


2017

Oversight and Quality Assurance of Academic Programs Under F-1 Visas

Faye Janine Pleso
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Elementary and Middle and Secondary Education Administration Commons](#), [Public Policy Commons](#), and the [Secondary Education and Teaching Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Faye J. Pleso

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Benedict DeDominicis, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Michael Brunn, Committee Member,
Public Policy and Administration Faculty

Dr. Mai Moua, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

Oversight and Quality Assurance of Academic Programs Under F-1 Visas

by

Faye J. Pleso

MEd, Jones International University

BS, Youngstown State University

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy Administration

Walden University

July 2017

Abstract

An F-1 academic visa is required for foreign students studying at academic institutions in the United States. While requirements for acquiring the F-1 visa are a matter of federal policy, some of the principles regulating orientations, host families, and home-stays do not align with best practices found at the university level, which include quality student orientations and thorough trainings with a vetting process for host families and home-stays. This lack of regulation may place visiting students at risk in terms of personal safety and wellbeing and have negative impacts for program credibility and lost revenue. Using Stone's regime theory as the foundation, the purpose of this multiple case study of orientations and home-stay experiences of F-1 visa students under the Student and Exchange Visitor Program, was to explore from the perspective of program participants, ways to increase safety and quality assurance of these programs. Data were collected through in-depth interviews with six former student participants. These data were inductively coded and subjected to a thematic analysis procedure. A key theme of this study is that participants perceived that additional training to host families including vetting and monitoring processes and student orientations in acculturation and communication would enhance the experiences of F-1 visa holders. The implications for positive social change include recommendations to schools and study abroad organizations to implement policy changes regarding the requirements for students and host families, sponsors, and home-stay monitoring and orientation components for students and host families to promote more effective and safer home-stays for F-1 high school students.

Oversight and Quality Assurance of Academic Programs Under F-1 Visas

by

Faye J. Pleso

MEd, Jones International University

BS, Youngstown State University

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy Administration

Walden University

July 2017

Table of Contents

List of Tables.....	v
Chapter 1: Introduction to the Study	1
Background	2
Creation of F-1 visa.....	2
Oversight of F-1 visa.....	4
Advocates of International Students	11
Popularity	13
Economic Impact	13
Problem Statement.....	14
Purpose of the Study	15
Central Research Question.....	16
Theoretical Framework.....	16
Nature of the Study.....	18
Definition of Terms	22
Assumptions, Limitations, and Scope.....	23
Significance of Study.....	25
Summary	27
Chapter 2: Literature Review	29
Introduction	29
Literature Search Strategy.....	30
Theory	31

Review of Literature	34
Positive Components of Study Abroad for High School Students	35
Positive Components of Study Abroad for College Students	39
Negative Components of Study Abroad for College Students	54
Summary	62
Chapter 3: Research Method	64
Introduction	64
Research Design and Rationale	64
Central Research Question	64
Role of the Researcher	67
Methodology	70
Participant Selection Logic.....	70
Instrumentation Procedures for Data Collection and Participation	73
Issues of Trustworthiness	76
Data Analysis Plan.....	79
Summary	82
Chapter 4: Results.....	83
Introduction	83
Recruitment	83
Participant Profiles.....	84
Data Collection	85
Data Analysis	85

Evidence of Trustworthiness	88
Results	89
Individual Case Reports	89
Summary	136
Chapter 5: Discussion, Conclusions, and Recommendations	138
Introduction	138
Limitations	142
Recommendations	142
Final Cross-Case Study Report: Multicase Report/Cross-Case Analysis.....	143
Regulations and Requirements Findings: Suggestions for Orientation and	
Trainings	143
Oversight of Home-Stay Findings	145
Quality Assurance Findings	145
Stakeholder Groups.....	145
Suggestions for Policy Change	146
Implications	147
Action Agenda Details for Reform.....	149
Conclusion.....	150
References	151
Appendix A: Recruitment Letter.....	178
Appendix B: E-mail to Contacts	179
Appendix C: Screening Questions	180

Appendix D: Case Study Protocol.....	181
Appendix E: Interview Questions for Foreign High School Graduates	183
Appendix F: Request for Change in Procedures, Form:1	184
Appendix G: Request for Change in Procedures, Form 2	185
Appendix H: Request for Change in Procedures, Form 3	186

List of Tables

Table 1 Units and Categories	87
Table 2 Summary of Ways to Improve Orientation	120
Table 3 Suggestions to Host Families	129
Table 4 How to Improve Quality and Monitor Home-Stays	133
Table 5 Recommendations for Executive Action	149

Chapter 1: Introduction to the Study

International education is a popular trend that has a tremendous impact on the United States' economy (Lee, 2010; Owens, Srivastava, & Feerasta, 2011). The United States has allowed foreign students to study in its schools since the Immigration Act of 1924 (Haddal, 2006). This Act permits nonimmigrant students to live in the United States for a reason and for a limited amount of time (Haddal, 2006). In 1952, the Immigration and Nationality Act formed the F-1 visa for students interested in studying in the United States at the K-12 and university levels (R. Banks, Director Public Policy, National Association for Foreign Student Advisers [NAFSA], personal communication, August 4, 2014).

International students come to the United States in hopes of a bright future, to learn the language, to experience the culture, and to study core academics and even earn degrees at the undergraduate and graduate levels (Bachner & Zeutschel, 2009; Eder, Smith, & Pitts, 2010; Yin, 2013). They also desire independence, adventure, travel, and the status of being an international student (Bachner & Zeutschel, 2009). The benefits of educational travel revolve around understanding and growth, which affect life choices (Stone & Petrick, 2013). Having international students in the United States builds relationships with other countries, it brings a global viewpoint into U.S. classrooms, and it helps build the economy by supporting local businesses (Hegarty, 2014; NAFSA: Association of International Educators, 2012).

In sum, the topic of international high school students on F-1 visas in the United States is important to the U.S. economy, the foreign students and their families, the U.S.

students, the overseas and national recruiters, and the U.S. Department of Homeland Security (DHS). In this chapter, I discuss the history of the F-1 visa, government regulations and oversight, the significance of this study, and the framework and assumptions and limitations surrounding this topic.

Background

Creation of F-1 visa

For nearly a century, foreign students have studied in the United States. It began with the Immigration Act of 1924 when full-time students were admitted as temporary resident aliens (R. Banks, Director Public Policy, NAFSA, personal communication, August 4, 2014). In the early Cold War years, the F student visa category was created with the passing of the Immigration and Nationality Act of 1952 (R. Banks, Director Public Policy, NAFSA, personal communication, August 4, 2014). This Act, also known as the McCarran-Walter Act, was intended to prohibit certain immigrants from immigrating to the United States (Immigration and Nationality Act (1952)). It was meant to prevent the spread of communism from enemy countries and their citizens from entering the United States (Immigration and Nationality Act (1952)). The threat of communism infiltrating the United States was a concern at that time, and the creation of the F student visa was a way to safeguard against the threat (Immigration and Nationality Act (1952)). Congress wanted to preserve national interests and security, and this visa enabled the United States to monitor the students and limit their time spent in the United States (Immigration and Nationality Act (1952)). The F-1 visa is strictly for academic students from kindergarten on through higher education (DHS, 2014). The U.S.

Department of State (DOS) also issues a visa for high school students, the J visa, which is a cultural experience versus the F-1 visa, which is strictly an academic experience (R. Banks, Director of Public Policy NAFSA personal communication, August 4, 2014). The F-1 visa holders I speak of in this dissertation are the F-1 at the ninth through 12th grade high school level.

The DHS's website and the DOS U.S. Visas' website showed few expectations and rules for sponsors of high school students studying under the F-1 visa. Attendance is required in an accredited or Student and Exchange Visitor Program (SEVP) certified public or private school (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a). Attendance is not permitted in an accredited (SEVP) public school for longer than 12 months (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a). Attendance is permitted in a (SEVP) private school for longer than 12 months (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a). Sponsors are required to monitor student progress (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a).

The websites also stated that sponsors are not required to provide prearrival information regarding the home-stay placement (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a). Sponsors are not required to investigate the criminal backgrounds of potential host families (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a) or to train host families (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a). There are no limitations on the number of foreign students living in one home (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a) and no requirements of host families regarding their provision of a bedroom, storage, space, access to

bathroom, study space, transportation to and from school, or number of meals (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a). Sponsors are not required to provide orientation (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a). F-1 students are not required to have adequate English language skills ability (DHS, 2014b; U.S. DOS, Bureau of Consular Affairs, 2014a).

Oversight of F-1 visa

The DHS monitors the F-1 academic visa along with the Counterterrorism and Criminal Exploitation Unit, which is the investigative element of the U.S. Immigration and Customs Enforcement (ICE) under DHS (U.S. Government Accountability Office [GAO], 2012). Until the creation of the DHS, the Immigration and Naturalization Services monitored F-visa students (DHS, 2014c). After the September 11, 2001 attack on the United States, the DHS was established to integrate 22 different federal departments to unify and strengthen the security of the United States (DHS, 2014a).

Tracking international students. In 1996, the Illegal Immigration Reform and Immigrant Responsibility Act, Section 641, prompted the creation of the Coordinated Interagency Partnership Regulating International Students (CIPRIS) as a system to record information about international students in the United States on three visa categories: F, J and M (Ingarfield, 2005). Tracking these students became a priority in 1996 with the enactment of the Illegal Immigration Reform and Immigrant Responsibility Act and the government created the database system, CIPRIS, to track them (Ingarfield, 2005).

CIPRIS was never fully implemented and not adequately funded (Ingarfield, 2005). One of the terrorists involved in the attacks on the World Trade Center on

September 11, 2001 was admitted to the United States on an F-1 student visa (Ingarfield, 2005). After this was discovered, CIPRIS was revamped by requiring extra entries for additional information, and the new form of electronic tracking for national security was named the Student and Exchange Visitor Information System (SEVIS), which is still in use today (Ingarfield, 2005). One of the extra entries requires proof of acceptance from a program or school (Ingarfield, 2005). The changes in SEVIS created confusion for some potential students, and for many years students chose other countries for their international education experiences (Danley, 2010).

Oversight inquiry. There has not been an evaluation of F-1 visa high school programs; however, the GAO did review the F-1 visa program at the university level. The GAO analyzed ICE's fraud prevention and assessed risks in the SEVP at the higher education level in 2012. The results showed that ICE did not have a risk analysis program implemented for the SEVP even though it was required (GAO, 2012). They also found that ICE did not have a protocol to investigate schools accused of fraud or noncompliance and many files were missing of prior fraudulent cases (GAO, 2012). Another finding was that ICE did not always verify evidence of schools applying to become SEVP certified schools (GAO, 2012). Out of a random sampling, 30 out of 48 school case files lacked at least one piece of required evidence (GAO, 2012). This GAO assessment was done on colleges and not high schools. If ICE has difficulty ensuring foreign students and schools at the college level are complying with the conditions to be in the United States or that the schools are complying, the same problem is likely happening at the high school level.

There has been an evaluation at the high school level that focused on the J visa. The Office of Inspector General (OIG) evaluated the J visa cultural exchange program. In 2009, the OIG reviewed DOS's youth exchange programs. The OIG declared the importance of complying with their recommendations because of the vulnerable age group of the participants (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2009). The report showed the insufficient oversight of the youth exchange programs and that the Bureau of Educational and Cultural Affairs (ECA), a subgroup under the DOS, should restructure their oversight process (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2009). The OIG recommended the ECA to include a compliance indicator along with their regulatory procedures (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2009). On occasional, surprise site visits were also recommended to ensure compliance (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2009). They also advised the ECA to require a national criminal history check of host families for J visa students (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2009). Some new standards for monitoring the programs based on the recommendations were implemented and have improved the programs somewhat, but the students' welfare still falls on the shoulders of the students and their parents (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012).

In late 2011, the OIG assessed the strengths and weaknesses of the Office of Inspections Division of the ECA by interviewing employees and officials, conducting

observations, and reviewing documents (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). It was determined that the ECA was having difficulty overseeing the 1,200 sponsor organizations for the cultural exchange programs (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). The OIG saw this as a concern because they were dealing with young and susceptible students (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). It was recommended to limit the number of sponsors and participants until they could manage their oversight responsibilities, but the follow-up review in 2013 revealed that this was not done (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2013). Another suggestion not complied with was to set an amount for maximum fees charged to students by their sponsors or third party representatives (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2013). The OIG suggested on-site program reviews once every 2 years but the ECA negotiated an alternative plan (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2013). The details of the alternative plan were not disclosed. It is known that the ECA never did systematic on-site program reviews until 2010, after the Scranton, Pennsylvania, scandal involving the placement of high school students (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012).

The teams found many areas of noncompliance during their reviews from January 2010 through October 2011. Many sponsors did not properly track J-visa students and maintain their SEVIS records (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). The completion of annual criminal background

checks was not done with fidelity and, consequently, many students were placed in homes under the care of sex offenders and other felons (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). Because many of the sponsors had difficulty finding proper placements for the students, they lowered their standards and many students found themselves providing child care for the host family and other forms of work ranging from house cleaning to farm labor (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). The reviews also revealed that many students did not have enough food and many lived in filthy conditions (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). During this time, the ECA received 118 allegations from high school students, relating to sexual abuse or sexual harassment (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). The OIG used the information collected from the reviews to recommend the development of a process to refer plausible allegations of criminal activity to the proper law enforcement organizations (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). Per the follow-up review, this was implemented (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2013). One recommendation that was not followed was the creation of a database of host family names and any past incidents or complaints against them (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2013).

The OIG concluded that weak regulations led to insufficient oversight (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). The

regulatory process of imposing sanctions was quickly restructured to foster a more streamlined approach with more stringent sanctions for noncompliance (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2013). It took the ECA more than a year to terminate a sponsor after they realized school students were being placed with a convicted murderer (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). These government reports revealed important information regarding weak regulations and lack of oversight of the high school programs.

A study on host families revealed that program sponsors need to improve on the way they recruit host families and that they recruit enough to meet their needs (U.S. DOS, 2000). In addition, program sponsors need to develop a better procedure to screen the students for their English language skills (U.S. DOS, 2000; U.S. DOS, Bureau of Consular Affairs, 2014a). Sponsors need to revamp their communication methods to respond quickly to problems and design an investigation procedure to deal with programs suspected of noncompliance (U.S. DOS, 2000; U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012; GAO, 2012). Program sponsors need to improve their orientations to comply with the ECA regulations. These compliance issues were found in the J visa, high school investigation. (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). There have not been investigations of the F-1 visa at the high school level.

It is important to note that thousands of international secondary students in the United States do not have negative experiences and problems do not exist for them.

However, when problems do happen, they are potentially devastating and there should be a continuous effort to strive for zero cases of abuse and malfeasance. This is especially true as globalization of the secondary education system in the United States continues, and while the United States seeks to tap into the great educational, economic, and political potential for more students to come to and study in the United States.

The DHS does not have the resources to oversee F-1 school sponsors well enough to ensure that the students, regardless of grade level, are receiving quality service, that host families are screened adequately, and that all are complying with the regulations mandated by the designated government agencies (GAO, 2012). Government agencies face challenges in providing appropriate oversight because regulations are weak (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). Sponsors and third-party providers recruit international high school students planning to study in the United States on F-1 visas at SEVP certified schools. The organizations find and place the students with host families or schools that will care for them during their educational stay. However, third-party providers recruiting students are not certified or regulated and, therefore, quality assurance of these programs is nonexistent (Kirsch, 2014) unless the sponsor oversees them. This is a concern because many of these students do not speak English well, they are at the mercy of the host family, and some students were exploited or abused by their host families (Committee for Safety of Foreign Exchange Students [CSFES], 2014b). It is also a concern because these are young and vulnerable students (U.S. DOS and the Broadcasting Board of Governors Office of Inspector General, 2012). These adolescents sometimes live with untrained and unworthy

host families (Richardson, 2003). Host families caring for foreign exchange students under J-1 visas have background clearances and references to prove their worthiness (U.S. DOS, Bureau of Consular Affairs, 2014b), which is not required for the F-1 visa students (DHS, 2014b).

