would provide them with career opportunities and that they enjoyed the flexibility of academic programs.

Prior to studying in the United States, seven interviewees mentioned that their impression of United States institutions of higher education was that the quality of the

education was very good. Four of these interviewees indicated that the United States had the best education in the world. According to Mukta, "Of course, it's the best country in the world, so the universities and colleges should be the best in the world." Arif stated,

In general U.S. universities were considered you know, some of the best in the world, like if you'd look at the world rankings and all that kind of stuff, you'd see a lot of U.S. colleges, as opposed to you know, like German colleges or English colleges, which there are some.

Ten interviewees mentioned that obtaining a degree from a United States higher education degree would provide them many career opportunities. Nishat stated,

I would say like job opportunities you know. Like back home there's plenty of Bachelor's degree holders, Master's degree holders, people not able to find jobs... people are given opportunities and they're paid for what they're capable of you know. But back home it's not that like, people, there's so many people and less jobs. So it's hard.

Sohel stated, "If I get into a good university, get a good degree, I'll be hired by some of the big companies cause every big company is based in the U.S., you know."

One major reason interviewees indicated the flexibility to choose one's major academic program gave incentive to study in the United States. Interviewees discussed the high density population in Bangladesh leads to major program admission restrictions. Only so many seats are available for certain majors. Once that major option is full the next major seats are then opened and filled. According to Nishat, "My friends like, who are brilliant in school, they go for medical or engineering. So who are in medical, they had to, like there're just two thousand seats and there are like millions and millions of people applying for that seat."

Bangladesh also does not have as many academic program majors to choose from.

Several interviewees were interested in creative arts majors, something that is not offered in Bangladesh institutions of higher education. Mamun stated,

In Bangladesh like, you don't have like variety of majors or something that you wanna do really. But here I actually find like Internet designing, art graphic design, are like beauty, those that creative stuff that you can do here, than Bangladesh.

Most interviewees chose to study at this upper Midwest regional comprehensive university because of low tuition costs. The value of the Bangladeshi taka in comparison to the United States dollar is extremely low, making the cost of tuition a major deciding factor when determining what U.S. university to attend. Current exchange rates are \$1 USD = \$79.537 Bangladeshi Taka (Exchangerate.org.uk, 2017). At this upper Midwest regional comprehensive university, international students are offered in-state tuition in the form of a cultural sharing scholarship. International students share their culture with Americans, log/verify their hours and in exchange are offered in-state tuition. Some students also knew other Bangladeshi students who were currently attending the university or had attended the university in the past. The former and current students relayed information about the university features to the interviewees enticing them also to student at this university.

The U.S. higher education application process was mentioned by interviewees as a barrier. From online application fees, non-responsive admissions staff, English placement exams etc. the process was noted as being tedious. Forhad stated,

Most of the people in our country I mean, first of all, they don't have the international credit card so that now though all the processing is online, so it's really hard for us to

apply online and submit all the papers. Sometimes if you have to send your original transcripts, they get lost. I mean, sometimes they never leave Bangladesh, it gets lost right there. Or sometimes when they are sent back they get lost, and there are lots of barriers for Bangladeshi students in our country and processing is really hard.

Three interviewees mentioned utilizing EducationUSA to assist them with both their university and visa application processes. In Bangladesh, EducationUSA operates two offices. One is located near the U.S. Embassy in the capital city of Dhaka and other in Dhanmondi, Dhaka near many educational institutions. Weekly application seminars are held to inform students about the application process as well as individualized counseling. According to Nasrim,

From them (EducationUSA) you get help like you get to know about different kinds of college over here or maybe what you intend to do, like if you have a science background and where should you go and how you should apply for the scholarship and stuff.

First impressions are important, meaningful and are remembered. Only one interviewee visited the United States prior to studying here. A few interviewees recalled negative interactions with Americans prior to setting foot on United States soil. This set the tone for their impressions of Americans. One interviewee had been treated poorly during a visit to the United States Embassy in Dhaka, Bangladesh.

Two interviewees mentioned U.S. institutions of higher education responding slowly or not at all in regards to their application status. According to Nasrim, "Another annoying thing that some universities doesn't even reply to your email. So this is like this is the most annoying thing at that time."

A major barrier that Bangladeshi's face prior to coming to the U.S. is the visa application process as well as visa restrictions. The visa application process is both expensive and time consuming. Being that Bangladesh's major religion is Islam, there are more visa restrictions placed on them versus students originating from non-Islamic countries. Many interviewees recalled the queue line at the U.S. Embassy as being extremely long. According to Forhad,

I know some people they got rejected seven times. More than that. So, and there is always a huge fee for the, if, to face the interview for the Visa, so our country, most of the people are really poor, so sometimes they cannot afford it. It's sometimes it's too much for them. So the rich guys they can do it, I mean the rich guys are really rich, and the poor guys are really poor, so not all people can afford it... The first thing I saw is, it was a huge line, I mean there were at least 300-400 people. I was behind 300-400 people out there, it was 7 in the morning. I could see I mean, there were some people in front of me were getting rejected...I mean they were, they had a really bad experience I could see.

In Bangladesh, there are middle companies that assist people with their visa applications for a considerable fee. They often claim to have connections within the U.S. government although this claim is most likely false. According to Atik,

So the students go to these middle men, and they, they pay these middle men, like, a lot of money... Almost like, let's say \$1,000 for, for this, for an application. I kind of felt bad for these other students who go to these middle men, they spend a lot of money, and some of... applications are not always approved. And they're like, they're like tricked by these middle men.

Experiences of Bangladeshi International Students Studying in the United States.

Interviewees mentioned that their expectations were different than they had envisioned prior to coming to the U.S. They also experienced academic, social cultural, and financial stress.

Independence was something that most interviewees valued about the U.S. culture.

When interviewees arrived in the United States, some of their impressions of what the United States would look like were different than what interviewees had seen in the movies.

Sohel stated, "I thought was like, this is not America, this this is not the America that you guys show in the movies you know, with tall buildings and everything." According to Forhad,

Honestly, when I came to the United States, I mean I had a different image of United States when I was back in my home....there are like big big buildings and everything, but when I got out of the plane I saw nothing, I mean it was just blank, so I could see from the plane that it's, it's not looking like U.S.

Interviewees' impressions of Americans after arriving in the United States varied depending on their interactions. Two interviewees indicated that Americans seemed busy.

According to Sohел,

They're always on the go looking on their phone you know, like they're always busy...everyone was looking at their phone, chatting, you know having coffee looking over the phone.... I thought their life was kinda very rigid you know, that was the first thing that came in my mind, they're like... slave you know... like the US job market I call it the slave market... They were all glued to their computers, glued to their phones you know, and barely had any time to even, even have simple eye contact.

Another interviewee lived with a host American family and had many positive experiences integrating into United States culture. Nasrim stated,

That family...basically they helped me with everything; like opening a bank account. Everything. Like how to save money, how to talk with the person, how to greet an American person, go to church, meet with new people, or going for like a camp for 3-4 days. They even like paid for my camp that I can go and meet with new college students.

As discussed in the literature review, academic stressors are related to the academic environment including: academic performance, classroom norms, student to professor relationships and student to student relationships (Chen, 1999). Students interviewed discussed academic stressors that they have experienced while studying in the U.S. About half of the interviewees felt that they were not doing well academically and the other half felt that were doing well academically. Some students discussed doing poorly at one time in their academic career but were able to bounce back and do better academically. According to Forhad,

I should be honest, last semester it wasn't good for me, but the rest of those I was going pretty good, right now, every semester the pressure is getting like double, uh it's really hard to take it sometimes...overall it's the pressure. So the pressure is too much sometimes. For example, today I couldn't sleep at all, the whole night I was doing assignments because all the assignments are due today, all the same time. It gets hard, but this is, you have to do it.

