Unfamiliar Territory
A Phenomenological Study of International Students Enrolled in a Large Urban Community College

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Abstract
The international community college student population faces challenges that their domestic student counterparts do not confront. Adjusting to college can be difficult for many students without the added stress of exposure to a new country and culture. These students contribute to the financial bottom line and ethnic, racial, and religious diversity to the community colleges they attend. Considering this an understanding of their experience is needed.

Study Significance
International student populations are growing at a faster rate than domestic students (Bohman, 2010). The trend of which community college leaders need to subscribe to is the globalization of education which “compels community colleges to internationalize their campus” (Ng, 2007, p. 83). International students enrolled with domestic students is positive for both groups in development as global citizens. Thereby a need to attract and retain international students exists.

Research Question
Exploratory in nature, examining the shared experience of international students and identifying themes. Specifically investigating:
• How does culture shock effect success?
• How do international community college students interpret their sense of connection and belonging to their college community?
• What obstacles are encountered, real or perceived, by this student population?
• What opportunities are available to better serve these students?

Findings
Table: Literature Themes

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<th>Social/Academic Integration</th>
<th>This Study's Themes</th>
<th>Suggestions for Practice</th>
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<tr>
<td>Exclusion Unconfident Unprepared</td>
<td>Faculty Validation Peer Mentor Tutor Program</td>
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<td>Culture Shock</td>
<td>Homesickness Experience Prejudice</td>
<td>Connect Locally IS/DS Culture Workshop</td>
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<td>Barriers to Success</td>
<td>Language Resources Underprepared</td>
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<td>Choosing CC</td>
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Methodology
Data Gathered:
• Interviews
  • 8 International Students
  • 6 Faculty and Staff
• Observations
  • ESL Conversation Group

Analysis
The transcripts and observation notes were coded for themes and examined for similarities and/or disparities and compared/contrasted to relevant recent literature.

Constructs
Eligible participants in this study were enrolled/or worked in a large urban community college. ICCS must have met 1 or 2 definitions:
1.) Attending college with an F-1 visa status, attending college on a full-time basis.
2.) Born and raised for all or part of their lives outside of the United States and now living in the U.S as a permanent resident.

Select References