Advocates of International Students

Some organizations such as the Council on Standards for International Educational Travel (CSIET), NAFSA, now known as NAFSA Association of International Educators, and CSFES, have foreign students' interests at heart. CSIET (2009) is an organization that aims to improve the quality of study abroad programs for international high school students. They created a set of guidelines that ensure best practices of study abroad programs corresponding with federal J regulations (CSIET, 2009). If organizations feel they meet the guidelines and want CSIET's endorsement as a quality program, they can apply; however, not all organizations apply, and therefore CSIET's list of approved organizations does not include every sponsor in business (CSIET, 2009). They do a yearly evaluation on the sponsors to determine if they still meet the criteria (CSIET, 2009). They also provide advocacy and outreach programs to promote study abroad experiences and their importance (CSIET, 2009). CSIET will perform audits of F-1 program sponsors to determine if they meet the requirements to be added to their list of certified sponsors (CSIET, 2014).

Over 10 years ago, the Interorganizational Task Force on Safety and Responsibility in Study Abroad, a NAFSA committee, created "Responsible Study Abroad: Good Practices for Health & Safety," which outlined responsibilities of program

sponsors, their participants, and recommendations to parents (NAFSA: Association of International Educators, 2002). It is a general overview of statements of good practice for sponsors, participants and parents to follow (NAFSA: Association of International Educators, 2002). It is unknown if programs at the high school level promote these good practices or if college level programs promote the following Code of Good Practice.

The UNESCO and Council of Europe together created a Code of Good Practice to guide quality transnational education (The Parties to the Council of Europe and UNESCO Convention, 2007). The Code of Good Practice was designed as a framework for quality programs in higher education for both sending and receiving countries. Their objective was to endorse quality programs that meet the needs of all transnational students while maintaining the wellbeing and interests of all stakeholders through the identification of worthwhile transnational educational arrangements (The Parties to the Council of Europe and UNESCO Convention, 2007). The Code was designed around a set of principles that the universities and organizations involved would respect and follow, and they in turn would be recognized as recommended schools and organizations arrangements (The Parties to the Council of Europe and UNESCO Convention, 2007).

The CSFES is an advocacy group for foreign students studying in the United States. A volunteer-based, nonprofit organization raises public awareness to foreign students, their parents, school administrators, sponsors and third-party providers. The organization focuses on how to strive for the safety and wellbeing of these minors (CSFES, 2014a). Awareness and prevention are key components of their agenda, and their volunteers monitor cases of abuse, neglect, and extortion (CSFES, 2014a).

Popularity

Until 2014, no complete analysis was available on international secondary students in U.S. high schools (Farrugia, 2014). Ninety-five percent of those pursuing a U.S. high school diploma attend a private school (Farrugia, 2014). Per ICE, under the DHS, in 2012 there were 65,452 students in the United States on an F-1 visa studying in high school; 62,663 of them were in private schools (ICE, SEVP, 2013). The remaining were students who chose to attend public schools for that year. The rule is that high school students under the F-1 visa can only attend 1 year in a U.S. public school, so many of them just choose to attend a private school because they can attend it for their entire high school career (DHS, 2014b). Students from China, South Korea, Mexico, Vietnam, and Canada topped the list (ICE, SEVP, 2013). The top 10 states hosting international high school students under an F-1 visa attending private schools are California; Florida; New York; Massachusetts; Pennsylvania; Texas; Connecticut; Virginia; New Jersey; and Maine, respectively (ICE, SEVP, 2013).

As of 2014, 67% of foreign high school students fell under the academic F-1 visa, and 33% participated in the J visa cultural exchange (Farrugia, 2014). Ninety percent of academic F-1 visa holders who seek a U.S. high school diploma were Asian (Farrugia, 2014; Redden, 2014).

Economic Impact

The international, college-level student industry contributed \$24 billion to the U.S. economy in the 2012-2013 academic year (NAFSA: Association of International Educators, 2014). Spending from the international, college-level student industry created

over 300,000 jobs during that school year as well (NAFSA: Association of International Educators, 2014). Foreign students are a major financial resource to schools and communities (Hegarty, 2014). These students are studying at the undergraduate and graduate levels. Many of these students were once studying at the high school level under F-1 visas (Farrugia, 2014). A NAFSA representative stated that the economic advantage of high school students was unknown because NAFSA did not collect data on high school students (R. Banks, Director Public Policy, NAFSA, personal communication, August 4, 2014). Higher education functions as an economic development tool since the decline of manufacturing in many states (Lee, 2010; Owens et al., 2011).

Problem Statement

Academic F-1 visa programs are important to the U.S. economy and they help build relationships with other countries. Foreign students learn the language and are taught U.S. state academic standards. However, some of the principles regulating the host families and home-stays do not align with best practices that scholars have found. It is not required to offer orientation to the students, to obtain a criminal background check of host family members, or to train the host family. Best practices include an orientation process for the students (Fan & Wanous, 2008; Schmidt-Rinehart & Knight, 2004), and thorough training of host families (Mustaffa & Ilias, 2013). The home-stay is an important component in the students' linguistic and cultural abilities (Diao, Freed, & Smith, 2011; Knight & Schmidt-Rinehart, 2010; Schmidt-Rinehart & Knight, 2004). It is also best practice to support the students during their study abroad experience (Savicki, 2010b). Sponsors need to prepare quality programs that address the needs of the students

(Savicki, 2010b). Many programs lack quality or the providers do not care to improve them (Poon-McBrayer, 2011).

Findings from this multiple case study may help school officials and teachers, or other school staff involved with the students, to create a system to assess and improve the quality of the orientation process for students and training of host families and a process to monitor the home-stay experience. Interviewing former students about their experiences provided information about how to do this. This was necessary because there are few regulations and no system for quality assurance or oversight of the home-stay for F-1 visa students.

There have been a limited number of peer-reviewed articles regarding foreign high school students studying in the United States, which made this an important study to fill a gap in current research literature. In the following pages, I will explain the purpose of this study, the research question for this inquiry, the theoretical framework, the nature of the study, key terms and their definitions, some assumptions, and the scope of inquiry as to how to improve oversight, quality assurance, and strengthen regulations.

Purpose of the Study

The purpose of the study was to identify ways to assess and improve orientation for students and training for host families and ways to oversee home-stays to ensure quality assurance for F-1 high school students in the United States. My goal was to find out how to help monitor the home-stay experiences to ensure the safety and wellbeing of the students. A qualitative approach with an advocacy/participatory worldview approach drove this study. I chose an advocacy/participatory approach because there was a specific

issue, the need to oversee home-stays. Because of the study, I have created an action agenda to revise policies and procedures to address issues that may improve the quality of the orientations, trainings, and home-stay experiences.

Central Research Question

How can school officials, teachers, or other school staff increase the quality of F-1 academic study abroad orientations, host family trainings, and monitor home-stay experiences to ensure the safety and wellbeing of the students?

Theoretical Framework

Interest groups are factions or citizens united with a common passion or interest, as Madison (1787) described in his Federalist No. 10 essay. There are many interest groups involved in study abroad, including students, parents, recruiters, sponsors, host parents, schools, teachers, advocacy groups, media, and the government. International parents pay for their children's visas, tuition, travel, insurance, room and board, and other living expenses (Cohen, 2015; DHS, 2014b; DOS, 2013; DOS, Bureau of Consular Affairs, 2014a; U.S. DOS, Bureau of Consular Affairs, 2014b). Recruiters and sponsors market themselves to attract the students to their programs (Bodycott, 2009; CSIET, 2013a). The federal government is concerned with building global connections and at the same time is responsible for overseeing foreigners (U.S. DOS, Bureau of Consular Affairs, 2014b). The federal government oversees the different programs and maintains SEVIS (ICE, SEVP, 2014). State level governments realize the monetary value of international students through their spending on tuition and living expenses (House Resolution, 2007, Senate Resolution, 2008). Many of these students will continue their

education at the higher level after graduating from their high school experiences (Farrugia, 2014), further increasing their economic value. Advocacy groups such as CSIET and CSFES promote the needs of the students (CSFES, 2014a; CSIET, 2009).

Change is needed to improve the oversight and quality assurance of the academic F-1 study abroad programs (GAO, 2012). A theory of change can be the framework for setting expectations for the study abroad programs and providing the steps to oversee them, thus assuring a quality product (Stachowiak, 2013). It is extremely difficult for the DHS to fully oversee these programs (GAO, 2012). A regime theory of change may be the pathway to take to strengthen nonimmigrant regulations and policies.

Stone (as cited in Stachowiak, 2013) theorized that the government must work together with interest groups to reach its objectives and goals. These informal and formal groups are the regimes that unite around a common program (Stachowiak, 2013) and in this case, study abroad programs. These regimes may help to develop and support policies, provide cohorts of supporters, and even lessen opposition (Stachowiak, 2013). They are equipped with resources, knowledge, and networking capabilities (Stachowiak, 2013). The regimes can be seen as advocates of the common goal of sustaining the high school academic and cultural exchange programs.

In regime theory, there are two powers: the powerful and predominant player that frames regulations and compliance indicators, and the collective players that work together to empower their ability to administer and oversee (Stachowiak, 2013). In regard to this study, the predominant power was the federal government the DHS. The other

power regimes were the informal and formal interest groups that are involved in study abroad programs.

Many educational interest groups are informally organized and are created through the interests of the groups, while other interest groups are formally organized with members and officers (Opfer, Young & Fusarelli, 2008). Interest groups have influenced education reform and have been essential to policy development in the United States (Opfer et al., 2008). The number of registered education interest groups has increased as well as the amount of money spent on lobbying for educational issues (Opfer et al., 2008). Interest groups have the most influence on policy change if they have little opposition, if the issue is complicated, and if the issue has minimal media coverage (Opfer et al., 2008). These conditions do not apply when political parties are involved (Opfer et al., 2008). Educational interest groups may offer specific levels of expertise to policy makers, providing them with the knowledge to make informed changes (Opfer et al., 2008).

With regime theory in mind, I used multiple case studies as a strategy of inquiry. The results of these studies can be used to revise policies or procedures and make study abroad experiences even better. Each of the stakeholders in international education has an interest. Increasing their collective influence in policy making regarding these U.S.-focused, international education programs may be a useful social change contribution.

Nature of the Study

I chose a qualitative design, using multiple case studies, and interviewed former F-1 students because I wanted to understand how interest groups at the local levels could

help the DHS oversee academic F-1 programs and increase quality assurance. The philosophical worldview was an advocacy/participatory approach because the study was change-oriented for a group of individuals in society who may be marginalized (Creswell, 2009). This worldview arose during the 1980s and 1990s to address issues of social injustice for marginalized groups of people who did not fall into the worldview of postpositivist assumptions or constructivism (Creswell, 2009). “An advocacy/participatory worldview holds that research inquiry needs to be intertwined with politics and a political agenda” (Creswell, 2009, p. 9). Action agendas are created to change the lives of those marginalized, touching on social issues (Creswell, 2009), one of which was the focus for the study. In this case, the social issue was the lack of oversight of home-stays and the marginalized groups were the students under the F-1 visas, who, as human beings away from their home countries while residing in the United States, have the right to protection from exploitation, not to mention abuse, particularly as minors. “Advocacy research provides a voice for these participants” (Creswell, 2009, p. 9).

I want to influence social change by contributing to the improvement of the study abroad experience by understanding which policies need to be changed and identify which interest groups could make those changes. This was done by using Yin’s (2003) multicase study research approach as the strategy of inquiry, interviewing former foreign high school students who had since graduated.

The DHS (U.S. DHS. (2014b) has established regulations and requirements for the academic study abroad programs, as this department is responsible for overseeing the program. Quality assurance systems are found in many human and government services

and government agencies that are required to provide outcome evaluation reports (Patton, 2002). These systems help establish quality assurance (Patton, 2002). Multicase studies are an excellent strategy of inquiry to answer “how” questions (Yin, 2003); therefore, based on the central question in this study, a case study strategy was the best fit. This study was an exploratory, multicase study to determine how to increase quality assurance of F-1 student home-stays. This multiple case study was based on six individual case studies, which is the suggested number of case studies to replicate for multiple case studies (Yin, 2003). Because I did not receive enough contacts through the former foreign students whom I already knew, I contacted the Dean of Academic Affairs for American Scholar Group in Greenville, Pennsylvania, who has many contacts of former F-1 students.

A cross-case analysis of the individual case studies provided the answers to my research question. The individual case studies were foreign students who were aged 18 or older, attended a private high school in the United States for at least 1 year under the F-1 visa, between the academic school years of 2010/2011 and 2015/2016. I used inductive reasoning to identify patterns and themes that linked to assessing student orientations, host family trainings, and the oversight of home-stays.

I collected, analyzed, and reported on how the study abroad program and home-stays met the expectations of the regulations and requirements set by the DHS. The interview questionnaire and I as the researcher were instruments in the study (Patton, 2002). One predisposed expectation to this study was a desire to determine how to increase quality assurance of the programs. I have extensive experience as a therapeutic

staff support, tutor, teacher, principal, head of school, and school CEO with 20 years of experience in observation and data collecting strategies. I also hosted numerous F-1 students and have international teaching experience. I contacted former foreign students to connect with other students who might have participated in this study. My contacts forwarded my recruitment letter via e-mail, explaining the study and what to expect if they participated. If people were interested in participating, I sent them screening questions and a consent form.

The interviews were conducted face-to-face via Skype, lasting roughly 1 hour, following Yin's (2003) recommendations. They were focused interviews that followed a certain set of questions (Yin, 2003), and the question format was standardized and open-ended (Yin, 2003), focusing around how student orientations and host family trainings can be improved and how to monitor the home-stay. The interviews were recorded, with permission, and each participant was assigned a pseudonym. The questions were designed to avoid bias and to be objective. To confirm the validity of this study, construct validity and reliability were tested during the data collection phase and external validity was tested during the design phase (Yin, 2003). To test construct validity in multicase studies, Yin suggested using multiple sources of evidence; I had six sources (participants), and I established a chain of evidence by linking the questions asked and data collected to the conclusions. Another way I tested for construct validity was to ask the participants in my study to review the draft for errors, which enhanced the accuracy of the study and provided me with additional information if they desired to share more (Yin, 2003). To ensure reliability, a case study database of all the documents (consent

form) and data was saved (Yin, 2003) on My Passport Ultra, an external hard drive. Steps for safeguarding the data will be addressed in Chapter 3. In addition, I followed case study protocol to guide me through this multicase study during data collection (Yin, 2003).

Because the study focused on exploration and induction logic, patterns were identified through categories of analysis from answers to the open-ended questions (Patton, 2002). Pattern matching tests the internal validity in case studies in the data analysis phase (Yin, 2003). Cross-case analysis of the individual cases took place in relation to how to assess and improve student orientations and host family trainings and how to monitor home-stays. Ethnograph 6.0 enabled me to analyze the data and helped me to create word tables (Yin, 2003). The data will remain confidential in my care, on a flash drive in a fire-safe locked box.

Definition of Terms

Cultural intelligence: “The capability to function effectively in culturally diverse settings” (Ang, Van Dyne, Ng, Templer, Tay, & Chandrasekar, 2007).

F-1 visa: This visa is designed as an academic visa for elementary through college aged students (GAO, Congressional Committees, 1990).

Hidden curriculum: “The unspoken academic, social, and cultural messages that are communicated to students while they are in school” (Hidden Curriculum, 2014).

Home-stay: “A stay at a residence by a traveler and especially by a visiting foreign student who is hosted by a local family” (“Home-stay,” 2014).

Host family: “A family which provides board and lodging to students” (“Host family,” 2014).

J visa: This visa is designed as an educational and cultural experience for students and adults and has seven categories: 1. Student; 2. Trainee; 3. Teacher; 4. Professor; 5. Research Scholar; 6. International Visitor; 7. Professional Trainee (GAO, Congressional Committees, 1990).

Program sponsor: The responsible party of the foreign student while studying in the United States. J-1 program sponsors can be not-for-profit organizations, educational institutions, or the government (CSIET, 2013b). Program sponsors for F-1 programs are the schools the students attend (CSIET, 2013b).

Third-party provider: A for-profit or nonprofit business that offers a variety of services that the sponsor is unable to provide. Services include recruiting students, providing housing, finding home-stay locations and schools for students, and offering orientation classes, support services, field trips, and cultural experiences (Redden, 2007).

Assumptions, Limitations, and Scope

I believe that the DHS, particularly the Counterterrorism and Criminal Exploitation Unit, is aware of their deficiencies in overseeing the academic F-1 visa, even though I have not found evidence of any formal review at the high school level.