Students struggling academically discussed issues relating to the amount of classwork, differences in academic instruction from Bangladesh to the U.S., relationships with professors, not understanding the course material, language barriers and being unorganized. One student

recalled having to drop all of their classes and being approved to take a reduced course load due to academic stress. Syed stated,

So that semester went really bad. I had to drop out, take the reduced course. My GPA crashed like zero, it was very bad. I just got you know, C in one class, it was bad, and I had to drop all the classes.” Another interviewee stated, “It was that you know... I was so much in pressure, in one of my engineering courses, like the professor was extremely giving pressure, giving every student a hard time. I almost had a stroke. But now, this semester I’m really overstressed right now with all the five classes I’m taking.

Eight of the students interviewed indicated that they had to adjust to the American style of classroom instruction, coursework and exams. In Bangladesh, the academic expectation was to memorize course material but not have to apply it. According to Nasrim,

It was really hard for me. I remember like I worked so hard I used to talk with professor, I used to study but still I couldn't do well because here is kind of depend on like managing and just depend like one professor give you this you have to work with that it's not like you just memorize it and do the test. It wasn't like that.

Mukta stated,

In Asian countries, the teachers in class, they want you to like memorize and they are not into like explaining stuff. They want you to know everything, and they make us read and memorize which stuff, which are not really something you will use in your life.... we had to read this big books on chemistry and physics and stuff...But if you read it from a book, it's like you're just reading it, you're not going through that. You're not experience

how it feels, how it looks, or how it works... but if you do like it on practically, you'll know more. And able to stick to your brain and you'll never forget it.

One interviewee also discussed being frustrated at how U.S. curriculum is behind Bangladeshi curriculum. Interviewees are being asked to cover material in class that they already know. Sohel stated,

I have learned more things in my high school...I possess more knowledge about that than the students that I encounter in my class... Cause one of the reasons we, people from Asia, from China, from Japan, from Sri Lanka, we do good, cause our basic foundation you know, of education is way better than the one in the U.S.

Relationships between professors and students in the U.S. are different than what Bangladeshi students are used to. Due to a large population, Bangladeshi classrooms tend to be much larger. Bangladeshi students are used to be "talked at" rather than being "talked to."

According to Mukta,

"He's (professor) giving his lecture and we're just noting it down. That's how the classes go. But here it's different. Like, I think the best part is the classes are not so huge so the professor knows you by your name, and you can actually talk to him and ask him questions. And the thing is they welcome the questions, like they like it when you are trying to understand what he's teaching. And if you don't understand, they like it if you ask questions. I didn't know you have to go and talk to the professor about extra credits, you have to do that, you always talk to the professor. Here you have to learn by yourself, the professors are not gonna push you. But in high school they usually do."

In some cases, interviewees mentioned being frustrated by their professor's lack of attention.

Nasrim stated,

I was like literally I was failing on that class. I tried to talk with the professor like every other class but she has a like a really big class. I tried to talk with the professor like so many times, but she's always busy. Once I wanted to meet department chair, and the secretary was saying that, do you have an appointment? I told her no. I didn't know that we have to take appointment to meet our department chair. Well he's busy for the whole month, so you have to meet next month.

Several interviewees thought that U.S. professors would be superior to the teachers/professors they had in Bangladesh. They were shocked to experience that some of the U.S. professors did not know as much as their Bangladeshi professors did. Sohel stated, "We believed is like you know, all the professors in the United States are gonna be good, are gonna be better than the professors we had back home, but that's not the case."

One major academic difference between their experience in the U.S. and in Bangladesh is that Bangladesh uses the cohort model for undergraduate academic instruction. Students do not take liberal arts courses but rather courses only pertaining to their major academic program. Bangladeshi students study the same courses at the same time throughout their academic career. The cohort model allows strong meaningful relationships to grow. This could make it difficult to create meaningful relationships with their peers in the classroom. Nishat stated,

But over here you like meet friends, you have a friend you see this semester you never see him again. And then you meet that semester you, you're friend with that person you

don't have any class anymore with that person. And that's not even in your majors, generated this and that.

When dealing with academic issues, most interviewees mentioned consulting with academic advisors, professors or upper class students within their major. Several students mentioned having academic advising issues. Nishat stated, "There was advisers, less advisers and a lot of students...There was like, mandatory, they will give you classes and you have to take those....you don't even know what you're gonna do."

The Bangladesh international interviewees also experience sociocultural stressors while studying in the U.S. Sociocultural stressors include cultural shock, social isolation/alienation, racial discrimination/prejudices, language barriers and financial concerns (Chen, 1999). All eleven interviewees indicated that they had experienced culture shock when they arrived in the United States. Interviewees mentioned that it was not like their perceived image from U.S. movies and television shows.

Some of the students experienced extreme culture shock. According to Nasrim, "That whole day I cried because I was feeling like this is not for me. It's like everyone is so busy. I don't see people. How am I going to survive? So, I really didn't like when the first time I came." "I just felt like, everything like totally different. I mean like, I mean, of course I was in new country and I felt like the whole environment, I was a little shy at first."

Nishat stated,

I arrived in like mostly in Minnesota. So it was white, like it was spring so it was January cold and snow. I was not able to see the sun so everything was gloomy and I felt like I

was the only Bangladeshi student at the time who came on that semester so it was feeling, lonely cause I was not able to speak in my language, I had to speak in English and I was not able to communicate at the time that much.” “The first time pretty much lonely actually. That was like the first time I left my family and my parents. Like I am pretty much close to my parents and my brother. So basically after coming over here ah I used to cry. I used to cry every day mainly.

Four interviewees mentioned experiencing culture shock in regards food options. Being that the large majority of Bangladeshi citizens are Muslim, the only type of meat that is served in Bangladesh is Halal. Animals are slaughtered according to Muslim law. Halal meat is difficult to find in the Upper Midwest although due to the increasingly diverse population there are some options. Halal meat is expensive, making this a barrier for students who want to eat Halal meat. According to Nasrim,

There was like a good problem was going on. Because we can't eat pork you know. So during my orientation, they are serving everything with pork and ham so I couldn't eat anything. I eat halal meat, but all the foods over here you know are not halal, so we have to buy everything from the halal store,... which is...comparative very expensive.

Bangladesh has a tropical hot and wet humid climate. Yearly temperatures average anywhere from the upper seventies to the mid-nineties in Fahrenheit (WorldWeatherOnline, 2017). Six interviewees experienced culture shock from the upper Midwest weather. For those arriving in January for spring semester, the shock was greater. According to Mukta,

It was cold. It was very very cold. I arrived in December, right? So the winter was almost like starting. So yeah, I guess the weather was like the big factor. Like in my country it's

like 30 degrees Celsius and when I got here it was -30 degrees Celsius. So that weather change was like huge for me. It was so cold. So I came one winter and it was like terrible...here it's like snow everyday so I didn't like it at first.

Some interviewees mentioned experiencing social isolation/alienation when they first arrived. A transfer interviewee mentioned his experience when arriving at another upper Midwest university. According to Forhad, "Sometimes I feel like that, I'm an outsider, somebody is not accepting me, I feel it sometimes, I feel bad about it but I'm getting used to it so, if someone isn't accepting me, but someone else is, so that's alright."

All interviewees have been able to form friendships in the U.S., although some have mentioned that the friendships are not as meaningful as they were in Bangladesh. Mukta stated,

I have friends but I miss my best friend, like when you have someone who is so close to you that expectations of like how a friend should be it goes like way high. So I still haven't gotten anyone even near... here, so that's hard for me." "A few friends from here, but mostly friends I made during high school, during my school years in Bangladesh.