I trust that the interest groups involved in study abroad programs in the United States all have the best intentions in mind for these teens and would like to see better regulations and oversight to offer quality assurance. This study may bring attention to the weak regulations and poor oversight and may encourage schools/sponsors, parents,

teachers, students, local governments, higher education institutions and communities, county education and government representatives, and state education and government representatives to work together to strengthen the programs. This will increase the faith in the quality of the programs and increase revenues to the participating schools. A collective group with the same passion to offer quality programs will empower the DHS to establish stronger regulations concerning student orientation, host family training, and proper oversight of home-stays.

These worthwhile programs under the DHS should be supported by the interest groups to ensure their continued existence and increase their popularity. The federal government's creation of the academic visas enriches the lives of Americans in the United States (NAFSA: Association of International Educators, 2012). It positively impacts the U.S. economy (Lee, 2010; Owens et al., 2011) and encourages international relationships (Owens et al., 2011). Ideas to help with oversight were identified by interviewing graduates who had come from a foreign country to the United States to attend high school under F-1 visas.

The goal of this study was to identify how to ensure quality assurance of study abroad programs. It would be difficult to interview representatives from all interest groups because they may not have been interested in communicating for a variety of reasons, such as lack of time, privacy, concern of revealing faults, and possibly a lack of English language skills, particularly parents of the international students. The data collected by interviewing foreign high school student graduates transferred into findings that revealed the needs of policy change and how to improve student orientations, host

family training, and monitoring for home-stays. The foreign graduates graduated from high schools in the United States and many were identified via a snowball approach. I began my search for participants with the foreign students I knew who had graduated from high schools in Pennsylvania and lived with a host family, and I asked them if they could put me in contact with other foreign high school student graduates who lived with host families. I arranged Skype interviews with them as many of them had returned to their home countries.

There were interview data limitations to address. Interviewees have their own personal bias, based on their experiences, which are positive or negative (Patton, 2002). These experiences, however, may reveal which policy regulations are weak and which are strong. It is possible that their answers are affected just by having the stress of participating in an interview (Patton, 2002). Some may have recollection errors. Others may use the interview process to promote their role or organization (Patton, 2002). Dependability weaknesses come about if a researcher wanted to reproduce this study by interviewing the same group. The interviewees would be different as well as their personal experiences, but the overall context should be the same if one would limit the questions based on the same time as this study, or prior to any policy changes that may take place because of this study.

Significance of Study

There are many federal requirements and regulations for F-visa students, their sponsors, and the academic and cultural programs. A lack of oversight and weak regulations threaten the quality of academic visa programs (GAO, 2012). This F-1 visa

program is very popular and important to developing future international relationships (GAO, 2012). The DHS lacks the resources to properly oversee the programs (GAO, 2012). The home-stay industry in the United States is deregulated with few guidelines to follow (DHS, 2014b). This study revealed ways in which stakeholders can help monitor the home-stay and how to provide quality student orientations and host family training.

Study abroad programs are so helpful in creating a global community (NAFSA: Association of International Educators, 2012). Economics, politics, and global needs connect the world; therefore, one needs to understand diverse cultures to collaborate and communicate. Multicultural exposure through study abroad programs improves the personal and professional lives of students by experiencing foreign cultures, which helps students to better understand global issues and prepares them to be better equipped for success in a global economy (Tadmor, Galinsky & Maddux, 2012). It also promotes a pro-U.S. orientation among future government, private sector, and nonprofit decision makers in numerous countries (McAllister-Grande, 2008).

A quality framework to design quality programs such as The Code of Good Practice helps to meet the needs and interests of the groups involved in transnational education programs (The Parties to the Council of Europe and UNESCO Convention, 2007). This is often found at the university levels, but not at the high school levels. The DHS is responsible for overseeing the high school study abroad programs, schools, and host families. Regulations are primarily for the safety and quality of experiences of the students.

This study contributed to the literature surrounding nonimmigrant student policy, school district policies on foreign exchange students, study abroad programs, oversight, and quality assurance. It is significant because it identified steps that may improve oversight and how to improve the F-1 visa program. Schools should create policies requiring student orientations and host family training as well as policies and procedures to monitor home-stays. Thus, quality assurance of study abroad programs could increase and even more students might participate.

Summary

International education is an important industry, making billions of dollars, and each stakeholder and interest group is a necessary component of this global market. Private high schools and universities are relying on or investing in foreign student enrollments to keep them profitable. The local economies are boosted by the industry. Quality assurance of these programs is lacking and the government struggles overseeing them. Identifying ways to help oversee and policies linked to weak regulations will enable the interest groups to maintain quality programs.

Comparatively, very little has been written about academic and cultural exchange programs at the high school level. However, there is a multitude of information on study abroad programs at the college level. Chapter 2 will reveal the in-depth strategies I used to find literature relevant to this topic and a review of that literature. Chapter 3 revolves around the research design and rationale, methodology, and issues of trustworthiness. Chapter 4 focuses on the data collection, analysis, evidence of trustworthiness, and the

results of the study. Chapter 5 has the interpretations of the findings, limitations of the study, recommendations, implications, and conclusion.

Chapter 2: Literature Review

Introduction

Study abroad education is an important factor in globalizing the world's marketplace with culturally intelligent people. It has a tremendous impact on the economy, creates diversity in schools, and promotes cultural understanding. Lack of adequate review of existing regulations regarding study abroad in the United States by the DHS and suboptimally designed programs are the main problems with study abroad (Poon-McBrayer, 2011). These problems can lead to instances of abuse and exploitation, adjustment issues, delays in linguistic and cultural development, and loss of student recruits, program credibility, and revenue (Diao et al., 2011; Knight & Schmidt-Rinehart, 2010; Schmidt-Rinehart & Knight, 2004). There are many interest groups involved in study abroad and the regulatory agencies, and the DHS faces major challenges in their oversight of the programs (U.S. Government Accountability Office, 2012). Positive study abroad components include global perspectives and diversity, economic growth, and cultural capital (Bachner & Zeutschel, 2009; Farrugia, 2014; Van de Werfhorst & Hofstede, 2007). Underage students are vulnerable and the schools and sponsors are responsible for them while they are in the United States (CSIET, 2013b). Perhaps the outcome of this study will aid them in handling their responsibilities and oversight of the programs. In this chapter, I have identified my literature search strategy, the theoretical framework, key themes of the literature review, and examples of problems showing the urgency of this topic.

Literature Search Strategy

I found it very difficult to gather information about international high school students in the United States or about oversight and quality assurance of the programs. I used many database sources of information to search this topic: ERIC, Education Research Complete, Education from SAGE, Ebscohost, Ed/ITLib Digital Library, Education Research Starters, Google Scholar, ProQuest Central, Academic Search Complete, PsycINFO, SocINDEX, PsycARTICLES, Political Science Complete, Business Source Premier/Complete, and ABI/INFORM Complete. I clicked to choose all databases and searched the key words *English as a Second Language (ESL)*, *ESL support*, and *ESL public policy*. Because I work as a school principal, I am familiar with the terminology and felt that some research results may be available that would pertain to my topic. I also looked under *academic exchange student*, *advocacy for foreign students*, *Catholic high schools*, *cultural exchange student*, *culture shock*, *educational exchanges*, *F-1 visa*, *foreign exchange policies*, *high school foreign exchange program*, *home-stay*, *home-stay regulations*, *host families for students*, *international student abroad*, *international student high school*, *international studies*, *J-1 visa*, *multiculturalism*, *public policy education*, *public policy international*, *quality assurance*, *recruiting*, *SEVIS*, *SEVP*, *safety measures for students*, *secondary school*, *self-efficacy*, *sojourner*, *student alienation*, *student exchange program*, *study abroad*, *study abroad oversight*, *study abroad regulations*, *study group*, *transformation*, *transnational*, *transnational education*, and *transnational NGOs*.

Representatives from Holy Family International College Preparatory Program were contacted to inquire about their program, but there was no response. Information was gathered via their website.

Because I found a limited number of articles written in the last 5 years, I opened my search to go back to works published since 2003. Most of the literature revolved around college or university level students and their adjustment issues. There have only been GAO reports for DHS and the F-1 academic study abroad program. There were reports of inspection from the OIG detailing the management review of J-1 cultural study abroad programs. The only other sources detailing noncompliance I found in newspaper articles, which cannot be used in scholarly research under the literature review.

Theory

Quality assurance has been lacking in study abroad programs because of weak regulations and inadequate oversight. Change is needed to improve the regulations and oversight. A regime theory of change models how groups can support change (Stachowiak, 2013). Stone (1989), a leading author of regime theory, described a regime as informal arrangements that support and supplement the official policies of a government authority. The informal arrangements reinforce and guide the formal official policies into action (Stone, 1989). The informal groups must be somewhat stable and have access to institutional resources to enable them to have a role in decision making (Stone, 1989). What makes the group informal is that they cooperate informally without attorneys, accountants, or others that would guide behaviors (Stone, 1989). A regime is

created to uphold and facilitate action (Stone, 1989). A regime empowers and synchronizes efforts that otherwise may not take place (Stone, 1989).

This global theory of change is associated with advocacy and policy change efforts (Stachowiak, 2013). Policy change happens with the collaboration of persuasive, interdependent policy creators (Stachowiak, 2013). Policy change takes place if politicians build coalitions across the community, and policies change depending on these coalitions (Hula & Haring, 2011). Regime theory may be suitable if nonpoliticians are involved in policy making (Stachowiak, 2013). This was the case for the current study; the policy makers were school districts and third-party recruiters or study abroad organizations. Problems and solutions may be identified to rewrite policies (Hula & Haring, 2011).

For regime formation to occur, advocates will recognize and encourage supporters within a regime to increase their alignment with a common, supported agenda (Stachowiak, 2013). Because of this alignment, they will increase their combined knowledge and resources and a new agenda will be created (Stachowiak, 2013). School districts, recruiters, and study abroad organizations can align their agendas and identify resources and knowledge to create an improved agenda that will increase the effectiveness of the existing regime (Hula & Haring, 2011), and for this study, the DHS. Identifying resources and knowledge will support the regime and policies will be improved, thus making a change.

Interest groups are known to impact policy outcomes. Interest groups influencing education reform in the United States increased in recent decades as seen in tax-funded

educational vouchers, the prohibition of comprehensive sexuality programs, the development of a phonics education curriculum in Utah, and school choice, which led to the nation's first charter school law in 1991 (Opfer et al., 2008). Advocacy coalitions were the driving force behind school choice (Opfer et al., 2008). The interest groups behind each of these reforms were passionate and committed to their goals and acted as advocates to the students involved.

Study abroad education in the United States has its own special interest groups. They each have an agenda, and a main component on the agenda revolves around making profits, including nonprofit organizations. The federal government established rules concerning foreigners studying in the United States (U.S. DOS, 2010; U.S. DHS, 2014b). while fostering opportunities for businesses to flourish in this market. They worked toward creating policies that balance the needs of all involved and try to oversee them. There are many challenges of regulating sponsors, third-party providers, and their programs. Other interest groups, such as CSIET, CSFES, and NAFSA, are advocates or proponents of international education and of the students participating.

Regime theory can explain how urban education policies have changed. According to this theory, the state government functions as the framework for school districts by establishing regulations and expectations (Burns, 2003). The local interest groups, though, create education policy (Burns, 2003). However, states were directly involved in urban education when the local policies and education systems failed to perform adequately, as happened in Newark, New Jersey, and Detroit, Michigan (Burns, 2003; Hula & Haring, 2011). In these cases, the state became part of the new regime,

along with business owners, political figures, and other community members to make change (Burns, 2003; Hula & Haring, 2011). In the case of Newark, the state government restructured the education regime by eliminating the education administrators and replacing them with state-appointed employees (Burns, 2003). This was necessary because education reform must be done at the local level (Stone, 1998). In Detroit, the regime was the charter school movement. The movement empowered interest groups at the local level, which led to the restructuring of Detroit's education institutions and the support of charter schools (Hula & Haring, 2011).

I applied the regime perspective to illustrate how the interest groups in study abroad education can influence policy at the local school district level. Regime theory can lead to policy change for study abroad programs, as seen by the following explanation. First, the federal government (DHS) establishes policies and regulations for academic and cultural exchange students and programs. Next, local governing regimes (school districts and study abroad organizations or recruiters) are challenged by interest groups to change policies. Then, a regime of new actors from the interest groups is created and empowered to make change, which can result in new or revised policies.

Review of Literature

There are positive and negative components of study abroad education in the United States. Most of the research in this field focused on college level participants. The review of literature starts with articles focusing on high school students and the positive aspects of study abroad. It is followed by articles sharing positive and negative aspects of study abroad at the college level.

Positive Components of Study Abroad for High School Students

Study abroad at the high school level positively affects U.S. high school students, the international students, and U.S. schools. Exposing U.S. high school students to international students provides them with opportunities of exposure to diversity and other worldwide perspectives (Bachner & Zeutschel, 2009; Farrugia, 2014). This exposure may be the only global experience some U.S. students ever have (Farrugia, 2014). Including U.S. students in the study abroad programs will increase their knowledge on world development issues (van Eerdewijk, Westeneng, de Hoop, & Ruben, 2009).

International students often desire to attend U.S. universities (Farrugia, 2014). Attending U.S. high schools helps their chances of being accepted in U.S. higher education institutions because of their exposure to the language, culture, and education norms (Farrugia, 2014). Because they have already adjusted to the culture and language, they are an asset at the university level by helping newly arrived international students adjust to their new culture (Farrugia, 2014).

Students' language acquisition is positively influenced by acculturation and supportive affiliations with host family and native peers (Di Silvio, Donovan, & Malone, 2014; Kinginger, 2013; Spenader, 2011). In addition, students who are more confident and self-assured in using the host country's language will be more successful in language acquisition (Spenader, 2011).

Public and private schools benefit financially from additional enrollment numbers and tuition (Farrugia, 2014). Public schools base their tuition on the full unsubsidized cost of education, which varies from each school district and ranges from \$3,000 to

\$10,000 a year (Farrugia, 2014). Private schools typically charge from \$10,000 to \$30,000 a year in addition to other fees to cover administrative and support staff costs (Farrugia, 2014). CSIET has general statistics on international high school students studying in the United States, but there are no tools to determine their economic impact (N. Olivetti, Senior Program Officer, CSIET, personal communication, August 11, 2014).

Many international parents desire to immerse their children into American culture so they will learn to communicate with confidence, which will in turn benefit them in their future business transactions (San Antonio & Ofori-Dwumfuo, 2015). In addition, parents offer these education opportunities to increase their children's cultural capital (Van de Werfhorst & Hofstede, 2007).

Growing business in high schools. High schools in the Catholic Diocese of Pittsburgh enrolled 65 Chinese students in 2013 (Bartos, 2013). A new program, Holy Family International College Preparatory Program (HFICPP), took advantage of the opportunity to become sponsors of these students and created a holistic program to meet their financial needs as well as the needs and interests of the students (Bartos, 2013). This nonprofit program has the approval of the Diocese of Pittsburgh and they promote the program on their website. They offer ESL tutoring and other academic support programs (HFICPP, 2014). They require a certain level of English proficiency to attend their program (HFICPP, 2014). HFICPP expanded its program to six Catholic high schools in or near Pittsburgh and one outside of Philadelphia (HFICPP, 2014). HFICPP has relationships with many universities offering the international students conditional acceptance, depending upon meeting admission standards (HFICPP, 2014). The HFICPP

offers a dorm like home-stay, if this is what the students' desire. They also offer traditional home-stay experiences (HFICPP, 2014).

Higher education opportunities. Studying at the high school level in the United States is a pathway to attending U.S. colleges (Farrugia, 2014). There is a growing demand for international studies (Farrugia, 2014). The United States is now in competition with Australia, Canada, Taiwan, Hong Kong, the Philippines, and the European Union for the study abroad market; therefore, the United States needs to create a strategy to attract students because they promote economic growth (Douglass & Edelstein, 2009). A recent study revealed that many foreign students studying in U.S. high schools will likely attend higher education institutions in the United States (Farrugia, 2014). This is an advantage to the universities because the students already have experience in the U.S. culture, have a better understanding of the language, are culturally adjusted, and may be a resource to help new students, just starting their international experience (Farrugia, 2014). Maintaining financial wellbeing is also in the minds of administrators of private high schools who are looking at the profitability in recruiting international students to attend their schools.

Global perspective. International students bring diversity to U.S. classrooms, providing native born students an opportunity to learn other perspectives on global issues (Bachner & Zeutschel, 2009; Farrugia, 2014). It also offers international students an opportunity to understand the perspectives of U.S. citizens (Bachner & Zeutschel, 2009; Farrugia, 2014). These opportunities help build relationships that may improve students'

global competencies and future international interactions (Bachner & Zeutschel, 2009; Farrugia, 2014).