According to Nasrim, "I think with my personal things they can understand me better than the friends I have over here because they know me since childhood and they know how everything is with me and I can share anything with them."

Most of the interviewees have more international student friends rather than American friends. Two interviewees indicated that they did not have any American friends. Interacting

with American students put interviewees outside of their comfort zone. Interacting with international students was easier as they were all in the same situation. Mukta stated,

The American students tend to stick with the Americans and the international like us, we tend to stick with all the international people...cause it's their comfort zone... I would feel more comfortable talking to someone who is similar to me, going through the same situation as me.

According to Nishat,

Sometimes in the class I feel if... I see all white people, I feel like maybe I won't be able to adjust and I see a brown person and I feel, oh that is also in the same boat. So, it's ok to take this class.

Several interviewees also mentioned that their orientation provided them the opportunity to meet new incoming international students. This experience led to lasting relationships.

A major difference between U.S. higher education and Bangladesh higher education is that U.S. higher education institutions include and value student life activities such as student organizations, sports, clubs etc. Nishat stated, "Back home, the extracurricular activities were not that much appreciated. Like you have to study that's your main focus. Parents will say study, study, study. But over here people go through university and...have extracurricular activities."

Six interviewees mention being involved with university student organizations such as cultural clubs and academic organizations. Two of these students were highly involved on campus serving in leadership roles within student organizations. Several interviewees mentioned being too busy to be involved in extracurricular activities. Ten interviewees

mentioned watching movies or television shows online during their free time and seven interviewees mentioned spending time with friends.

Four interviewees experienced racial discrimination and one interviewee mentioned an international friend experiencing racial discrimination. One interviewee who experienced racism on a several occasions requested their quotes not to be used in the study. Soheli stated, "I was a victim of racism that I want to talk about...The bus driver screamed at me, on my face, get out. I'm like, sir I asked you... giving me some time, give me like more 30 seconds. He was like, I'm not your servant or something... he said, get out, on my face."

Atik stated,

I'm not saying like someone directly attacked me or anything like that, but there's, there's just this feeling that I would have that let's say I went to a store and I was like buying something or, or just browsing through stuff to buy later... I thought that the store keepers or owners would... keep on asking what I was looking for... They seem to do that a little more to me than you would to let's say, white people.

One interviewee who experienced racial discrimination also experienced religious discrimination. When seeking assistance from university administration, the student was informed about the U.S. Constitution, first Amendment and freedom of speech. According to Soheli,

There is a pastor... who used to come last semester...I was just walking by, he called me, you know, there was 2 guys... they were like reading the Bibles... He offered me to come to the church... I told him, sir I'm, I'm of different faith... I can't go to a church. So he started you know like, are you Muslim?...So I said, yeah, I'm a Muslim. And he started

screaming at me that Mohammed is a pedophile, Mohammed is burning in hell, you guys, we'll all burn in hell.

Sohel did not respond, instead as instructed by the university via a discrimination awareness course, the incident was reported to university officials. Sohel stated,

They (university officials) were like, no, I can't do anything... he gave me that ...on First Amendment, what it was about. I was really hurt... I felt so disgusted by the... First Amendment...I thought if this is the First Amendment, then I'm disgusted by the U.S. Constitutional law. Later I found... people cannot harass you.

Seven interviewees mentioned financial barriers. As discussed earlier, most interviewees selected this university due to low tuition fees. Interviewees mentioned concern over how their parents were going to afford their education and one interviewee mentioned stress regarding how to finance their own education especially with the exchange rate between the U.S. dollar and the Bangladeshi Taka. Nasrim stated,

You have to be able to afford the tuition fees... You have to talk to your parents how much they can... afford. So after having done with all those issues, you have to choose your university maybe three or four because you're not sure which is going to accept you.

International students are restricted federally from working outside of campus. They are restricted to working a maximum of 20 hours per week on campus. With a campus of over 1100 international students, on campus employment is highly competitive. According to Rubina,

We all have to take the part-time jobs so when I first came here it was a little bit difficult for me to find a part time job, like the interview processings, how it works, because I

never gave interviews, so I had to go to the employers, give interviews, that is one barrier.

International students do not qualify for financial aid (grants and loans). Most interviewees discussed the federal regulation of being restricted to working on campus only and for a limited 20 hours a week as being a barrier. Furthermore, if they didn't have to work as much, they would be able to focus more on their studies. Forhad stated,

I have to work and pay for lots of things. I mean it's, it's getting day by day, I want more things, I am starting to spend more, and it's getting hard every ... so mostly it's the financial problems that I deal here.... International students... they are not getting any loans or anything... if there was a student loan for the internationals I mean it would make things lots easier... I would work less, study more, graduate faster and then work, pay it off fast, so, so due to work, lots of students they cannot study. I mean if nobody had to, if I, if I never have to work or just study, I'll really do good, and my GPA would be a lot higher.

Language anxiety/barriers contributed to both academic and sociocultural stress (Chen, 1999). This has inhibited some of the interviewees from making friends with American peers as well as issues relating to communicating with professors and understanding content in the classroom. Some interviewees experienced the feeling of being "shy" when they first arrived in the U.S. even though they do not consider themselves shy. They attributed this to language barriers. According to Saima,

I just felt like, everything like totally different. I mean like, I mean, of course I was in new country and I felt like the whole environment, I was a little shy at first then, everybody

just said I'm so quiet. It's because, I'm not quiet, it's because I was just so shy to talk...I'm not shy anymore I'm like, I can easily like talk to people. I learned a lot of more English.

Language barriers caused stress especially when interviewees first arrived in the U.S.

According to Rubina,

When I first came here my English was not that good, so it was hard to communicate for a little time, but it was not that bad either... That was the barrier, different people, different culture,...you have to know what you're talking about. It's just in my mind, ... I am talking in my language but I have to translate in English. And also talking to people. Like when I first came here, it was like so hard for me. I just didn't want to talk to anyone. So I'm like, I'm learning.

Originating from a South Asian Bangladeshi collective-culture, eight interviewees valued the importance of independence as a part of their U.S. education abroad experience. According to Mukta,

I think everyone should go through this (education abroad) because it teaches you so many stuff. It teaches you how to be alone, how to be independent. How to take care of yourself. Your finances, your studies, your food, everything. You get to be like your own person. Nobody takes care of you, you have to take care of yourself. So, I have learned that, cause I have never gone through anything like that in my life. I have always had people help me. My parents were there, my friends were there. I was never alone. I never had to do anything on my own. So I'm learning that here and I really do appreciate

it... and it will teach me stuff and they will help me in the future. Yeah, it's been a good experience.

When dealing with personal and academic issues, eleven interviewees mentioned they consult with their families. Only one student mentioned utilizing counseling services for help.

Expectations After Graduation. Nine interviewees would like to stay in the U.S. for employment after graduation. Two of these students mentioned if the U.S. didn't work, they would seek employment in Canada. Reasons included liking U.S. culture, fear of ISIS within Bangladesh, best country in the world, family pressure, job opportunities, better pay, independence and no visa travel restrictions (if U.S. citizen). Rubina stated,

I'm not going back. Because right now I love United States, and I'm planning to stay here forever. Obviously I will go to visit, but not gonna stay there forever. I think United States is the place for me... I'm independent over here. Because if I was in my country I would always spend my dad's money...But here I earn my money...I take care of everything, and I like that, being an independent because in my country, my age, all the girls are dependent on their parents....And the United States the one thing is that... if you're capable for it, you will get the opportunity.

Two of these students also mentioned working towards an advanced higher education degree within the U.S. Common career goals included entrepreneurship, working for large corporations, working in the IT sector etc. Three interviewees mentioned wanting to pursue dreams of working in the creative arts sector, although none of them were enrolled in the arts as a major academic program. All of them noted that this could not be their major form of employment due to the lack of pay within the field.

Two interviewees want to seek employment in Bangladesh following graduation. One would like to be a lecturer and bring knowledge back to Bangladesh to serve their home country and the other wishes to be an entrepreneur or assist with the family business.

According to Mamun,

When I'll go back to my country I'll maybe join as a lecturer. But besides that I'll do my business, my own business because I don't want any boss for me. I don't want to be restricted. Like you have to do 8 a.m.-4 p.m. or you have to 9 a.m.-6 p.m. I don't like those kinds of things.

Summary

Awareness and understanding the needs of Bangladeshi undergraduate international students will assist higher education professionals when working with this population to ensure that they are meeting their needs and expectations. Being that Bangladesh is located in South Asia, their culture and customs are similar to the countries bordering them. Bangladeshi used to be a part of India. Being that the second largest population of international students derive from India, repeating this study on students from bordering countries could provide valuable results in order to determine if their experiences are similar.

Chapter V: Discussion

The purpose of this qualitative study was to explore the experiences and needs of Bangladeshi undergraduate international students studying at a regional comprehensive university in the Upper Midwest. Eleven Bangladeshi undergraduate students were interviewed regarding their experiences while studying in the U.S. The interviews were then transcribed and coded. Through the coding process, common themes emerged among interviewees. Through thematic analysis, findings indicate that Bangladeshi undergraduate international students had little knowledge about the U.S. prior to studying in the U.S. For most, their knowledge and perceptions of the U.S. was derived via U.S. movies and television shows. Three of the interviewees visited EducationUSA in Dhaka, Bangladesh. EducationUSA is an advising center through the U.S. Department of State which advises students about U.S. higher education institutions as well as advises students on application processes and what to expect in the U.S. All perceived the U.S. as being a nation of opportunity both academically and professionally.

While studying in the U.S., Bangladeshi undergraduate students experienced academic stressors such as: academic performance expectations, classroom norms, and student relationships with professors, student to student relationships. They also experienced sociocultural stressors such as: culture shock, social isolations, and racial discrimination. Financial issues were common among interviewees. Language barriers caused stress in both academic as well as in sociocultural situations. All but two of the interviewees plan to stay in the U.S. following graduation to work and/or pursue graduate degrees due to the perceived vast career opportunities.

Bangladeshi students' expectations of U.S. institutions of higher education prior to studying in the U.S. were high. The interviewees mentioned that the best higher education institutions are in the U.S. A higher education degree from the U.S. is highly regarded and offers financial stability as well as prospects of obtaining a profitable and fulfilling career both in Bangladesh and in the U.S. Interviewees also mentioned the flexibility to choose an academic program of study was also of importance as this is often not an option in Bangladesh.

The experiences of Bangladeshi international students' studying in the U.S. were varied. Some of the major barriers that the interviewees struggled with were culture shock, language barriers, academic differences, making meaningful relationships, social isolation, racial discrimination, climate change, and financial issues. While there were barriers, most interviewees turned to family, friends and faculty to help resolve their issues and move forward. Interviewees mentioned enjoying the experiences of student life activities such as clubs, organizations and intramural sports because student life activities are not a part of the Bangladesh academic experience. Most of the interviewees also valued the experience of being independent in the U.S. and being able to grow as an individual.

All but two of the Bangladeshi international students' interviewed plan to start a career in the U.S. following graduation. Several will continue their studies in the U.S. and obtain a higher academic degree(s). Reasons why interviewees want to stay in the U.S. instead of going back to Bangladesh included liking U.S. culture, fear of ISIS within Bangladesh, family pressure, better job opportunities and pay, and independence. Common career goals among the interviewees included entrepreneurship, working in information technology, working for a large corporation and working in field of creative arts.

Discussion

In a 1999 article, Charles P. Chen discusses psychosocial stress experienced by international students studying in the U.S. He examines the sociocultural, environmental and psychosocial adjustments that international students make when they transition to life in the U.S. Chen discusses that stress becomes an unavoidable psychological factor for international students (Chen, 1999). Chen (1999) states,

It is not unusual during this process of adaptation for stress-related psychosocial difficulties such as anxiety, sense of loss, loneliness, helplessness, and depression to occur...Language barriers, lack of knowledge of the host culture, difficulty adapting to the host country customs and lifestyle, maladjustment to the physical environment could all be experienced as threatening and challenging to an individual's worldview and lifestyle (p. 49).

Chen (1999) lists common stressors for international college students including second language anxiety, educational stressors and sociocultural stressors. The students' in this study indicated experiencing all of these forms of stressors. According to Chen (1999), "Language difficulty not only contributes to inconvenient and awkward situations in daily routines but may also inhibit the capacity for social interaction" (p. 52). Several interviewees mentioned feeling shy when they first arrived in the U.S., even though they do not consider themselves shy. This was due to language barriers and anxiety. Wadsworth, Hecht & Jung, (2008) stated,

For international students, communicating their racial and ethnic identity is an especially salient construct. One of the most obvious and problematic identity markers for international students in English proficiency (p. 69).

Another language barrier was language used within the classroom. There was confusion among the use of technical terms in technical academic subjects.

Adjusting to U.S. academics contributed to interviewees stress. Interviewees mentioned academic adjustments including: no longer learning in a cohort model, applied learning versus memorization, the amount of coursework and advising issues. Some interviewees mentioned frustration over U.S. curriculum being behind that of Bangladesh's as well as professors not being as knowledgeable as they perceived. According to Chen (1999),

In Asian cultures, instructional structure basically follows a professor-providing and student-receiving model and there is a set of strict classroom rules for students to follow. Therefore, Asian students may feel very puzzled and confused when they face frequent classroom discussions and student presentations (P.54).

Robinson (1992) also discusses applied learning in the U.S. classroom. She describes American learning as, "an open-ended pursuit in which both teachers and students are engaged in which critical thinking skills are valued, ideas which may be difficult for students with strong oral traditions and that place a high value on memorization" (p. 1).

Sociocultural stressors include culture shock, social isolation and alienation, racial discrimination and prejudice (Chen, 1999). The findings of this study indicate that interviewees experienced sociocultural stressors. Seven interviewees mentioned experiencing some form of cultural shock when arriving in the U.S. One interviewee, although well-traveled in Asia mentioned being shocked by how little clothing Americans wore.

Social isolation and alienation was experienced by some of the interviewees especially when they first arrived in the U.S. Interviewees used terms such as lonely, sad, shy and scared

to describe their feelings when they arrived. Most of the interviewees had international friends but lacked friendships with Americans due to lack of commonalities. Several interviewees mentioned while they had friends in the U.S. the friendships were not as meaningful as their friendships in Bangladesh. Orientation was noted by several interviewees as a meaningful experience that created long lasting friendships. One interviewee lived in an American host family. The student described this experience as life-changing as it assisted with adaption allowing her to be very independent as well as provided many opportunities to interact with Americans in their daily lives.

“Financial concern is a practical and critical issue in international students’ daily lives. Without adequate financial resources, basic survival becomes an issue” (Chen, 1999 pf. 55). Being the exchange rate between the U.S. dollar and Bangladeshi taka is substantial, finances are a concern for Bangladeshi international students. Five interviewees mentioned selecting this particular regional comprehensive university in the Upper Midwest due to the affordable tuition fees. International students are given a cultural sharing scholarship which provides them with in-state tuition fees in return for cultural sharing volunteer service on the campus and in the local community. International students are also not allowed to work off-campus. With a campus of 1,361 international students, on campus employment is highly competitive. Students are restricted to working a total of 20 hours per week, also leading towards financial concerns.