Home-stays and relationships. A positive relationship between the student and the host family has a tremendous impact on the student's success (Bachner & Zeutschel, 2009; Di Silvio et al., 2014). The family is the most important feature of the exchange (Bachner & Zeutschel, 2009). If the relationship was positive, their experience was positive however, if the relationship was negative, so too was their experience (Bachner & Zeutschel, 2009). The host family experience is influential to the students' international perspective and successful experience (Bachner & Zeutschel, 2009; Di Silvio et al., 2014). Students were likely to reach out to make friends with other students if they felt comfortable with their host family (Grieve, 2015). It is important for host parents to permit and encourage socialization and to not restrict it (Grieve, 2015). Host families provided the students with a social network which helped them to learn the language and the culture (Grieve, 2015). Many students felt that the direction of their professional careers was eventually effected by their study abroad experiences (Bachner & Zeutschel, 2009). Overall, high school study abroad experiences in the United States are characterized as positive, momentous, and lasting (Bachner & Zeutschel, 2009).

In summation, international high school students often attend college in the United States, and international parents send their teens abroad to offer them global experiences. Scholars have addressed long-term effects of high school study abroad, including the importance of the relationship between the student and his/her host family. Researchers still need to learn more about the programs offered at the high school level,

specific problems the students faced, and how they faced them so we can improve programs to offer the best experience for the students.

Positive Components of Study Abroad for College Students

Multicultural exposure, international education, and living abroad leads students to professional success because of their new-found global perspectives, their involvement in development issues, increased creativity in finding solutions to global issues and their informed and interconnected global thoughts (Daneshyar, 2011; Maddux & Galinsky, 2009; Sonesson & Cordano, 2009; Tadmor et al., 2012). Most students felt that they were receiving a quality education and were pleased with their academic program (Milian, Birnbaum, Cardona, & Nicholson, 2015). For young adult students to gain in language and cultural competence, they must interact with others in social and academic contexts, with intentional approaches and outcomes (Williams, 2009; Yau, 2012). Outcome based tasks helped relieve anxiety of speaking with native speakers (Williams, 2009; Yau, 2012). Overall, young adult students in their late teens or early twenties are similar and can think at a complex rate combining cognitive and emotional skills (Simpson, 2008). They tend to respect diversity and they base their relationships on shared values (Simpson, 2008).

Self-esteem. Students who study abroad tend to develop higher levels of self-esteem compared to their peers that do not (Hutteman, Nestler, Wagner, Egloff & Back, 2015). The increase in self-esteem is directly linked to their amount of social inclusion (Hutteman, et al., 2015). Students who begin their study abroad experience with lower

levels of self-esteem showed the most increase compared to their peers that start the experience with higher levels of self-esteem (Hutteman, et al., 2015).

Biculturalism. Biculturalism happens when an individual is exposed to, has synthesized two cultures into their personality, and can change their behaviors based on the cultural cues to which they are exposed (Nguyen & Benet-Martinez, 2007). One can measure biculturalism with research instruments and through theoretical and psychometric topics (Nguyen & Benet-Martinez, 2007). Measuring integration strategies of biculturalism, specifically behaviors and responses, can determine an individual's level of biculturalism with reliable results (Nguyen & Benet-Martinez, 2007). Studying abroad offers students an opportunity to increase their levels of biculturalism.

Living abroad is better than no exposure to the foreign sociocultural environment (Tadmor et al., 2012). This study investigated whether living abroad and experiencing biculturalism were key drivers for creativity and professional success. People exposed to other cultures react in four different ways. The cultural reaction patterns are (a) separation, identifying only with one's home culture; (b) assimilation, abandoning one's home culture and identifying only with the host culture (c) marginalization, minimal identification with either culture; and (d) integration, embracing both cultures (Tadmor et al., 2012). Some will separate their own cultural identity from the host culture and will not embrace the new culture at all while others may relinquish their home culture identity and only recognize the host culture. On the other hand, some may maintain low self-identification with both cultures. Those that integrate and maintain identification with their own cultures while identifying with the new culture will truly be bicultural (Tadmor

et al., 2012). Results revealed that creativity increased through biculturalism; however, not all study abroad programs have led students to successful professions (Tadmor et al., 2012). Ultimately, it is up to how one reacts to the host culture and the level of identification of one's home culture as to whether it will affect one's creativity and professional successes. Tadmor et al. (2012) stated that future investigations should study the negative sides of biculturalism since their study focused on positive situations.

There is a strong relationship between the international college student, family interaction in the host family and in the university and how these factors contribute to a positive experience (Knight & Schmidt-Rinehart, 2010). Both peer-cohort and host-culture contact contributed to success (Savicki, 2010a). It did not matter if the student lived with a group of students from the same culture or with a host family (Savicki, 2010a).

Task-based learning success. The key to increasing language skills was task-based learning (Knight & Schmidt-Rinehart, 2010) however, this is unfamiliar to Chinese students, so they may need more guidance (Tang, 2009). This was determined after a study on task-based learning analyzed family interaction journal reflections based on task experiences (Knight & Schmidt-Rinehart, 2010). An ideal balance is the support from the peer-cohort and the challenge of host-culture contact (Savicki, 2010a). Assigned tasks helped decrease the students' levels of anxiety and nervousness, made them more willing to interact with their host culture, and increased their oral fluency (Cadd, 2012). For example, one task was to call a business and ask for its location and hours of operation. Another task was to go to the post office and mail something. There were twelve tasks in

all and after each task, the student wrote a reflection about it and answered specific questions (Cadd, 2012).

Offering intentional student learning outcomes in the college level study abroad program increased students' abilities to understand cultural issues in an open-minded manner and their tolerance of cultural differences grew (Williams, 2009). Williams used the Reflective Model of Intercultural Competency to divide the outcomes into three dimensions, cognitive, affective, and behavioral. Students demonstrated increased flexibility in their way of doing things, improved critical thinking skills and became more open-minded and curious when offered intentional learning outcomes (Williams, 2009).

Language proficiency. The quality of the international experience is more valuable to language proficiency than the quantity of immersion in the culture (Savicki, 2011). Also, contributing to language acquisition and cultural competence are the completion of tasks that revolve around interacting with native speakers, such as ordering food at a restaurant or mailing a package from the post office (Cadd, 2012; Schmidt-Rinehart & Knight, 2004).

Early sociocultural adaptation, higher levels of psychological wellbeing, and a high affirmation of one's national identity did correlate with language proficiency (Savicki, 2011). If international college students made friends easily, used the public transportation system, found food they enjoyed in the new culture then they had an easier time becoming proficient with the language (Savicki, 2011). The study also revealed that high levels of depression, stress, anxiety, hostility, and lack of motivation and energy, interfered with language proficiency (Savicki, 2011). Japanese students often felt anxiety

when they realized that their program of study would not be enough to teach them to speak English like a native-English speaker (Sato & Hodge, 2015). International college students having a strong sense of belonging to one's own culture gave them a positive attitude and social identity that led to the openness to become proficient in another language (Savicki, 2011). There is no significant proof that international students have more tendencies for alienating themselves from peers than American students do, in the United States (Klomegah, 2006). All students need social interaction to avoid the feeling of alienation, regardless of their home countries (Klomegah, 2006).

Integrative motivation and instrumental motivation are interrelated and affect students' intercultural learning (Yau, 2012). Integrative motivation is being open and respectful to new cultures and instrumental motivation is the desire to learn something different from the English language (Yau, 2012). These motivations drive people to learn foreign languages and relate to their success in studying abroad (Yau, 2012). Male and female study abroad undergraduate students have similar views about host family experiences (Gutel, 2008). They both believe that the home-stay experience will offer them quality cultural immersion (Gutel, 2008). They both believe that an intense home-stay experience is necessary for a learning experience (Gutel, 2008). In addition to the home-stay the type of student visa the foreign student is granted can have a significant influence on the students' study abroad experience.

Global perspective. By combining an expedition to a distant land with an academic program, foreign students may experience an evolving global perspective (Daneshyar, 2011). This global perspective is a way of thinking, which stems from an

understanding of economics, politics, and concerns of the world while being conscious of one's interests and the interests of the world (Daneshyar, 2011). Cultural intelligence grows from foreign experiences and compares to intercultural competence, which is an awareness of the value and an appreciation of cultural differences while maintaining self-awareness, primarily while communicating in intercultural circumstances (Deardorff, 2006; Tsai, 2012). Combining a global perspective with the ability to analyze, interpret, relate, listen and observe while studying abroad, will lead students to intercultural competence (Deardorff, 2006). Students learn a cosmopolitan view that develops their political, moral, cultural and economic understanding of the world (Hansen, 2008). Understanding and appreciating other cultures will help future generations interact with others in business, politics, and other areas, which may contribute to a more peaceful and collaborative world. International students may play the role of a cultural change agent and a link to promote world peace (Fordham, 2006). Studying abroad plays a major factor in this becoming a reality because it teaches the skills to be culturally competent. International students indirectly improve U.S. students' education by exposing them to new ideas, values, and diversity and a more cosmopolitan learning environment.

Cultural capital. Cultural capital is a driving force of parents sending their children to the United States. Well-informed parents are investing in their children's cultural capital because they recognize and appreciate the results they receive in the U.S. environment (Jaeger, 2011). The idea of high-status, cultural experiences leading to positive inequalities was first discussed by Bourdieu and Passeron in their cultural reproduction theory, which led to the study of educational inequality (Bourdieu &

Passeron, 1977; Lamont & Lareau, 1988). Bourdieu and Passeron's studies showed that attitudes and behaviors learned from the dominant class were valued in school settings and that parents should invest in cultural capital by exposing their children to values of the dominant class (Bourdieu & Passeron, 1977; Lamont & Lareau, 1988). However, since attending school is not unusual, the social merits of attending are diminished and are no longer seen as a social status (Passeron, 1986). Foreign parents can expose their children to elite education by sending them abroad. Parents hold cultural capital, cultural experiences, and a wide-range of exposures to diversity and money, and they invest in their children by sharing this capital with them in hopes that the children will embrace it and multiply it (Jaeger, 2009). This process contributes to educational inequality, which puts their children at an advantage (Jaeger, 2009). Parents' higher socioeconomic status is associated with the desire to culturally and socially reproduce what they have and to increase it for their children (Yamamoto & Brinton, 2010; Kraaykamp & van Eijck, 2010). Learning the hidden-curriculum of the social aspects of this dominant culture is the way to success and prestige. In the case of international study abroad, the United States is one of the dominant actors in the international system. Youth around the world desire to learn about the dominant culture of the United States, including the mastery of English. Studying in the United States gives them the opportunity to immerse themselves in the cultural milieu. Foreign parents provide their children with the experience of socializing and the prestige of learning English in America. Education as an agent of cultural reproduction is not focused on academics but rather on the hidden curriculum which is the socialization into American stereotypes of self and other, attitudes or both

(Kentli, 2009). American and foreign students gain prestige and social networks by enrolling in elite U.S. universities, which in turn impacts their social mobility. American families sending their children to private schools while they are minors serve the same purpose as foreigners sending their children to the United States to study.

Growing business. Asia's interest in U.S. schools is growing (Farrugia, 2014). Mainland China parents look for programs located in areas that meet their cultural and political interests as well as socio-economically practical locations, and that provides academic support (Bodycott, 2009). The students look at accommodations, range of programs, English-speaking environment and academic support (Bodycott, 2009). Filial piety is still strong in mainland China and recruiters should seriously consider how this plays in their recruitment strategies (Bodycott, 2009; Bodycott & Lai, 2012). The students I tutored or hosted knew someone that participated in a study abroad group and that is why they chose it. One of the common reasons why students choose a study abroad destination is due to the recommendation from relatives and friends (Bodycott, 2009). Students also are swayed by the opportunities for scholarships, the location, and the reputation of the quality of the education the institution provides (Bista & Dagley, 2015).

International students have a significant impact on university revenues since most pay full tuition (Hegarty, 2014). Sixty-two percent of universities have increased their recruiting power to ensure foreign student enrollments (Hegarty, 2014). Research and doctoral universities have the highest chance in recruiting because more students are enrolling in those types of institutions (Cantwell, 2015). The local economies also benefit

from the university students since students need to purchase food, clothing, housing, books, and other items (Hegarty, 2014). Billions of dollars are at stake with Australia, Canada, and the United Kingdom as major competitors with the United States, all desiring foreign students to enroll in their universities (Hegarty, 2014). Many more countries are vying for this business as well, including Taiwan, China, France, Germany, Netherlands, Finland, and Denmark (Hegarty, 2014).

Americans' views of international education. Based on an opinion poll commissioned by NAFSA Association of International Educators, Americans support international education (NAFSA: Association of International Educators, 2013). Sixty-three percent believe that studying abroad, learning a foreign language and about other cultures is important. Sixty-four percent feel that our colleges and universities need to do a better job teaching our children about global diversity for them to compete in a global market (NAFSA: Association of International Educators, 2012). Another study showed that American students are concerned about the country's economic future and believe that international students contribute to its growth and want to see policies to attract them (Owens et al., 2011). International students have an optimistic view of globalization and its influence on the economy, which stems from their positive experiences while studying in the United States (Owens et al., 2011).

Home-stay. Student immersion in home-stay experiences, and host-culture contact usually are valuable components leading to improving students' linguistic and cultural abilities (Diao et al., 2011; Knight & Schmidt-Rinehart, 2010; Schmidt-Rinehart & Knight, 2004). Adjustment and interaction are major factors in how well students

profit from a home-stay (Schmidt-Rinehart & Knight, 2004). Students learn socialization skills from their homestay through the daily routines (Shiri, 2015). They learn about the culture through the interactions, food, routines, traditions, and shopping (Shiri, 2015). The home-stay increased their language acquisition through the daily interaction of hearing dialects (Shiri, 2015). Host family members often introduce the students to extended family members and friends who intermingled with the students (Shiri, 2015). This social network invites students to traditional social events such as birthday parties, weddings, and to holiday parties, all of which help the students learn about the culture (Shiri, 2015).

The psychological adjustment during a study abroad experience varies. Universities, schools, and sponsors need to consider the process of sociocultural adjustment and prepare quality programs that address their needs and offer support to them (Savicki, 2010b). Most literature on study abroad relates to higher education and not secondary education at the high school level. If university level students struggle with adjustment, one can only imagine how difficult it must be for foreign teenagers in high school to adapt and thrive, even in the less demanding U.S. high schools. Their programs also should be well planned and offer support.

Personal development in intercultural learning. International students who successfully overcome the challenges of adjustment have higher levels of self-esteem than when they first began their experiences (Hutteman, Nestler, Wagner, Egloff & Back, 2015). However, their self-esteem is affected by their academic performance and their perceptions of the host culture's approval and acceptance of them (Eshel & Rosenthal-

Sokolov, 2000). If they are motivated to adjust a new culture for personal growth, they are likely to develop positive attitudes and can successfully deal with the challenges and differences of the new culture (Gill, 2007). Living and studying abroad improves international relationships and the ability to develop relationships in general (Zimmerman & Neyer, 2013). Intercultural learning has three main facets, intercultural adaptation, developing intercultural competence, and the reconstruction of self-identity (Gill, 2007). These facets are intertwined and all lead to personal growth (Gill, 2007). There are predictors of behaviors, events and thoughts that delay intercultural adaptation. If Chinese, male international students are homesick and perceive discrimination, their adaptation will be delayed. If Chinese, female international students, experience difficulties dealing with culture shock, feel stress, have a lack of English language proficiency and academic struggles, it is likely they will struggle with adaptation (Lin & Yi, 1997; Lowinger, He, Lin & Chang, 2014).

Communication. There are many communication dynamics that should be known regarding international students. Most students prefer face-to-face contact with their host culture contacts instead of social media because it allows them to identify the emotional expression in their body language (San Antonio & Ofori-Dwumfuo, 2015). It was discovered that many students did not prefer text-messaging because it was intrusive to them and a waste of time (San Antonio & Ofori-Dwumfuo, 2015). It is important to identify how they prefer to communicate prior to inviting them to social events and for relaying student expectations (San Antonio & Ofori-Dwumfuo, 2015). The greatest barriers in communication for them were native accents, their own levels of proficiency

including enunciation and comprehension, and their own maturity (San Antonio & Ofori-Dwumfuo, 2015). Some students even have difficulty adapting to social norms of social distance (Sato & Hodge, 2015). Another important factor is that the students avoid telling their families about the problems they are having because they do not want to worry them (Kwawaja & Stallman, 2011; Ten Bhömer & Van Den Hoven 2013). The students managed their stress by communicating their problems with other international students (Kwawaja & Stallman, 2011).