According to Chen (1999), “Racial prejudice may derail the healthy acculturation process of international students. It may serve to worsen what is already felt and perceived as negative. Experiencing racial prejudice may lead to low self-esteem and self-confidence in various adjustments...” (p. 56). Interviewees were not asked about racism, but rather mentioned it as a

part of their experiences studying in the U.S. Four interviewees experienced forms of racial prejudice and one student recalled their friend experiencing racial discrimination. Some of the students experienced racism on campus and some in the local community. One student also experienced religious discrimination. In this instance, the student informed campus administrators that no action was taken to further explore the case and to validate the student's concerns. At the very end of the research study, one interviewee decided to withdraw from the study. This interviewee had experienced racism on several occasions and provided an in-depth recount of their experiences.

While there are many stressors that Bangladeshi international students encounter, it was encouraging to learn that they were adjusting to life in the U.S. The interviewees consulted family and friends on personal matters and advisors, professors and upper class students on academic issues and advising. This indicates that the students interviewed are feeling supported both personally and professionally. Furthermore, student affairs and academic affairs professionals are reaching students and that students are aware and utilizing the services available to them. Utilizing student services will allow students to successfully complete their degrees with effective intervention as needed.

Limitations

Initially it was to get interviewees to partake in the study. Through some initial interviewees, it was determined that their peers were afraid to interview as they viewed the researcher as a campus administrator and were not comfortable discussing the experiences with an administrator. After a few student completed interviews and were comfortable with the content, they were able to convince their peers to interview.

Towards the completion of the study, one interviewee decided that their comments were not to be used in the study. This interviewee experienced racism on several occasions and provided in depth interview responses with their experiences and thoughts. Fear of retaliation was most likely the reason to withdraw from the study.

Implications for Research

Longitudinal studies could be conducted on various international student populations from when students first arrive in the U.S., throughout their academic career and beyond. This study could be utilized to better examine international student developmental trends. A Longitudinal study would allow researchers to distinguish short from long-term phenomena. As this study suggests, Bangladeshi international students face the most stressors and culture-shock shortly coming to the U.S., this seems to subside as they adapt to their environment. The question is how these experiences relate to long-term development. Even more interesting would be to follow these students as they return home for visits and/or return home permanently. Reverse culture shock would be an interesting phenomena especially for students who are away from their home culture for an extended period of time.

Future research could also be conducted on international students from other Asian countries to determine how their experiences are similar and dissimilar. I would recommend starting with other South Asian countries first and then expanding to other Asian countries. Similarly, South Asian international students could be compared to South Asian American students. The Asian American Identity Development: A Culture Specific Model for South Asian Americans (and immigrants) framework proposed by Ibrahim, Ohnishi and Singh Sandhu (1997) could be utilized to determine fit. However, this framework was mainly used to describe

Pakistani and Indian Asian Americans and immigrants. South Asian countries were mentioned by there was clearly an omission of Bangladeshis'. It is unclear why the researchers failed to address Bangladeshis' as Bangladesh, Pakistan and India comprised India until 1949. Then Bangladeshi and Pakistan gained independence from India and were one country (East and West Pakistan) until 1971. In 1971 Bangladesh gained independence from Pakistan. Perhaps there is a political and social underlying reason or it was simply an oversight on the researchers' part.

Implications for Theory

Although large numbers of international students study in the U.S., limited studies have explored how international students' needs, expectations and experiences relate to their overall psychosocial development. Student development is a core value of U.S. higher education institutions yet the field lacks a dedicated international student development theory. Even less is known about the development of international students in relation to their origin.

Studies could be conducted on international students to determine how their student development compares and contrasts with American students by utilizing student development theory development for white domestic students such as Arthur Chickering's Seven Vectors of Development. Further studies could be given that have traditionally been used on minority domestic students such as Helm's People of Color Racial Identity Development Model. Some interviewees discussed instances of racism either experienced by them or by their friends. The Helm's People of Color Racial Identity Development Model could be studied for the Bangladeshi student population as it includes experiences of racist stereotypes, biases and internalized racism as core components of the model (Singh, Cuyjet & Cooper, 2011). Another model that

might be of interest to study would be A Model for South Asian Americans by Ibrahim, Ohnishi, and Shandu. This ethnic identity development model includes issues of immigration and colonization that affect ethnic identity of South Asians. Part of the theory indicates that South Asians might hold the belief that if they work hard enough they can achieve the American dream and overcome all differences. According to (Singh, Cuyjet & Cooper, 2011),

The dissonance stage for members of this generation occurs they (South Asians) realize that hard work is not enough for them to succeed, cultural differences may not be overcome, and acceptance by White Americans or other U.S. born people of color may not occur because this mainstream U.S. culture perceives them as “foreign” (p. 127).

Implications for Practice

First and foremost, institutions of higher education must have adequate resources including funding and staffing for international student support offices. Student services within these offices at a bare minimum should include tutoring, advising, counseling and host culture programming. For those who work closely with international students, horror stories of new international students being alone at the airport or missing their shuttle to campus are nothing new. This is particularly concerning being that most of these students are having to speak a new language, do not have means of communication, do not have credit cards etc. These experiences and first impressions have a long lasting impact on students.

As mentioned by a few interviewees orientation provides an opportunity for them to meet their friends. Often in higher education, orientation programs are a week or a few days long. For the international student population, a longer orientation would better help the student not only become more accustomed to academic norms but also to cultural norms.

Orientation needs to be properly funded to include opportunities for international students to experience the host culture and local communities. One interviewee had mentioned attending a camp with a host family after first arriving in the U.S. This experience was highly impactful and helped to meet American friends. Multiple day excursions with American students prior to starting their academic career could provide valuable cultural sharing opportunities for both the international student and the domestic student.

As state and federal governments continue to decrease funding of higher education, recruiting and retaining international students will become increasingly important as a revenue source. Student and academic affairs professionals must understand international students' development to ensure that international students are successful personally, academically and professionally. Future studies of international students will need to be conducted to determine how international students' needs, expectations and experiences relate to their overall psychosocial development. Importance in the field is placed upon student development theory. As with other populations, international student development theory is needed. Even more specifically development theory is needed via student place of origin.

There is increasing pressure for higher education institutions to be accountable for student learning outcomes. Student and academic affairs professionals will be asked more and more to assess student learning. If higher education professionals are unclear about the development of international students, this will be challenging.

Conclusions

The purpose of this qualitative study was to examine the experiences and needs of Bangladeshi undergraduate international students while they study in the U.S. Bangladeshi

international students experience academic and sociocultural stressors during their education abroad experience. Further research should be conducted on Bangladeshi and South Asian international student development in relation to white American and Asian American students. International student development theories have not yet been established. These theories should be based off of country/culture of origin as every culture varies in its values.

Student and academic affairs professionals should be aware of the needs of all international students to ensure that their needs and expectations are being met. The need to globalize higher education is increasingly important. Furthermore, with decreased government funding of higher education, the need for international student revenue will be a necessity. Higher education professionals will need to ensure that international students are recruited and retained. Academic affairs professionals will be expected to be accountable and to assess student learning. If higher education professionals are unclear about the development of international students, this will be challenging.

References

- American College Personnel Association. (2014). Core Values. Retrieved on June 10, 2014 from <http://www.acpa.nche.edu/values>
- Bevis T.B., & Lucas, C.J. (2007). International students in American colleges and universities: A history. New York: Jossey-Boss.
- Boren, D. (1991). Boren's international education bill becomes law. Press Release. December 6, 1991, p. 1.
- Boyer, S. P., & Sedlacek, W. E. (1986). *Attitudes and perceptions of incoming international students* No. RR-4-86)
- Carter, R. T., & Sedlacek, W. E. (1985). *Needs and characteristics of undergraduate international students. research report #1-86*
- Chen, C. P. (1999). Common stressors among international college students: Research and counseling implications. *Journal of College Counseling*, 2(1), 49-65.
- Chickering, A.W. (1969). Education and Identity. San Francisco: Jossey-Bass.
- Chickering, A.W. & Reisser, L. (1993). Education and Identity. San Francisco: Jossey-Bass.
- Clinton, William J., (April 19, 2000). "Memorandum for the Heads of Executive Departments and Agencies," Office of the Press Secretary, the White House.
- Davis Barham, Janice,. & Scott, Joel. (2006). Increasing Accountability in Student Affairs through a New Comprehensive Assessment Model. *College Student Affairs Journal*. Vol. 25. No. 2. P. 209-219 Spring 2006.

de Wit, H. (2002). *Internationalization of Higher Education in the United States of American and Europe*. Conneticut: Greenwood Press.

Du Bois. C. (1956). *Foreign students and higher education in the United States*. New York: Carnegie Endowment for International Peace.

EducationUSA. (2017). Retrieved on January 14, 2017 from <https://educationusa.state.gov/>.

Evans, N.J., Forney, D.S. & Guido-DiBrito, F. (1998). *Student development in college: Theory, research and practice*. San Francisco: Jossey-Bass.

Fulbright, J.W. (1975). *The creative power of exchange*. Exchange 11.

Fulbright U.S. Student Program. (2014) History. Retrieved on June 13, 2014 from <http://us.fulbrightonline.org/about/history>

Haddal, C.C. (2006). *Foreign Students in the United States: Policies and Legislation*. CRS Report for Congress. Retrieved on June 13 from <http://www.aila.org/content/default.aspx?bc=12621%7C12142%7C20859>

Hamrick, F.F, Evans N.J, & Schuh, J.H (2002). *Foundations of Student Affairs Practice*. San Francisco: Jossey-Bass.

Hanassab, S. & Tidwell, R. (2002). International students in higher education: Identification of needs and implications for policy and practice. *Journal of Studies in International Education*. Vol. 6 P. 305-322.

Harvard College. (2015). *Mission Statement*. Retrieved November 9, 2015 from <https://college.harvard.edu/about/history>

Higbee, H.D. (1961). *The status of foreign student advising in United States universities and colleges*. East Lansing; Michigan State University.

- Ibrahim, F., Ohnishi, H., & Singh Sandhu, D. (1997). Asian American Identity Development: A Culture Specific Model of South Asian Americans. *Journal of Multicultural Counseling and Development*; Jan. 1997, Vol. 25 Issue 5, p34-50.
- Institute of International Education (IIE) (2013). Open Doors Fast Facts. Retrieved June 10, 2014 from <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts#.WNaiTNLyvRY>
- Institute of International Education (IIE) (2016a). Fall 2016 Open Doors Data. Retrieved January 14, 2017 from <http://www.iie.org/Research-and-Publications/Open-Doors/Data#.WHvsu3qAvlc>
- Institute of International Education (IIE) (2016b). Special Reports: Economic Impact of International Students. Retrieved January 15, 2017 from <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Economic-Impact-of-International-Students#.WHv2MnqAvlc>
- Institute of International Education (IIE) (2017) Who We Are. Retrieved March 25, 2017 from <http://www.iie.org/Who-We-Are/History/1920s#.WNaj7tLyvRY>
- Jaschik, Scott. (2014). More Pressure Than Ever: The 2014 Survey of College and University Admissions Directors. *Inside Higher Ed*. Retrieved November 9, 2015 from <https://www.insidehighered.com/news/survey/more-pressure-ever-2014-survey-college-and-university-admissions-directors>.
- Kvale, S. & Brinkman, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Los Angeles: Sage Publications, Inc.

- Lai, J.C.L., Chan, J.Y.Y, Cheung, R. W.L., & Law S.Y.W. (2001). Psychosocial development and self-esteem among traditional-aged university students in Hong Kong. *Journal of College Student Development*, 36, 522-530.
- Lee, J. J., & Rice, C. (2007). Welcome to America? International student perceptions of Discrimination. *Higher Education: The International Journal of Higher Education and Educational Planning*, 53(3), 381-409.
- Merriam, S.B., (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey Bass.
- Merriam, S.B., Tisdell, E.J., (2016). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey Bass.
- NASPA Student Affairs Administrators in Higher Education (2014a). Mission. Retrieved June 10, 2014 from <https://www.naspa.org/about>
- NASPA Student Affairs Administrators in Higher Education (2014b). Research and Policy Institute. Retrieved June 10, 2014 from <https://www.naspa.org/rpi>
- Paige, R.M. (1990). International students, cross-cultural psychological perspectives. *Applied Cross-Cultural Psychology*. 161-185.
- Parr, G., & Others. (1992). Concerns and feelings of international students. *Journal of College Student Development*, 33(1), 20-25.
- Patten, M.L. (2009). *Understanding research methods: An overview of the essentials* (7th ed). Pyczak Publishing, Glendale, CA.
- Patton, M.Q.(2002). *Qualitative research and evaluation methods* (3rd ed). Thousand Oaks, CS: Sage.

Princeton University. (2015). Mission Statement. Retrieved November 9, 2015 from:

<https://www.princeton.edu/frist/mission.html>

Robinson, J. (1992). *International students and American university culture: Adjustment issues*

Schram, J. L., & Lauver, P. J. (1988). Alienation in international students. *Journal of College Student Development, 29*(2), 146-150.

Singh, A.A., Cuyjet, M.J., & Cooper, D.L. (2011). *Asian American and Pacific Islander College Students. Multiculturalism on Campus*. Virginia. Stylus Publishing, LLC.

Soloman, L.C., Young, B.J. (1987). *The foreign student factor: Impact on American higher education*. New York. Institute of Higher Education.

Story, K. E. (1982). The student development professional and the foreign student: A conflict of values? *Journal of College Student Personnel, 23*(1), 66-70.

Terzian, S.G., & Osborne, L.E. (2011). *International College Students. Multiculturalism on Campus*. Virginia. Stylus Publishing, LLC.

Thorstensson, L., (2001). The business of internationalization: The academic experiences of 6 Asian MBA international students at the University of Minnesota's Carlson School of Management. *Journal of Studies in International Education, 5*, 317-340.

Vestal, T.M. (1994). *International education: Its history and promise for today*. Westport: Praegar Publishers.

Wadsworth, B. C., Hecht, M. L., & Jung, E. (2008). The role of identity gaps, discrimination, and acculturation in international students' educational satisfaction in American classrooms. *Communication Education, 57*(1), 64-87.

- Wan, T., Chapman, D.W., & Briggs, D.A., (1992). Academic stress of international students attending U.S. universities. *Research in Higher Education, 33*(5), 607-623.
- Weis, L., & Fine, M., (2000). *Speed bumps: A student friendly guide to qualitative research*. New York: Teachers Press College.
- Winston R.B, Miller, T.K., & Cooper, D.L. (1999). Preliminary technical manual for the student developmental task and lifestyle assessment. Student Development Associates.
- World Bank (2014). South Asia: Countries. Retrieved June 13, 2014 from <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/0,,menuPK:158850~pagePK:146748~piPK:146812~theSitePK:223547,00.html>
- Yale College. (2015). Mission Statement. Retrieved November 9, 2015 from <http://catalog.yale.edu/ycps/mission-statement/>
- Zimmermann, S. (1995). Perceptions of intercultural communication competence and international student adaptation to an American campus. *Communication Education, 44*(4), 321-335.

Appendix A: Approved Internal Review Board (IRB) Protocol Document



Institutional Review Board (IRB)

720 4th Avenue South MC 204K, St. Cloud, MN 56301-4498

Name: Kristin Modrow

Address:

USA

Email:

**IRB PROTOCOL
DETERMINATION:
Expedited Review-2**

Project Title: How do the experiences of Bangladeshi international students correspond to Chickering's theory of identity development?