Programs. International students diligently consider the different programs offered prior to committing (Bista & Dagley, 2015). They want to find a safe place to work and study (Bista & Dagley, 2015). Study abroad programs can have a positive impact on intercultural competence (Deardorff, 2006; Paige, Cohen & Shively, 2004). It involves one's mindset, personal characteristics, understanding, skills, and cultural awareness (Norviliene, 2012). Intercultural competence is like one's intercultural or global perspective in that it affects one's thinking, emotions, and behavioral processes in intercultural circumstances (Norviliene, 2012). However, these programs need to be well planned to develop culturally intelligent people who can evolve into skilled employees ready for a global marketplace (Ang et al., 2007).

Students' creativity, the ability to create something new and useful, also is increased through intercultural development (Maddux & Galinsky, 2009) but not all study abroad programs facilitate experiences that lead to creativity and professional skills (Tadmor et al., 2012). Cultural intelligence also lends itself to developing global leaders by integrating experiential learning theory demonstrating that businesses led by those

with international experience are at an advantage and excel financially (Ng, Dyne, & Ang, 2009; Tan, 2004). Some businesses and managers study cultural intelligence (Norviliene, 2012) and employers can test the cultural and emotional intelligence of potential employees to see who will most likely cope with different cultures (Earley & Mosakowski, 2004) particularly in unfamiliar surroundings (Tan, 2004).

Global mindedness and cultural intelligence improve when study abroad programs are at least a semester long (Kehl & Morris, 2008) have clear learning goals, appropriate learning opportunities and student outcomes (Deardorff, 2006; Li, 2013) and promote foreign language learning along with teaching cultural diversity, customs, and traditions between cultures (Norviliene, 2012). It is possible for a shorter program to be effective, such as an intensive summer program, if it is designed well and expertly implemented (Dwyer, 2004). The Group Instructional Feedback Technique and the Reflective Model of Intercultural Competence can assess and improve study abroad programs' learning goals (Santanello & Wolff, 2008; Williams, 2009). In addition to a well-made program, motivation and interaction affects language and speaking proficiently (Hernandez, 2010; Triana, 2015; Tsai, 2012). Study abroad experiences need to be challenging and supportive (Savicki, 2010a) to be effective.

In order to help students acculturate and adjust to the United States, programs need to address ways to help students overcome their language difficulties and promote academic self-efficacy (Chavajay, 2013; Lowinger et al., 2014; Milstein, 2005; Triana, 2015). Some programs that significantly helped students were English conversation groups, tutoring, cross-cultural events, orientation activities, and learning about

immigration regulations (Milian et al., 2015). Counseling should be offered for acculturation stressors, especially for the first 6-12 months (Brown & Holloway, 2008; McLachlan & Justice, 2009) and social events need to be incorporated into the program so international students can interact with each other and with native students and other people from the host culture (Brown, 2009; Brown & Holloway, 2008; Chavajay, 2013; Li, 2004; Lowinger et al., 2014; Sherry, Thomas & Chui, 2010; Triana, 2015). One study showed that many students were not involved in any student organization or even career services (Urban & Bierlein Palmer, 2016). Interaction with native students is a critical component of adjustment (McLachlan & Justice, 2009; Mustaffa & Ilias, 2013; Sherry et al., 2010). International students find it difficult to make friends with native students so they are more comfortable making friends with other international students (Sato & Hodge, 2015; Urban & Bierlein Palmer, 2016). They also see professors and advisors as role models and look to them for ways to connect to the culture and for every day support (Glass, Kociolek, Wongtrirat, Lynch, & Cong, 2015). If classrooms are inclusive and professors have intercultural competence, then students' experiences are more positive (Glass, Kociolek, Wongtrirat, Lynch, & Cong, 2015; Sato & Hodge, 2015). Many Chinese and Japanese students find success through the creation of social groups to support one another (Chen & Ross, 2015; Sato & Hodge, 2015). They organize study, sports, and other student groups (Chen & Ross, 2015).

It benefits the students and the program directors if an assessment of the students' mental health needs is done prior to their arrival in the United States (McLachlan & Justice, 2009). Support systems for loneliness, support in communicating with public

services and assistance in managing food, housing and security will provide them with the necessary backing so they can focus on cultural adaptation (Liu, 2005; Mustaffa & Ilias, 2013).

Students can more easily adjust to their new environment if the program considers their linguistic and social needs (Savicki, 2011). Other factors that may help the students adjust are the home-stay placement, the orientation process (Fan & Wanous, 2008; Salyers, Carston, Dean, & London, 2015; Schmidt-Rinehart & Knight, 2004), the training of host families (Mustaffa & Ilias, 2013), improving the quality of teachers and finding schools invested in globalization opportunities inside and outside of the classroom (Li, 2013; Knight & Schmidt-Rinehart, 2010; Tsai, 2012). Students need help adjusting to their new environment. There are ways to test for resiliency prior to the students' arrival, such as the Organizational Development Resources Personal Resilience Questionnaire (Wang, 2009). Universities can gather information about their international students and provide training for staff and programs for the students to enhance their resiliency skills (Wang, 2009). Administering the questionnaire to a minor in another country applying to go to a US high school may will determine if the student has the resilience characteristics to participate in a study abroad program (Wang, 2009). Another tool to use that will help school officials understand students' perceived levels of support is by administering the Index of Sojourner Social Support Scale. Identifying the levels of social support may help guide school officials ease their adjustment issues (Chavajay, 2013). Predeparture activities identifying students' expectations is helpful in identifying unrealistic thoughts of study abroad (Salyers et al., 2015). These activities and appropriate orientations will

increase the possibility that the global learning experience will be positive (Salyers et al., 2015).

Negative Components of Study Abroad for College Students

Challenges. Many foreign students feel that their lack of knowledge of the U.S. culture hinders their ability to participate in class (Milian et al., 2015). They also are challenged in class with trying to understand students from other foreign countries (Milian et al., 2015). Many Chinese students do not feel welcomed by U.S. students and therefore socialize only with other Chinese students (Abelmann & Kang, 2013). Some foreign students feel that U.S. students are not interested in engaging in friendship with foreigners, even though they are friendly (Gareis, 2012). Student from East Asia, have the most difficulty in making friends with U.S. students (Gareis, 2012).

Barriers. Teachers and staff from seven public sector universities in Beijing, China underestimated some of the foreign students' problems (Sumra, 2012). This lack of understanding of what international students need or what problems they face is a common belief of many students (Urban & Bierlein Palmer, 2016). Social problems like language barriers, access to health facilities, food adaptations and making living arrangements (Milian et al., 2015) caused the greatest distress to undergraduate college students (Sumra, 2012). The faculty was unaware of 19 different problems affecting their students (Sumra, 2012). The student participants came from Asia, Africa, Europe, America, Australia, the Middle East and Canada and lived in Beijing for two to six years (Sumra, 2012). Many students also believe that universities do not do enough to support their participation in co-curricular activities (Urban & Bierlein Palmer, 2016).

One study revealed that international college students do not have as much interaction with members of the local community and interact only on campus (Kusek, 2015). Many students felt unsafe and uncomfortable going to local establishments unless they had an American acquaintance with them because of alcohol being served. (Kusek, 2015). Many avoided going to eating establishments because they felt the prices were too high (Kusek, 2015).

Adjustment issues. Some common themes of intercultural adjustment include culture shock, academic achievement, other student problems like interacting with strangers from a different culture; and anxiety of communicating perceptions of discrimination, which have a direct relation to homesickness, social isolation, insomnia, a lack of English language skills, and unmet expectations (Baker & Siryk, 1999; Brown & Holloway, 2008; Jackson, 2005; Liu, 2005; Poyrazli & Grahame, 2007; Poyrazli & Lopez, 2007; Savicki, 2010b). At first, students are in the celebratory stage of experiencing a new culture and then a crises or culture shock takes place (Liu, 2005). Next, an adjustment period takes place which leads to adaptation or acculturation (Liu, 2005). These stages are sequential and cyclical (Liu, 2005).

Some of the common struggles revolved around missing their home culture and having family support, a lack of English language proficiency, the cultural differences, and a feeling of uncertainty about their futures (Liu, 2005; Yin, 2013). Some students experience role and personal shock when they take on a new role with unfamiliar expectations (Liu, 2005). Some students have a high status in their home country with higher standards of living and the change in their social/economic status leads to feelings

of sadness and isolation (Liu, 2005). Students who believed that they could succeed academically had an easier time adjusting (Hirai, Frazier & Syed, 2015). A main predictor of adjustment issues was not having control of their academic stress (Hirai, Frazier & Syed, 2015).

Universities should invest in programs to counteract any of these common adjustment problems to ensure friendlier relations with all countries involved (Klomegah, 2006; Poyrazli & Lopez, 2007; Poyrazli et al., 2010). Students most likely to suffer from acculturative stress come from Asian/Pacific Islander, African, and Middle Eastern backgrounds (Klomegah, 2006; Lee, 2010; Poyrazli et al., 2010). Once again, this literature addresses the needs of university students.

International student recruitment. Many colleges and universities use agents to recruit international students even though they are skeptical of them. Some view this strategy to attract students as controversial since it is driven by commissions and the recruiting market is unregulated in the United States (Kirsch, 2014). Some universities ended their contracts with recruiting agencies because of misrepresentation, unethical actions, and student grievances (Kirsch, 2014). The National Association for College Admission Counseling (NACAC) recommends using agencies that are transparent about fees and commissions, and are historically responsible and honest (Kirsch, 2014). Most students working with recruiters are unaware that the agents receive commission from the university in addition to the fees they pay them (Kirsch, 2014). Australia passed the Education Services for Overseas Students Act to protect students' interests from predatory recruiters (Kirsch, 2014). The United States has similar policies protecting U.S.

students planning on studying abroad but none for international students (Kirsch, 2014). The NACAC previously did not permit its members to work with agents but in 2013 it changed its policy to permit their use and they incorporated a Statement of Principles of Good Practices (Kirsch, 2014).

Lack of quality assurance. Quality assurance in the United States has its roots in the Community Mental Health Act Amendments of 1975 (Public Law 94-63). It required mental health facilities to have quality assurance implemented along with placing peer review systems (Patton, 2002). It reassured investors, insurers, and consumers that certain standards of excellence were in place with fidelity (Patton, 2002). Quality assurance systems identify problems, eliminate deficiencies, correct errors, control costs and protect participants (Patton, 2002). Quality assurance systems are now in many human and government services. The U.S. Government Performance and Results Act (GPRA) of 1994 requires outcomes evaluation reporting by government agencies (Patton, 2002).

The safety of students is a major concern and risks being overlooked. Many programs lack quality or the providers do not care to improve them (Poon-McBrayer, 2011). A quality assurance plan should be in place to improve study abroad programs (Hou, 2014). The quality assurance documents should have the best interests of all stakeholders in mind and written in a way that focuses on all the positive outcomes of study abroad and not just on financial gains, to avoid dominance of the study abroad sponsors (Smith, 2010).

Since transnational education involves so many students, some organizations like the tropEd network strive to create a quality assurance framework to separate themselves

from substandard companies, which may serve as an example (Zwanikken, Peterhans, Dardis, & Scherpbier, 2013). Countries or companies can develop quality assurance models that will benefit all the stakeholders involved and will help to divide the quality programs from the second-rate, if all commit to the high standards (McBurnie & Ziguras, 2011). One example is The Global Alliance for Transnational Education (GATE), which offers accreditation for transnational education programs (Jianxin, 2009). Since they generate a lot of revenue for the host countries, governments should oversee the quality assurance of study abroad programs or at least how to improve them (Marginson, 2012). Foreign students are under the regulations of the host country and its departments of education, yet are not protected citizens, often have communication barriers, and may be at risk for human rights violations (Marginson, 2012).

Quality assurance tools and approaches. A case study in Nigeria revealed the impact of Information, Communication and Technology using an Expert Tutor, a software program, to ensure quality instruction and reduce the number of students withdrawing (Yekini, Adigun, & Rufai, 2012). The European Union developed a European Quality Assurance Framework (EQARF) to monitor quality in vocational education and training (Masson, Baati, & Seyfried, 2010). It is a strategic management tool that has four steps (design, do, check, and revise) (Masson et al., 2010). It helps to analyze systems and find weaknesses (Masson et al., 2010). It focuses on the outcomes of the education systems, student achievement during school and after graduation, and customer satisfaction (Masson et al., 2010). The central organization designs quality assurance procedures to oversee, observe, assess, and evaluate at the local level which

encompass national standards and policies (Masson et al., 2010). This approach works well at the local level. The EQARF is one of many quality assurance tools used in Europe to measure quality in their education systems. Some are using national exams to evaluate student and school outcomes just as the United States does.

Another tool to ensure quality assurance being used in the United States and it is simply curriculum mapping. It is a comprehensive way to showcase the structure of the curriculum within a program and its relationships between other curricular components (Veltri, Webb, Matveev, & Zapatero, 2011). Students should be informed about the program outcomes and reminded of the end goal (Veltri et al., 2011). If summative and normative assessments are given periodically over time to document the program outcomes will lead toward continuous improvement (Veltri et al., 2011). Mapping helps to organize curriculum which is a component of regionalized accreditation agencies to become accredited (Veltri et al., 2011).

Online schools used various rubrics to determine the level of quality assurance. The Quality Matters (QM) reviews course overview, objectives, assessment, materials, interaction, technology, engagement, student support, and user-friendliness (McGahan, Jackson, & Premer, 2015). The Quality Online Course Initiative Rubric (QOCI) is another comprehensive and lengthy rubric like the QM (McGahan et al., 2015). The Rubric for Online Instruction (RQI) is a compact tool that covers learner support, organization and design, assessment, teaching with technology, faculty and student feedback (McGahan et al., 2015). If one desires to create a course evaluation rubric, it is

best to use a prebuilt instrument, if possible or at least use Creative Commons to find an easy to use instrument (McGahan et al., 2015).

Study abroad programs also were evaluated to identify areas that need improvement. The evaluations were rarely published and were done for the specific reason of NGOs conducting the evaluations (Olberding & Olberding, 2010). Other evaluations were designed and implemented by the study abroad organizations, themselves (Olberding & Olberding, 2010). The DOS hired consulting firms to evaluate some of their J-1 international student programs (Olberding & Olberding, 2010). A 360-degree approach is used to evaluate study abroad programs. This approach uses multiple measures from different angles to have a clear view of what is happening in the program (Olberding & Olberding, 2010). The 360-degree approach revealed that study abroad programs positively influence not only the students but the host families, teachers, and domestic students (Olberding & Olberding, 2010). If a 360-degree evaluation is used, researchers suggest that program directors talk to the participants who gave feedback, to clarify and to set specific goals (Olberding & Olberding, 2010).

Another approach is the Quality Circle, developed in Japan while rebuilding its economy after the Second World War (Devi & Mani, 2009). The approach is used in education by integrating small groups to identify, analyze, and solve problems (Devi & Mani, 2009). The groups meet voluntarily because they care about the organization and want to make improvements (Devi & Mani, 2009). In any institution used, Quality Circles increased productivity, quality of product or service and boosted employee morale (Devi & Mani, 2009). A Quality Circle has a tiered structure of members, leaders,

facilitators and an executive committee (Devi & Mani, 2009). Each circle has members and a leader, facilitators coordinate many circles, up to four and encourage the circles to work together, the executive committee reviews the work of the circles, and execute plans (Devi & Mani, 2009). Some key educational issues of Quality Circles were teaching and learning, professional development, curriculum review, student assessments and counseling (Devi & Mani, 2009). To problem solve in Quality Circles, members are trained to collect data, brain storm ideas, control charts, create Pareto diagrams and flow charts, and understand cause and effect analysis (Devi & Mani, 2009).

Quality assurance guidelines developed to protect against second-rate education provision (Smith, 2010). UNESCO created voluntary *Guidelines for Quality Provision in Cross-Border Higher Education* (Smith, 2010). UNESCO also addressed the need for quality assurance at the *Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications* (Poon-McBrayer, 2011). The New England Association for Schools and Colleges (NEASC) and the Commission on Institutions on Higher Education (CIHE) developed *The Principles of Good Practice of Overseas International Education Programs for Non-U.S. Nationals* to regulate education quality (Smith, 2010). The United Kingdom Quality Assurance Agency developed a *Code of Practice for Collaborative Provision and Flexible and Distributed Learning* as a guideline for best practices in education management (Smith, 2010). The Australian Vice Chancellors' Committee developed *The Provision of Education to International Students Code of Practice and Guidelines for Australian Universities* as principles for higher education (Smith, 2010).