Advisor: Steven McCullar

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-3290 or email ri@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1592 - 1989

1st Year Approval Date: 7/19/2016

1st Year Expiration Date: 7/18/2017

Type: Expedited Review-2

2nd Year Approval Date:

2nd Year Expiration Date:

Today's Date: 7/20/2016

3rd Year Approval Date:

3rd Year Expiration Date:

Appendix B: Informed Consent Form

Bangladeshi International Student Experience Study Informed Consent

You are invited to participate in a research study of Bangladeshi undergraduate international student experiences. You were selected as a possible participant because of you are an undergraduate international student originating from Bangladesh.

This research project is being conducted by Kristy Modrow to satisfy the requirements of a doctoral degree at St. Cloud State University.

Background Information and Purpose

The purpose of this study is to explore Bangladeshi undergraduate international student experiences to determine what if any campus services could be improved to better meet the needs of this population.

Procedures

If you decide to participate, you will be asked to complete an audio recorded 1 ½ Hour interview with the researcher. You will be provided with interview questions (both in English and in Bangla) in advance. You are also being requested for your permission to audiotape this interview, but if you wish not to be recorded, only notes will be taken. Direct quotes will be published. You will have an opportunity to review the text and withdraw comments prior to publication.

Risks

There are no foreseeable risks associated with participation in this study.

Benefits

The interview questions were developed by reviewing research on college student development and international student experiences. It is my hope that the information from this study will assist institutions of higher education improve international student support services.

Compensation

You will be paid \$15 cash upon completion of the interview.

Confidentiality

Information obtained in connection with this study is confidential and will be reported as aggregated (group) results.

Research Results

- At your request, I am happy to provide a summary of the research results when the study is completed.
- Results of this study will be available in the Doctoral Center in the Education Building at St. Cloud State University.
- This dissertation will also be placed on file in the St. Cloud State University Repository.
- Data/coding key etc. will be destroyed within three years.

Contact Information

If you have any additional questions, please contact the researcher, Kristy Modrow kkmodrow@stcloudstate.edu or 320-308-6080 or the adviser Dr. Steven McCullar simccullar@stcloudstate.edu or 320-308-4727.

Voluntary Participation/Withdrawal

Participation is voluntary. Your decision whether or not to participate will not affect your current or future relations with St. Cloud State University or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

Acceptance to Participate

Your signature indicates that you are at least 18 years of age, you have read the information provided above, and you have consent to participate. You may withdraw from the study at any time without penalty after signing this form.

Subject Name (Printed) _____ Date _____

Subject Signature _____

I consent to my interview being audio recorded (Subject Signature) _____

St. Cloud State University
Institutional Review Board
 Approval date: 7-19-16
 Expiration date: 7-18-17

Bangladeshi International Student Experience Study Informed Consent

বাংলাদেশী আন্তর্জাতিক শিক্ষার্থী অভিজ্ঞতা মূলক গবেষণা অবগত সম্মতিপত্র

You are invited to participate in a research study of Bangladeshi undergraduate international student experiences. You were selected as a possible participant because of you are an undergraduate international student originating from Bangladesh.

This research project is being conducted by Kristy Modrow to satisfy the requirements of a doctoral degree at St. Cloud State University.

বাংলাদেশী আন্তর্জাতিক স্নাতক অধ্যয়নকারী শিক্ষার্থী অভিজ্ঞতা মূলক একটি গবেষণায় আপনাকে আমন্ত্রণ জানানো হচ্ছে। আপনাকে এই গবেষণার জন্য নির্বাচিত করা হয়েছে কারণ আপনি একজন স্নাতক অধ্যয়নকারী শিক্ষার্থী এবং আপনি বাংলাদেশ থেকে আগত। এই গবেষণাটি ক্রিস্টি মদ্রো দ্বারা পরিচালিত হচ্ছে। এর মূল উদ্দেশ্য হচ্ছে সেইন্ট ক্লাউড স্টেট বিশ্ববিদ্যালয়ের ডক্টরাল ডিগ্রীর একটি আবশ্যিক প্রয়োজনে।

Background Information and Purpose

The purpose of this study is to explore Bangladeshi undergraduate international student experiences to determine what if any campus services could be improved to better meet the needs of this population.

পটভূমি এবং উদ্দেশ্য

এই গবেষণার মূল উদ্দেশ্য হচ্ছে বাংলাদেশী আন্তর্জাতিক স্নাতক অধ্যয়নকারী শিক্ষার্থী অভিজ্ঞতা সম্পর্কে অন্বেষণ করা। এবং কিভাবে বিদ্যায়তন এর সেবা মূলক কার্যক্রম কে এই জনগোষ্ঠীর প্রয়োজনের জন্য উন্নত করে তোলা যায় সে বিষয়ে অনুসন্ধান করা।

Procedures

If you decide to participate, you will be asked to complete an audio recorded 1 ½ Hour interview with the researcher. You will be provided with interview questions (both in English and in Bangla) in advance. You are also being requested for your permission to audiotape this interview, but if you wish not to be recorded, only notes will be taken. Direct quotes will be published. You will have an opportunity to review the text and withdraw comments prior to publication.

কার্যপ্রণালী

আপনি যদি এই গবেষণায় অংশগ্রহণ করতে সম্মত হন তাহলে প্রথমে আপনাকে গবেষকের সাথে দেড় ঘন্টাব্যাপী একটি অডিও সাক্ষাৎকার দিতে হবে। সাক্ষাৎকার এর প্রশ্নগুলি আপনাকে (ইংরেজি এবং বাংলায়) পূর্বেই দেয়া হবে। এই সাক্ষাৎকার টি অডিও নথিতে ধারণ করার সম্মতির জন্য আপনার কাছে বিনীত অনুরোধ করা যাচ্ছে। আপনি যদি সম্মতি না দেন তাহলে শুধু লিখিত নথি ব্যবহার করা হবে। সরাসরি উদ্ধৃতি প্রকাশিত করা হবে। প্রকাশনার পূর্বে আপনাকে সাক্ষাৎকারের পাঠ্যাংশ পুনর্বিবেচনা করা এবং মতামত প্রত্যাহার করার সুযোগ দেয়া হবে।

Risks

There are no foreseeable risks associated with participation in this study.

ঝুঁকি

এই গবেষণায় অংশগ্রহণে কোনো সুদূরপ্রসারী ঝুঁকি নেই।

Benefits

The interview questions were developed by reviewing research on college student development and international student experiences. It is my hope that the information from this study will assist institutions of higher education improve international student support services.

সুবিধাসমূহ

সাক্ষাৎকারের প্রশ্নসমূহ বিশ্ববিদ্যালয়ে অধ্যয়নরত শিক্ষার্থী দের উন্নয়ন সম্পর্কিত গবেষণা এবং আন্তর্জাতিক শিক্ষার্থীদের অভিজ্ঞতা সম্পর্কিত গবেষণা থেকে উদ্ভূত এবং উদ্ভাবিত। এই গবেষণা থেকে উদ্ভূত তথ্য সমূহ উচ্চশিক্ষার প্রতিষ্ঠান গুলোকে আন্তর্জাতিক শিক্ষার্থীদের সেবা সমূহ কে আরও উন্নত করতে সহায়তা করবে, আমরা সেটাই আশা করি।

Compensation

You will be paid \$15 cash upon completion of the interview.

পারিশ্রমিক

এই সাক্ষাৎকারটি সম্পূর্ণ করা হলে আপনাকে ১৫ মার্কিন ডলার প্রদান করা হবে।

Confidentiality

Information obtained in connection with this study is confidential and will be reported as aggregated (group) results.

গোপনীয়তা

এই গবেষণায় প্রাপ্ত তথ্য সমূহকে সম্পূর্ণ গোপনীয় রাখা হবে এবং শুধুমাত্র রাশীকৃত (গ্রুপ) আকারে জ্ঞাপিত হবে।

Research Results

- At your request, I am happy to provide a summary of the research results when the study is completed.
- Results of this study will be available in the Doctoral Center in the Education Building at St. Cloud State University.
- This dissertation will also be placed on file in the St. Cloud State University Repository.
- Data/coding key etc. will be destroyed within three years.

গবেষণার ফলাফল

- গবেষণার সমাপ্তিতে আপনার অনুরোধ অনুযায়ী গবেষণার ফলাফলের সারসংক্ষেপঃ আপনাকে প্রদত্ত করা হবে।
- গবেষণার ফলাফল সেইন্ট ক্লাউড স্টেট বিশ্ববিদ্যালয়ের এডুকেশন বিল্ডিং এর ডক্টরাল সেন্টারে প্রাপ্তিসিধ্য থাকবে।
- এই নিবন্ধটি সেইন্ট ক্লাউড স্টেট বিশ্ববিদ্যালয়ের লার্নিং রিসোর্সেস সেন্টারে একটি নথিতে ন্যস্ত করা হবে।
- গবেষণার সমাপ্তির তিন বছরের মধ্যে সকল তথ্য এবং সংকেত সমাধান ধ্বংস করে ফেলা হবে।

Contact Information

If you have any additional questions, please contact the researcher, Kristy Modrow kkmodrow@stcloudstate.edu or 320-308-6080 or the adviser Dr. Steven McCullar slmccullar@stcloudstate.edu or 320-308-4727.

যোগাযোগের তথ্য

আপনার যদি আরও কোনো প্রশ্ন থেকে থাকে তাহলে গবেষক কে যোগাযোগ করতে পারেন, ক্রিস্টি মড্রো kkmodrow@stcloudstate.edu অথবা দূরালাপনি ৩২০-৩০৮-৬০৮০, অথবা গবেষকের উপদেষ্টা ডক্টর স্টিভেন ম্যাককালার slmccullar@stcloudstate.edu অথবা দূরালাপনি ৩২০-৩০৮-৪৭২৭

Voluntary Participation/Withdrawal

Participation is voluntary. Your decision whether or not to participate will not affect your current or future relations with St. Cloud State University or the researcher. If you decide to participate, you are free to withdraw at any time without penalty.

ঐচ্ছিক অংশগ্রহণ/ প্রত্যাহার

গবেষণায় অংশগ্রহণ সম্পূর্ণ ঐচ্ছিক। অংশগ্রহণ করা বা না করার সাথে সেইন্ট ক্লাউড স্টেট বিশ্ববিদ্যালয়ের এবং আপনার সম্পর্ক অথবা গবেষক এবং আপনার সম্পর্ক কোনোভাবেই প্রভাবিত হবেনা। আপনি যদি অংশগ্রহণ করতে চান, তাহলে পরবর্তীতে যেকোনো সময়ে কোনো রকম মাশুল ছাড়াই আপনি নিজেই প্রত্যাহার করে নিতে পারবেন।

Acceptance to Participate

Your signature indicates that you are at least 18 years of age, you have read the information provided above, and you have consent to participate. You may withdraw from the study at any time without penalty after signing this form.

অংশগ্রহণে সম্মতি

আপনার সাক্ষর জ্ঞাপন করছে যে আপনার বয়স আঠারো বছরের উর্ধে, আপনি উপরের প্রদত্ত সমস্ত তথ্য পড়েছেন এবং আপনি অংশগ্রহণে সম্মত। এই ফর্মে স্বাক্ষরের পরে যে কোনো সময়ে আপনি এই গবেষণা থেকে নিজেকে প্রত্যাহার করে নিতে পারেন।

Subject Name (Printed) _____ Date: _____

Subject Signature _____

I consent to my interview being audio recorded (Subject Signature) _____

অংশগ্রহণকারীর নাম (বড় হাতে) _____ তারিখ: _____

অংশগ্রহণকারীর সাক্ষর _____

আমার সাক্ষাৎকারটি অডিওতে ধারণের জন্য সম্মতি প্রকাশ করছি (অংশগ্রহণকারীর সাক্ষর)

Appendix C: Interview Questions

Interview Protocol

1. Before studying in the U.S., what did you know about the U.S.?
যুক্তরাষ্ট্রে তে পড়তে আসার আগে এই দেশ সম্পর্কে আপনার কি ধারণা ছিল?
2. Before studying in the U.S., what did you know about U.S. colleges/universities?
যুক্তরাষ্ট্রে তে পড়তে আসার আগে এই দেশের উচ্চশিক্ষার প্রতিষ্ঠান, বিশ্ববিদ্যালয় সম্পর্কে আপনার কি ধারণা ছিল?
3. Why did you chose to study in the U.S. versus another country?
উচ্চশিক্ষার জন্য অন্য দেশের চাইতে যুক্তরাষ্ট্রে কে কেন আপনি বেছে নিলেন ?
4. What (if any) barriers did you encounter coming to the U.S.?
যুক্তরাষ্ট্রে আসার পথে আপনি কি কি বাধার সম্মুখীন হয়েছেন ?
5. Describe the visa process.
ভিসা পাবার পদ্ধতি বর্ণনা করুন
6. Describe how you felt when you first arrived in the U.S.
যুক্তরাষ্ট্রে প্রথম প্রবেশের পর আপনার অনুভূতি কি ছিল?
7. Describe how you felt when you arrived at the University.
বিশ্ববিদ্যালয়ে প্রথম প্রবেশের পর আপনার অনুভূতি কি ছিল?
8. Describe how you feel now.
বর্তমানে আপনার অনুভূতি কি ?
9. What do you do during your free time?
অবসরে আপনি সাধারণত কি করে থাকেন?
10. When dealing with important academic decisions, who would you consult with?
বিশ্ববিদ্যালয়ের শিক্ষা সংক্রান্ত গুরুত্বপূর্ণ স্বীধান্তের ব্যাপারে আপনি কার সাথে পরামর্শ করে থাকেন ?
11. How would you describe your academic situation?
আপনার বিশ্ববিদ্যালয়ের শিক্ষার বর্তমান পরিস্থিতি কি রকম ?
12. When dealing with important personal decisions, who would you consult with?
ব্যক্তিগত জীবন সংক্রান্ত গুরুত্বপূর্ণ স্বীধান্তের ব্যাপারে আপনি কার সাথে পরামর্শ করে থাকেন ?
13. What are some challenges that you have dealt with in college?
বিশ্ববিদ্যালয়ের জীবনে আপনি কি কি প্রতিবন্ধকতা মোকাবেলা করছেন?
14. What are your goals after graduation?
স্নাতকত্ব লাভের পরবর্তিতে আপনার লক্ষ্য কি ?
15. Where do you see yourself in 10 years?
দশ (১০) বছর পরে আপনার পরিস্থিতি সম্পর্কে আপনার কি ধারণা ?

Appendix D: Interviewee Demographics**Interviewee Demographics**

Subject Pseudonym	Gender	Transfer Student	Class Status	GPA
Mamun	Male	Yes	Junior	3.1
Nasrim	Female	Yes	Sophomore	2.38
Nishat	Female	No	Senior	3.06
Rubina	Female	No	Freshman	3.72
Saima	Female	No	Sophomore	2.9
Forhad	Male	No	Sophomore	2.95
Evan	Male	Yes	Senior	3.17
Sohel	Male	Yes	Sophomore	3.94
Atik	Male	No	Junior	2.6
Arif	Male	Yes	Junior	3.23
Mukta	Female	No	Freshman	3.8