Accountability. The government uses accountability frameworks to assess accountability within its agencies. Performance standards in the form of regulations set the framework of what is expected (Koliba, Mills, & Zia, 2011). Those who are to enforce the standards are an integral component of accountability (Koliba et al., 2011). The accountability framework relies on the expertise of the professionals involved (Koliba et al., 2011).

Lack of regulations. There are few rules when it comes to placing students into host families, its lack of regulation is not only in the United States, it is seen in Australia as well (Richardson, 2003). To have a successful and quality home-stay, organizations providing study abroad programs need to offer a high-quality service, which includes training for the home-stay hosts in cross-cultural communication and conflict management (Brown & Holloway, 2008; Richardson, 2003). In addition, proper screening of home-stay hosts is imperative for the safety and protection of the students. To that end, governments should maintain a database of those who hosted students (Richardson, 2003).

Summary

For years, it is popular for foreign undergraduate and graduate students to study in the United States and the interest is growing at the secondary, high school level. The economic impact is substantive, contributing \$24 billion a year for college level alone (NAFSA: Association of International Educators, 2014). Because of studying abroad, students achieve more creativity and language, cultural, and global competencies (Daneshyar, 2011; Maddux & Galinsky, 2009; Sonesson & Cordano, 2009; Tadmor et al.,

2012). Students also can become bicultural and bilingual. Language barriers, access to health facilities, food adaptations and living arrangements were the greatest stressors and barriers to many students at the university level (Liu, 2005; Sumra, 2012). Transnational education at the college level, offers global perspectives and builds bridges to other cultures. Much research is known on the barriers and acculturation stresses of foreign college students.

Studies showed how global competence helps our international relationships and fosters the development of cultural capital. International education is a worthwhile endeavor and each student should have a positive experience. Quality experiences demand quality programs and a positive home-stay experience. It is difficult to regulate the programs and organizations for noncompliance. The central question was: How can school officials, teachers, or other school staff increase the quality of F-1 academic study abroad orientations, host family trainings, and monitor home-stay experiences to ensure the safety and wellbeing of the students?

Research on high school exchange and academic visa programs is limited. The research includes government reports on how the DHS needs to oversee SEVP and academic research on program outcomes, gender preferences in home-stay experiences, language development, and the relationship between secondary enrollment and later enrollment at the higher education level. This research was designed to address the dearth of investigations into this very important issue. The methods I used included themes and patterns interpretation of interview data using open-ended questions (Creswell, 2009).

Chapter 3: Research Method

Introduction

This study identified ways to oversee sponsors and host families to ensure quality assurance of the F-1 academic exchange programs in the United States. The results of the study revealed what is needed to monitor and properly oversee the programs and home-stay experiences.

The central phenomenon of this study was to determine how to increase quality assurance of the academic study abroad programs in the United States. A qualitative approach, using data from interviews from stakeholders in study abroad interest groups combined with an advocacy/participatory approach, drove this study. The worldview of advocacy/participatory was best because the study was change oriented (Creswell, 2009). This chapter contains the design and rationale for the study, the methodology, procedures for data collection, the data analysis plan, and issue of trustworthiness.

Research Design and Rationale

Central Research Question

How can school officials, teachers, or other school staff increase the quality of F-1 academic study abroad orientations, host family trainings, and monitor home-stay experiences to ensure the safety and wellbeing of the students?

Because the focus of the study was to determine how stakeholders can help oversee the study abroad programs in the United States and how to increase quality assurance, a multicase study approach was used. Per Yin (2003), one reason case studies should be considered is if the focus of the study is to answer “how” questions. I was

unable to collect data by living with the students, so a phenomenological strategy would have been impossible (Creswell, 2009). It also would not have worked for me to use an ethnographic strategy because the students were already away from their natural setting (Creswell, 2009). I chose to use the regime theory of change (Stone, 1989); therefore, a grounded theory of inquiry was unnecessary (Creswell, 2009). If I had access to multiple students so that I could learn from the stories they would share about their lives, I could have used a narrative strategy of inquiry (Creswell, 2009).

Yin (2003) defined a case study to investigate a current phenomenon when the boundaries of the phenomenon and special circumstances surrounding it are not clear. In this study, the phenomenon was the oversight and quality assurance of study abroad programs and the special circumstances were the experiences of the foreign high school graduates. A multicase study design contains the research question(s), hypotheses or propositions, the unit(s) of analysis, rationality linking the data to propositions, and how the data will be analyzed and interpreted (Yin, 2003). Case studies answer “how” and “why” questions (Yin, 2003). This study answered how school officials, teachers, or other school staff can increase the quality of F-1 academic study abroad orientations, host family trainings, and monitoring of home-stay experiences to ensure the safety and wellbeing of the students.

Typically, case studies have propositions or hypotheses except in exploratory case studies (Yin, 2003). As this study was exploratory with a purpose of determining how to increase quality assurance of F-1 academic programs, there was not a proposition. The study revealed what is needed to increase quality assurance by using a questioning

framework focusing around oversight of the home-stay experience and sponsor compliance to federal regulations. This framework helped keep the study more focused on the direction of quality assurance.

A case study of the oversight and quality of academic study abroad programs was layered with six case studies. Patton (2002) explained how a single-program case study may hold layers of case studies of several participants. I performed a cross-case analysis of the individual case studies of the participants for the program case study (Patton, 2002). I combined the case studies of the individuals to study the program (Patton, 2002). It is best to collect data at the lowest level of analysis (Patton, 2002) and, in this case, it was the individual foreign high school graduate. Yin (2003) advised to assign time boundaries to the units of analysis to identify the beginning and the end of the case. This study identified time limits as foreign student graduates or those foreign students who attended U.S. high school under the F-1 visa at least 1 academic year starting 2005/2006 through 2015/2016. These years were chosen primarily because it would be recent and more memorable to the individuals.

The study did not link the data to propositions because there were none. However, I did look for patterns in the data of the individual case studies that linked to oversight and regulation compliance. The data revealed what was being done to oversee the programs and possibly some gaps in the oversight. It also revealed how the program regulations were complied with and possibly some areas in which compliance was lacking. Interpretation of oversight and compliance was measured against the existing

federal regulations and program requirements. The case study also revealed how issues were addressed or not addressed by stakeholders.

Role of the Researcher

My personal biases revolved around my desire to have quality study abroad programs available to the international students. I was a host parent, a teacher, and currently work as a school administrator; therefore, I can relate to many of the stakeholder roles and have my own idea of what quality host parents, teachers, and school administrators do or could do to influence policies relating to international high school students. I maintained a stance of an empathic neutrality during the interviews (Patton, 2002).

My role was not an observer or a participant. As the researcher, I gathered, analyzed, and communicated the shortfalls and successes of home-stays and study abroad programs as experienced by foreign high school student graduates while studying in the United States. Because these graduates were the age of 18 or older, I did not have to receive special consent to interview them. I want what is best for the students as well as to improve current policies to improve U.S. hosting of high school study abroad students and study abroad programs in schools.

As this was a qualitative study, I did not create an instrument to measure the collected data (Patton, 2002). In this case, I was the instrument that collected and measured the data (Patton, 2002). To remain trustworthy and authentic during the collection and measuring, I focused on being fair and complete (Patton, 2002). It was necessary for me to try to remain empathetically neutral (Patton, 2002). I did not expect

to prove a specific angle through this study (Patton, 2002). I merely wanted to know what the shortfalls and successes were to create or change policies to assure quality of these programs and home-stay experiences. I had no ulterior motive or a strong opinion that made me extremely biased. I was committed to sharing the evidence as it unfolded (Patton, 2002). It was necessary for me to reveal all potential sources of bias and predisposed perceptions (Patton, 2002). In addition, I used an outline and systematic procedures to collect data, used multiple data sources, and triangulation (Patton, 2002). My questions and measurement tools were administered in a consistent manner (Patton, 2002). I needed to be aware of the “cultural, political, social, linguistic, and ideological origins of one’s own perspective and voice as well as the perspective and voices of those one interviews and those to whom one reports” (Patton, 2002, p. 65).

I have worked in the field of education as a therapeutic staff support, tutor, teacher, principal, head of school, and CEO. I have interacted with students from preschool through high school as well as with all stakeholders in the field of education from students to representatives of state and federal departments of education. Many of the students I worked with over the years spoke English as a second language, some spoke no English at all, but most of them were native American English speakers. I am trained in observation and data collecting strategies and have over 20 years of experience doing so.

My 8 years of experience as a therapeutic staff support involved intensive observation and data collecting of student behaviors and antecedents of those behaviors. I was responsible for systematically compiling the data into weekly reports for case

managers to share with psychologists and psychiatrists. As a teacher for 9 years, I was responsible for collecting and analyzing data in summative and formative fashions. This systematic process was necessary to track growth, identify weaknesses and patterns, and identify student achievement successes. As a tutor for 2 years, I formatively tracked the progress of the foreign high school students whom I tutored. As principal, head of school, and CEO, I formally and informally observed teachers and staff and compiled state reports based on the analysis of the data collected from these observations. I also designed professional development programs for my staff based on the needs identified through the data analysis.

My experience also includes 4 years as a host parent for foreign high school students under the F-1 visa, from Vietnam, Thailand, Hong Kong, and Turkey. In addition, I taught kindergarten in Honduras for a quarter. I am attracted to culture and diversity and love to travel nationally and internationally. I stay in contact with some of my former host and tutoring students as well as parents and teachers with whom I associated in Honduras and parents of former host students.

I asked my former host students and tutoring students to connect me with their foreign friends or acquaintances who had attended high school in the United States under the F-1 visas at least 1 academic year starting in 2005/2006 through 2015/2016. I have no power over them but I felt sure that they would be happy to help me connect with former students.

Methodology

Participant Selection Logic

Walden University's Institutional Review Board (IRB) approval number to do this study was 06-09-16-0270343. This multiple case study consisted of six individual case studies. I used replication logic, which is like conducting six experiments (Yin, 2003). Yin (2003) suggested four to six replications for theoretical patterns and up to 10 if one is unsure if possible external conditions may produce different results. I chose six, which is at the higher end for theoretical replication. Replication logic begins with a theory that leads to selecting the criteria for the individual cases and designing the data collection protocol (Yin, 2003). Next, the case studies are conducted and individual reports are written for each (Yin, 2003). Once the reports are completed, cross-case conclusions are made, which may modify the theory and/or lead to policy change (Yin, 2003). Finally, a cross-case report is written (Yin, 2003). For this study, the individual cases were foreign high school graduates who attended high school in the United States for at least 1 year under the F-1 visa. I wanted at least six potential participants in the event if some did not meet the criteria or if some changed their minds and would not participate. If I had found that I had more candidates than needed, I would have chosen the six based on how recent their experiences were in the study abroad program. If I did not receive at least six contacts through my former students, I had planned to reach out to the Dean of Academic Affairs for American Scholar Group in Greenville, Pennsylvania to ask him for contacts. He worked with dozens of foreign high school students under the F-1 visa who attended

private high schools over the last 5 years. I worked under him as a tutor and we maintained correspondence with each other, and he was willing to help me.

The intended recruitment process to find six participants was to contact former foreign students whom I knew and explain to them that I desired to connect with some of their acquaintances who might meet the participation requirements to be in the study. These requirements were as follows: student attended a U.S. high school starting in the 2010/2011 school year through the 2015/2016 school year under an F-1 visa for at least 1 academic year, lived with a host family, had adequate English language skills, and was 18 years or older. My former students were to introduce me to their acquaintances via e-mail by forwarding my recruitment letter. Once the connection was made and if they were interested in participating, I sent those individuals screening questions to verify they met the criteria to participate. Then I sent them the consent form to review and agree. The form specified any necessary reporting such as abuse or criminal activity. To comply with Walden University's IRB for Ethical Standards in Research, I needed to have a suitable procedure in place if abuse or criminal activity was revealed that "necessitates reporting" (Walden University, IRB, 2014). If illegal activity by the host parents put the student at risk and was not reported, I would have followed up with the police office where the events took place. This procedure was on the consent form. If abuse was mentioned, I would have filed a report with Child Line. In addition, I would have contacted the DHS if I suspected any visa violations.

If abuse had been revealed and the former student did not live in the United States, I would have suggested that they contact the International Society for Prevention

of Child Abuse and Neglect organization. Perhaps they would have been able to connect the former student to access resources available in their countries. If they were currently living in the United States, I would have suggested that they reach out to state agencies for counseling resources or, if they preferred, I would have found the contact information for them.

Through this recruitment process, I found only one participant who met the criteria to participate and one potential participant who did not meet the 2010-2016 timeline requirement because she studied in the United States during the 2005-2006 school year. Through the snowball effect, another two participants were found. My former colleague from American Scholar Group was unable to connect me to any possible participants. To find additional participants, I contacted Walden's IRB and requested to change my procedures. I asked for permission to reach out to international organizations and universities for their assistance in connecting me with potential participants. I was granted this request and contacted 11 organizations and universities. Most of them did not reply, but one did reply stating that they were too busy to help. After a few weeks, I contacted the IRB again to request permission to contact an additional 28 organizations and universities. They approved my request; however, only one of these organizations was willing to help me find participants. This organization connected me with one former student who eventually declined to participate because he said his experiences were so bad that he did not want to ever think about them again.

Because I was having difficulty finding the additional three participants, I had to request another change. This time, I asked the IRB if I could change the criteria

timeframe of studying in the United States from 2010/2011 through 2015/2016 to 2005/2006 through 2015/2016, to which they agreed. I then sent the recruitment letter to the participant in my initial recruitment process who did not qualify previously, and she agreed to participate. She was my fourth participant.

I also asked the IRB if I could send a recruitment letter to two former students who lived with my parents during their high school experience in the United States. I was granted permission to do this with the stipulation that if they did not respond to the recruitment letter, I was to assume that they were not interested in participating. I sent the letter to the former students and they both replied to me that they were interested in participating as well. After nearly 5 months, I finally had six participants.

Instrumentation Procedures for Data Collection and Participation

The data collection instrument for this study was myself, conducting Skype or face-to-face-interviews. Interviews are the most important sources of information in case studies (Yin, 2003). If the individual lived within 50 miles of me, I would have arranged for a face-to-face meeting but none of them were that close. It was a challenge to coordinate times to converse since we live in different time zones but I adjusted my schedule to make the interview time conducive to their schedule. The interviews were focused, lasting approximately one hour (Yin, 2003). I planned to complete all interviews, within a two-week period but it took five months. I used a transcription service, TranscribeMe, to transcribe the 6 hours of interviews.

I created standardized, open-ended interview questions that were in a relaxed fashion (Yin, 2003). The interview questionnaire was an exact instrument that helped me

stay focused and the answers to these standardized questions allowed for easy comparison (Patton, 2002). The questions revolved around eligibility and program requirements and regulations for F-1 high school study abroad programs, developed by the DHS (2014b; U.S. DOS, Bureau of Consular Affairs, 2014a) and around their lived experiences. Yin (2003) suggested using “how” questions in the interview as opposed to “why” questions because it will avoid having the individual feel threatened or defensive, therefore my questions did not begin with “why.” I told them how many questions they could expect and explained that the interview was voluntary. I informed the participants that I would need to record the interview, for accuracy unless the participant refused or felt uncomfortable (Yin, 2003). If they were uncomfortable or refused, I would have written down their answers, word for word, however, all consented to be recorded. It was necessary to keep the individuals at ease while having one’s questions answered (Yin, 2003). I began by talking about why they were chosen, my background, the background of the study, the benefits of study abroad, and the lack of research about it at the high school level. I practiced recording both face-to-face meetings and Skype conversations so when it was time to conduct the interviews, it was done smoothly. I purchased a new digital recorder for any face-to-face interviews and tried out the various Skype recorders to determine which worked best for me. I assigned a pseudonym to each participant to protect identities. I saved all data, any artifacts, notes, in individual files on My Passport Ultra, a portable storage device.

I understood that it was important to create a relaxed environment for the interview and avoid sounding like I was cross-examining the participant (Frankfort-

Nachmias & Nachmias, 2008). If I met for a face-to-face interview, I would have arranged to meet in a quiet and safe location, such as a reserved room at a library. The interviews were done via Skype. I was alone and had no interruptions or background noise. I read the questions word-for-word in the same order in the questionnaire to be consistent among the case studies and to avoid distorted results (Frankfort-Nachmias & Nachmias, 2008).

When the interview began, I set them at ease by telling the participant about my background, credentials and that I was a doctoral candidate at Walden University. I also explained why he/she was chosen to participate. I then shared more about the purpose of the study. Building rapport with the participants helped to create a relationship of confidence and understanding (Frankfort-Nachmias & Nachmias, 2008).

I read each question slowly so I could enunciate clearly and give the participant time to understand the question and process an answer (Frankfort-Nachmias & Nachmias, 2008). I asked each question even if the participant answered it earlier in another statement (Frankfort-Nachmias & Nachmias, 2008). I just stated that even though they answered it earlier I still need to ask the question so I can be thorough and complete (Frankfort-Nachmias & Nachmias, 2008). I repeated any question if needed or if one was misunderstood and I only reworded the question if there was a language barrier and it would be misinterpreted otherwise (Frankfort-Nachmias & Nachmias, 2008). I looked for signs of confusion or if they asked me to repeat. I asked them to tell me if they did not understand. If I wanted them to elaborate on their answers, I asked probing questions to seek additional information (Frankfort-Nachmias & Nachmias, 2008).

Issues of Trustworthiness

I constructed my questionnaire carefully to control the influence of my biases. I used words that the participant could understand and veered from vague or broad questions (Frankfort-Nachmias & Nachmias, 2008). To avoid a response set of answers, I varied the question topics (Frankfort-Nachmias & Nachmias, 2008). I also avoided leading questions, threatening questions, all of which could lead to response bias and misunderstanding (Frankfort-Nachmias & Nachmias, 2008). To remain objective and to address the issue of confirmability, I reflected carefully to reduce bias by staying focused on the Research Question and the informant's response. Coding was the way I grouped and labeled ideas to reveal bigger ideas (Creswell & Plano-Clark, 2011). Since I was the only one coding the meaning, I did not anticipate any coding labels being shifted.

To judge the quality of this case study design, I evaluated it with tests applicable to case studies. The four tests were construct validity, internal validity, external validity, and reliability (Yin, 2003). External validity was tested during the research design phase (Yin, 2003). For multiple case studies, the tactic to ensure external validity is to use replication logic (Yin, 2003), which I did.

Construct validity and reliability were tested during the data collection phase (Yin, 2003). Construct validity deals with identifying the changes that need to be studied while relating them to the object of the study (Yin, 2003). In this case, the changes revolved around policies. It also showed measures of how the changes aligned with the changes that were being studied (Yin, 2003). The possible changes being studied are the requirements and regulations designed by the DHS for F-1 study abroad programs to

determine how to increase oversight and quality assurance. Once the data was analyzed, it became evident that changes need to be made to ensure quality, which in turn may lead to an increase of foreign high school students participating in the F-1 high school study abroad program. If those changes are made, one could assess the growth in enrollments from before the changes to after a few years of implementation. The measure would be a comparison of enrollment numbers from year to year. Yin suggests having multiple sources of evidence to meet construct validity (Yin, 2003). I had six case studies which were targeted and insightful because of the focused interviews. Having six satisfied the criteria for triangulation by having multiple sources of data (Yin, 2003). Another tactic was to use a chain of evidence (Yin, 2003). During the data collection stage, it was necessary to be thorough and specific in identifying evidence and any special circumstances in which the evidence was collected, such as the location of the interview (Yin, 2003). The chain of evidence was the process of documenting each part of the case study as detailed as possible as if one would prepare evidence to share in court (Yin, 2003). Finally, construct validity was established by using member checking by asking the participants to review a summary of their interview and to see if they wanted to expand on their responses (Walden University, Research Center, 2014; Yin, 2003). I sent the summary to them via e-mail and asked them to add to their responses via e-mail. This was done at the composition of the individual case study stage (Yin, 2003). No one had anything to add.

Reliability was also done at the data collection phase. The tactics to test for this in case studies are using case study protocols, especially in multicase studies and by

developing a case study database (Yin, 2003). The goal was to have as little errors as possible and eliminate bias (Yin, 2003). All procedures were documented in a detailed fashion so the case study could be done again (Yin, 2003). The reason why the case study protocol helped make the study more reliable was because it served as a guide to be meticulous and consistent in collecting data and writing the case study report (Yin, 2003). The protocol contained an overview of the case study including objectives, issues, and literature about the topic (Yin, 2003). This was how I shared background information, problems, purpose of study, theoretical framework, and literature concerning study abroad programs in Chapters 1 and 2. Chapter 3 contained the data collection procedures which was a part of the protocol. The study protocol also contained the interview questions (Yin, 2003). Finally, the protocol had a guide to write the case study report including an outline of what was in the report (Yin, 2003). This was the outline of this multicase study, which appears in Chapter 5 of this dissertation.

Multicase Report/Cross-Case Analysis

- Regulations and Requirements Findings and Suggestions for Orientations and Host Family Trainings
- Oversight of Home-Stay Findings
- Quality Assurance Findings
- Stakeholder Groups
- Suggestions for Policy Change

One additional tactic to construct validity was the case study database. This was how I documented and organized data and how I reported the findings (Yin, 2003). For

this study, I kept the raw data on My Passport Ultra, an external hard drive. I saved it in six different files, one for each participant. I also kept all correspondence and consent forms in My Passport in an additional file for each participant. Finally, I saved the completed individual reports of their case studies in their respective files on My Passport.

During the data analysis stage, internal validity was tested and case study tactics included pattern matching, explanation building, addressing rival explanations, and use logic models (Yin, 2003). However, internal validity is necessary only in explanatory or causal case studies, not exploratory studies (Yin, 2003). This study was exploratory. Pattern matching compares patterns to my propositions (Yin, 2003). There were no propositions in this study. Explanation building comes from analyzing the case data and then explaining the phenomenon (Yin, 2003). This may be used in exploratory case studies to share ideas for future study (Yin, 2003). Addressing rival explanations involves the development of an alternate theoretical connection that matches the original proposition (Yin, 2003). Since I have no proposition to match, there was no need for this test. Logic models are like pattern matching in that it looks for cause and effect patterns to predicted events (Yin, 2003), which I did not have. This study focused on exploration and induction logic.

Data Analysis Plan

Induction analysis began with the collection of data from interviews (Patton, 2002). I identified patterns out of the categories of analysis I received from answers to the open-ended questions in the interviews (Patton, 2002). Open-ended questions allowed the participant to identify what was important versus me assuming what was important

(Patton, 2002). I did not assume to find any important categories because I wanted them to emerge from the patterns found in the individual cases (Patton, 2002). The inductive approach was used to analyze these multiple cases beginning with the analysis of the individual cases, completely and separately with full understanding of each one (Patton, 2002). From this point, I used cross-case analysis of the individual cases to search for patterns and themes (Patton, 2002), in relation to regulations, requirements, and oversight of study abroad programs and home-stays.

While analyzing data, I needed to remain anchored to the problem identified in the study (Yin, 2003). The problem in this study is that there is a lack of oversight of F-1 school sponsors and home-stays and quality assurance is lacking. I wanted to discover ways that stakeholders can increase oversight and quality assurance. I determined what can be done through the analysis. The answers needed to be analyzed and I used software tools to code and categorize large amounts of narrative text (Yin, 2003). The value of using such software allowed me to enter a verbatim record of the narrative which was sorted to find patterns or other insight (Yin, 2003). The software tabulated frequencies, arranged data chronologically, which was beneficial (Yin, 2003). I created word tables for each of the individual cases to outline the findings, which helped me compare the cases (Yin, 2003).

I used Ethnograph 6.0 to help me analyze the data collected in this study. A dissertation committee member suggested using this software and I felt confident in his recommendation. I used a transcription service to transcribe the interviews. Once I received the transcription, I sent a copy to the participants for their review and to see if

they would like to add or change anything. Once the transcriptions were ready, I organized the interview data with the proper identifiers by copying and pasting into the Editor to reformat for my project. I noted these as interviews. After reading through all the data, I looked for an overall meaning and themes and coded the data into groups of similar ideas, words, and thoughts. I made a list of the overall meanings, themes, and ideas then grouped them into my Code List. Each paragraph of text had an identifier code for the speaker of the text. If I did not use an identifier, I placed a period at the beginning of the sentence so the Editor knew it was a new paragraph. To code it, I looked for themes or key words and thoughts and highlighted those parts of the text using the Code Data File, and assigned a code word for that section. A Code Book was created through this process. As I created and identified codes, I defined these code words. As I continued to code, I could choose from code words already compiled and saved in Code List.

Ethnograph 6.0 helped me sort, find correlations, and identify multifaceted theme connections. I wrote about how the themes were interconnected. I used a word table to help explain the findings. Finally, I interpreted the meanings of the interconnected themes. I looked for the answers to my research question.

I stored all confidential data on a flash drive and have it in a fire-safe locked box. I am the only one with a key and it will be kept in a secure location. Five years after the completion of the dissertation, I will destroy the data by shredding paper documents and erase the hard drive on My Passport Ultra. I will also delete the audio recorder. I did not do this study in my work environment and saw no conflicts of interest with me as the

researcher. I do not foresee any ethical issues that would interfere with me doing this study.

After the final approval of the study, I will send the participants a copy of the results. I believe that local school districts, private, and charter schools, county education service centers and education directors in each state should hear about my research results. I will rewrite the dissertation into articles to publish in appropriate education journals and then send the articles to each of these stakeholders as well as to my network of educational leaders I know in Linked In.

Summary

This chapter detailed how this advocacy/participatory worldview study with regime theory in mind, identified ways in which stakeholders can help to oversee and monitor the regulations and requirements of F-1 study abroad programs and home-stays of participating, private, U.S. high schools. Policy needs were identified which may lead to stakeholders joining together to make changes. Also mentioned were the changes made to the data collection plan that were approved by Walden's IRB. The next chapter shares the document sources, demographics of the participants of this study, and how the data was collected and analyzed. It also provides evidence of trustworthiness and the results that came from the data analysis.

Chapter 4: Results

Introduction

Foreign students have been studying in United States high schools under the F-1 visa since 1952 (R. Banks, Director Public Policy, NAFSA, personal communication, August 4, 2014). There have been few studies on foreign high school exchange experiences and academic visa programs. Most are limited to government reports, gender preferences in home-stays, language development, and the relationship to enrollment in higher education, (Farrugia, 2014; Gutel, 2008; U.S. Government Accountability Office, 2012) but none have focused on the oversight and quality assurance of their home-stay experiences. This study addresses the lack of research. My purpose was to recognize ways to assess and improve student orientations and trainings for host families and ways to oversee home-stays. I wanted to know how school officials or other staff could increase the quality of F-1 academic study abroad orientations, host family trainings, and monitoring of home-stay experiences to ensure the safety and wellbeing of the students. This chapter details participant demographics, data collection, data analysis, evidence of trustworthiness, and results.

Recruitment

I contacted former foreign students whom I knew and explained to them that I would like to connect with some of their acquaintances who might meet the participation requirements to be in the study. Two connections were made this way, and I sent them the screening questions verifying that they met the criteria to participate. Then I sent them the consent forms to review and agree. Through the snowball effect, another two

participants were found. They too met the criteria and agreed to be in the study. The final two were former students who had lived with my parents. I sent them the recruitment letter, and both replied to me that they were interested in participating. They too met the requirements to be in the study and agreed to the consent form.

Participant Profiles

Participant 1, Hank, lived in Pennsylvania during his home-stay from 2006-2008 and was from Vietnam. During his stay, he lived with two different host families. He studied under an F-1 visa at a private high school and had adequate English skills.

Participant 2, Andy, lived in New York during his home-stay from 2011-2015 and was from China. He studied under an F-1 visa at a private high school and had excellent English skills. He stayed with four host families. Participant 3, Kyle, lived in

Pennsylvania during his home-stay from 2007-2009 and was from Vietnam. He studied under an F-1 visa at a private high school and had excellent English skills. He stayed with one host family. Participant 4, Joan, lived in New York during her home-stay from 2013-2015 and was from Vietnam. She studied under an F-1 visa at a private high school and had adequate English skills. She stayed with one host family. Participant 5, Lee, lived in

New York during her home-stay from 2011-2015 and was from Vietnam. She studied under an F-1 visa at a private high school. She had adequate English skills. She stayed with one host family. Participant 6, Sue, lived in California and Pennsylvania during her home-stay from 2004-2007 and was from South Korea. She studied under an F-1 visa at a public school in California for 1 year and 2 years at a private high school in

Pennsylvania. She had excellent English skills. She stayed with two host families in California and one in Pennsylvania.

Data Collection

Six participants were interviewed once each via Skype. With their permission, I recorded the interviews on a voice recorder and on a back-up Skype recorder. The interviews lasted between 35 and 90 minutes. I did not vary in the data collection as stated in my plan presented in Chapter 3. Each interview was transcribed through TranscribeMe after the transcriber signed the confidentiality form. The recordings are stored in My Passport and in the actual recorder in a locked safe. The participant names mentioned above are pseudonyms. The only unusual circumstance encountered during data collection was the unexpected difficulty in finding participants.

Data Analysis

After receiving the transcribed interviews from TranscribeMe, I uploaded them into Ethnograph 6.0. I thoroughly analyzed each case study or unit of analysis separately by coding them (Patton, 2002). After I completed coding each case study, my code book had 91 child code units. I then merged them into 20 parent code units. From these parent codes, I narrowed them down into three categories. The categories revolved around the orientations that the students received in their home country and in the United States; suggestions for host family trainings; and how to oversee the home-stay and improve the quality of the experiences. Next, I wrote a summary report for each case study (Patton, 2002). From that point, I compared each case study's categories to find correlations or themes. I eventually found 13 themes out of the categories and created a consolidated

report of the patterns and themes. Individual case reports and the cross-case report are provided later in this chapter.

The central question of how school officials, teachers, or staff members might improve their orientations for students, trainings for host families, and monitoring of the oversight of the home-stay was always in my mind as well as how regime theory could be used to make the necessary changes based on the data provided by these students. Table 1 shows the codes, categories, and themes that emerged during the analysis.

Table 1

Units and Categories

Child Code Units
Affectourlives, Afraidtosay, Agency, Animals, Arguing, Arranging, Avoidproblems, Avoidtopic, Backgroundcheck, Badarea, Bedroom, Bored, Business, Care, Celebrations, Chaotic, Choice, Comefromstudent, Communication, Community, Conflicts, Confused, Contract, Convenient, Counseling, Culturaldifference, Dailylife, Different, Dirty, Donotreplace, Eating, Emphasize, English, Equals, Evaluation, Expectation, Experiencedhost, Feelings, Freedom, Friendly, Friends, Genuineinfo, Help, Homestayvisit, Howtomakeitbetter, Included, Insurance, Intention, Lackoftrust, Leavehostfam, Liedto, Lifestyles, Likefamily, Limitedinfo, Listen, Lockedout, Losemoney, Makedecisions, Minimumincome, Misunderstanding, Money, Multiplestudents, Notintentional, Orientation, Outwithfriends, Patience, Politics, Privacy, Processfor, Pushstudents, Qualified, Reality, Respected, Responsible, School, Schoolcommunication, Schoollogistics, Separateconvers, Similartocult, Simple, Sketchy, Solveproblem, Stereotypical, Stingy, Stress, Stricterprocess, Support, Talkaboutme, Talktomyfam, Thankfulfors, Tone, Transportation, Tuition, Unacceptable, Understand, Unfriendly, Way of life, Weather, Welcoming, Whathostshould, and Whatilikeabout.
Parent Code Units
Students were afraid to say anything about their problems, American traditions, Communication problems, Conflicts, Cultural differences, Eating issues, English improved, Home and property, Need for home-stay visits, Suggestions to make the home-stay experience better, Host families, Host parent behaviors, Information, Orientation experiences and needs, School, Support, Thankful for the study, What host should know, What student should know, What they liked
Categories
Ways to Improve Orientation, Host Family Training, and Suggestions, Oversee Home-Stay and Improve Quality

The themes that emerged from these categories were as follows.

- Ways to improve orientation: unknown host family, arriving in U.S. unprepared, no orientation upon arrival, orientation upon arrival, uninformed students and host families, overcoming food challenges;
- Host family training and suggestions: food and eating challenges, communication challenges and need for support, desire for independence,

becoming a member of family, enjoyed learning the American culture, lack of transportation causes conflict and misunderstandings lead to conflict

- Oversee home-stay and improve quality: a need for strict policy for hosting

I looked for evidence of discrepant cases in each study as I analyzed the content of the texts and in the cross-case analysis and found some incidents to make note of. Content analysis can be used in case studies to analyze text and to find patterns and themes (Patton, 2002, p. 453). In the category of ways to improve orientation, the content analysis revealed a pattern of 50% of the participants receiving no orientation upon arrival in the United States. This theme of no orientation upon arrival was common for only half of my participants, but I felt it was still important to identify it as a theme. Four of the six participants reported comments toward the theme of desire for independence.

Evidence of Trustworthiness

As mentioned in Chapter 3, credibility or internal validity is necessary only in explanatory or causal case studies and is not needed in exploratory studies such as this one (Yin, 2003). Internal validity can be tested by comparing pattern matching to propositions (Yin, 2003), and there were none in this study. I focused on exploration and induction logic and watched for patterns to emerge out of the analysis (Patton, 2002).

For external validity or transferability, I used replication logic. Because this study consisted of six case studies, it is comparable to conducting six experiments (Yin, 2003). I chose each case because I expected similar results or a literal replication (Yin, 2003). The cases had requirements for participation, so each participant had similar background

and experiences. In addition, the same questions were asked in each case study to duplicate the conditions of each experiment (Yin, 2003).

To ensure reliability, I developed a case-study protocol and a database to keep the data (Yin, 2003). My procedures have been thoroughly documented throughout this dissertation so this study could be replicated in the future (Yin, 2003). The protocol was approved by Walden's IRB. Three times I asked for permission to change some aspects of it to help me find participants, which were mentioned in Chapter 3. These changes are in my database of information for this study.

To safeguard for confirmability or objectivity, I used the questionnaire that was approved by the IRB, which was designed to avoid a response set of answers and in which question topics were varied (Frankfort-Nachmias & Nachmias, 2008). The questions were not leading or threatening. I stayed focused on the research question and on their responses. Coding and analyzing was done by myself so there was no possibility of shifting codes.

Results

Individual Case Reports

Lee. *Ways to improve orientation.* Prior to arriving in the United States, Lee received very limited information about her host family, almost nothing. She stated that she wished she was given more information about her host family such as their ethnic background, their jobs, and their hobbies. She would have liked to have had a choice in who she was to live with. It would have made things easier if they shared similar hobbies

or interests. The orientation should also provide students information about the family's routines.

It would have helped if she had known about the climate and what to expect. She mentioned how she "shaved" ice off the car and that she had never done it before. This caused some misunderstandings. Removing snow and ice from a car was new to her. Housework was new to her as well. She had to be taught what to do because she had never done it before. The orientation should include how to help around the house.

She had difficulty with time, A.M. and P.M. She also had trouble pronouncing the numbers 15 and 50, which led to some misunderstanding. Being better versed in English and being more articulate would have helped her. ESL classes should be a part of the orientation.

Host family training and suggestions. Lee stated that pasta and dairy were hard on her to eat every day. She liked the food but each meal seemed like two meals. She stated that host families should know about the type of food students are accustomed to eating. She felt that host families should be trained in the student's food culture so they could provide that type of food to them occasionally. Her host family was Italian and much of their food consisted of butter, cheese, and pasta, which was too much for her. She would have preferred more simple foods like rice, chicken, and deep fry.

Her host mom was a teacher and helped her with grammar and her school work. This support meant a lot to Lee. It would be helpful if host parents were prepared to support students or offer some guidance in finding tutoring resources for the students.

She stated that it would have been helpful if her host family knew that she was Catholic and that she hoped to attend church every weekend. Her host parents were also Catholic, but they only attended on Christmas and New Year's Eve. She had to find transportation to go to church and if she could not find it she could not attend. She asked neighbors to take her because her host family was unable to take her.

She mentioned that the host family should not assume that the student understands their requests when it comes to housework or helping because the student needs to be taught how to do it. Host families should be trained in teaching someone who speaks little English to do housework.

Host families should also be very clear about expectations and rules. She did not know that her host father was a nurse and had to leave for work at 4:00 A.M. She would talk to her mother on the phone late at night and apparently was keeping her host father awake because of her talking. Students often call their families late at night because there is approximately a 12-hour difference. This should be discussed to avoid any conflicts.

Host families should know that students may need help with their pronunciation.

They also should know that many students are afraid of animals. They should be patient with the students and teach them about the animals.

Oversee home-stay and improve quality. Lee believed that visits should be made to the house once or twice a year to make sure that the student has the proper food.

Joan. Ways to improve orientation. Joan would have liked if she knew more about dining customs in the United States. Her host family would leave the food on the counter and they would get the food and then go to the table to eat. If they wanted more,

they got up and went to the counter again. This was unusual for her. The family would talk about their day during dinner. She said that in Vietnam, it is rude to talk while eating. They usually wait until after dinner and talk in another room. The students should also be aware that they will not eat a lot of rice and will likely eat a lot of pasta.

Watching football was new to her and it was difficult for her to understand. She wished that she had been taught about the sport. Because some Americans enjoy watching sports, the students should have a basic understanding of them.

The orientation should explain that the students go to different classrooms and the teachers stay in one room. In Vietnam, the teachers moved from class to class. She also wished that she was taught how to read a class schedule. She would have liked to see a map of the school. Students could then determine which floor to go to and how close they were to each other. She could also determine which is the fastest way to go.

Joan's host mother was very strict and she could not stay out with her friends very late. Her host mother explained to her that she was responsible for her safety and did not want to get into any trouble. The orientation should make the students aware that host families may be strict about their curfew.

Host family training and suggestions. Host families should be aware of potential conflicts regarding students wanting to go out with their friends. Many students in Vietnam are accustomed to staying out late with their friends. It is important to train the families to have clear expectations and rules and to explain why they have the rules. Explaining will help the students understand that host parents care for their welfare and it is not a trust issue.

The families should be aware that pasta may be too much for them if eaten every day. Occasionally offer rice or their traditional food if possible. In addition, it is important to understand that the students may not be accustomed to talking about their daily lives during dinner. It will take some time for them to get used to it.

She said that the host families should know that the students may not understand football. If possible, help them understand.

Host families should do the following: make posters to welcome the students; treat them like a member of the family; include them in holidays, include them in photos and share them with the student; praise them and make them feel like they belong with the family.

Oversee home-stay and improve quality. Joan had many suggestions to help monitor the home-stays. She thought it would be good to put a limit on how many foreign students could live with a family. She felt that the families who are hosting multiple students are doing it to make money and they really do not care about the students at all.

School representatives need to get to know the families before allowing a student to live with them. The school should have someone go to the house and see where the student will stay and where the student will sleep. They should stop in occasionally at dinner time to see what the student is eating and how the family is interacting and what is happening. She believed a stricter process should be in place to host a student. It would be a good idea for them to have criminal background and child abuse clearances.

Joan also suggested that the family should have a minimum income so they could afford to share experiences of the culture and provide them with opportunities to enjoy. If

a family did not have enough money, they would not be able to take the student to experience cultural events.

The international office representative knew her host mother's name, what she looked like, and how many people lived in the house. He did a good job in knowing how the students were doing and who they were staying with.

Joan stated that many students are afraid to say anything negative about their home-stay in fear of getting kicked out. Students should have a person to go to at the school who they can trust and reveal any problems they are experiencing.

Hank. *Ways to improve orientation.* Hank felt that students should be taught more English so they could communicate with the host family.

He wished that he had been told about the weather in Pennsylvania so he could have brought the proper clothing.

Cutting the grass was new to him since they do not do that in Vietnam. They care about flowers in Vietnam but not grass. The students should be introduced to this idea.

He was not prepared for the change of diet. Eating beef everyday was hard on him so he often made himself rice with cooked eggs. Students should be told that they will be homesick for their traditional foods.

Host family training and suggestions. Hank suggested that host families should have children about the same age as the foreign student to help him learn the language and culture better. He would have been more likely to talk if he was with people his age. If that is not possible, the host parents should encourage the English language skills and

share information about the culture. Watching TV with English subtitles helps students learn.

They should know about the student's family and their business.

Some students may not like to be around pets. But others may find that the pet can be a friend to the student, especially when he is bored.

Students may be very shy. It would help if they could help connect them with someone in the community from their culture.

They should know about Vietnamese food and make it occasionally for the student. Eating hamburger everyday was hard on his body.

They should also learn about the student's culture so they have a general understanding.

They should know that the students may enjoy playing in the snow. They may enjoy helping with the yard work but they will need to be taught since they probably have not ever done it before.

Sue. *Ways to improve orientation.* Sue wished that she knew something about her host family. She was given very little information. This should include the type of neighborhood in which they will live. The students should know if they will be living in town or far away from others on a farm.

She also stated that students should understand English for use in daily life such as ordering at McDonalds. She had a hard time and feels that the agency that worked with her did not prepare her. She remembers having difficulty expressing herself to others She also wished they prepared her to understand textbook English better too before becoming

a student in a U.S. high school. Practicing oral expression would help students communicate. Communication issues relating to transportation for after school were common. This should be addressed in orientation.

Students should know how breakfast is different in the United States. Breakfast time and the food choices were shocking to her at first.

Sue suggested that the education system should be explained to students. She was shocked at how different school was in the United States.

Students should be taught to not be so direct when discussing sensitive subjects such as politics and religion. Their host family may be offended if they have different opinions.

Students may benefit from knowing about the diverse types of families who live in the United States so they are not shocked if the family is different from their own family.

Host family training and suggestions. Sue stated that Christmas and Thanksgiving celebrations were new to her and she enjoyed learning about them and participating in them. Host families need to teach the students about these customs. It is important to include the students in these customs.

The host should be aware of the many needs of the student. Sue remembered needing support and guidance from host family and teachers since she was so young and she did not understand the culture or the language. The student's needs should be mentioned to their teachers. The students need help.

Host parents should understand that they should role model how to embrace their differences.

They should know about the student's culture. She could not share how she felt because in her culture she said one does not express feelings. They just accept the way they live. Host parents should be aware of this so they can understand why the student does not express feelings.

Host parents should be aware that students may have different political views from the family.

Host parents should know that the student is not used to their style of eating. She was surprised about all the different cereal choices for breakfast. She was used to having rice and soup. They should know a little about the student's typical diet.

She liked that her host mom from Pennsylvania was welcoming, a host, and made things easier for her since she didn't know anything. Host families should do all they can to make the student feel welcomed. Host families should take the student to visit their extended family since it makes them feel like they belong to the family.

Sue's host mother in Pennsylvania had a degree in English and was a former teacher and tutor. She tutored Sue in subjects that she needed help. She also helped Sue arrange social outings since she needed help with that. Host families should offer this kind of support or find someone to help.

She enjoyed playing with the cat, dog, and chickens outside. Families should be aware that this can bring a lot of pleasure to home-sick students.

She really liked cutting grass too since people do not have yards in Korea. However, since she never did it before, she had to be taught. Families should demonstrate how to do yard work.

Oversee home-stay and improve quality. Sue believed that more should be done to improve the home-stay. She suggested that in the future, host families who are on welfare should not be used. The family should have some source of income so students could immerse themselves in a typical family instead of an impoverished family. Host families should be responsible.

Her first host family in California was very chaotic and the mother was irresponsible and did not properly care for her children or for Sue. The mother could not handle the schedules of her four children and Sue. They communicated by yelling and arguing.

Sue believed if someone from the agency or school had gone to her first home-stay in California that they would have offered her counseling. They would have seen that it was not a normal environment. It would have been important for the representative to make his or her own observations since she would not have divulged any information about how she was feeling because that is how her culture handles feelings.

Her host mother in California locked her out of the house so she climbed in the bathroom window to get inside. When the host mom saw that she climbed in, she began to yell and cuss at her. She was so shocked and decided to pack her things. Sue called her host mom's mother who lived around 20 miles away and asked her to pick her up. Sue

contacted her agency and they told her to just stay with the grandma, which she did for the rest of the school year.

She was stressed and afraid to say anything about her not getting along with her host family because she was concerned that she would have had to return to Korea if she did not have a family to live with. It worked out for her that she could stay the remaining time with the grandma in California. Sue's parents are not wealthy and they put a lot of money into this study abroad experience for her and she did not want them to lose it.

There should be someone at the school for students to go to without fear.

Andy. *Ways to improve orientation.* Andy wished he had received more information overall. He believed that students should be given information about their host families before leaving for the United States. They should also be permitted to select their preference. Host families are given that opportunity so the students should also have that chance.

Student should be aware that they will not be living like the posters and brochures showed. Student will be miserable for at least three weeks. One will cry a lot because of being homesick. Student will feel cheated because everything will be different from what you expected. Do not expect a good host family. Student will feel lied to because things are not as you expected. The area may not be as good as you imagined.

He said that more training on American culture should be addressed in orientation. In addition, they students should be taught how to communicate their needs to the host family.

Host family training and suggestions. Andy had a lot of suggestions regarding training host families. He believed that host families should not push students to do things they feel nervous about. It would be better to find out why they are nervous and try to help them. Avoid being authoritative and pushy. Do not force them and remember to consider their feelings. Do not expect them to do things just because that is what people do in America. Examples of being pushy include pushing students to participate in after school activities. Let them make their own decisions. and host families need to learn that they need to be very clear about their needs or requests. This should be addressed in the orientation.

Trust the student. Do not interrogate them. Do not talk about them. More trust would help to make communication more comfortable. Be a listener. Do not pressure and make them feel bad.

Remember that it is difficult for the student to adjust to the American way of life. Understand the cultural differences. Listen to and talk to the student. Better communication would solve many problems because cultural differences are the main reason for problems. The little things build up. For example, his host parents would ask questions like ‘Why do you shower at night?’, ‘Why do you go into the city?’, ‘Why don’t you like to eat pasta?’ These annoyances build up into an argument and then the school needs to intervene.

Be aware that mostly all Asian students are accustomed to being in cities and suburbs are unusual to them. The student wants to go places on their own since they are used to doing this. It is inconvenient and awkward for the student to always must ask for

you to take him. It is also difficult for the student to communicate this with the host parents at first. Help student to find a convenient way to commute between the suburbs and the city or within the suburb. That way the host will not have to be annoyed with this and the student will have a way to get to get around.

They should know how tall the student is and how much he will eat. Be aware that there are cultural differences. Take notice of their nationality; of something special about them, their interests and hobbies, and ask the students what their expectations are. They should know about the student's country of origin and about their culture and way of life. Many misunderstandings are caused from cultural differences. If a student is from China, remember that if you offer them a drink they will always say 'no'. However, they really do want to have that drink. This can lead to misunderstanding.

The student should feel that his culture is equally important as his host family's culture. Try to incorporate some of the student's culture into host family's life. It will make the student feel respected.

Try to treat the student as a member of the family.

Oversee home-stay and improve quality. Andy believed that it is important for the representative visiting the home to have a separate conversation with the student, away from the host family. If a home was regularly dirty, that could easily be fixed prior to the visit so having a private conversation may reveal more information.

He believed that to make things better, the school should encourage more communications between the foreign student, the school, and the host family. The school needs to know the problems and not avoid them. His school lacked on effective

communication channels and he believes they did that purposefully to avoid talking about the problems. The school could be the one entity that could promote and enforce communication.

If there were any conflicts between him and his host family, the school would not try to solve the problem. Instead, the school would move the student in with a different host family. They did not help them to communicate through the issue. They never even reviewed the problems. Because of that, the same problems kept reoccurring with other students since the school did not remove the host families from their list. They just rotated the students among all the host families on the list. It is harder to find a new host family than it is to find a new student. The school seemed to value the family more than the student. Their voices were not heard. The school weakened their voices to try and make things appear as normal.

Kyle. *Ways to improve orientation.* Kyle shared ideas on how what should be included in student orientation. He believed that they should have more English lessons prior to arriving in the United States. Students who have limited English skills will struggle with reading a class schedule.

It would have been helpful if they learned how to find a source to help them take notes in class. He was not able to communicate well in the beginning to ask for help and the students in his class were young and immature and did not think to offer any help. They did not know each other either. It also would have been helpful if the teachers would have offered some assistance with this.

The student should be familiar with his medical insurance and know how to use it. Student should also know emergency contact information in case he ever got lost. The student should have his host parents' names, phone numbers, and address written down and kept in a wallet and carry it. Student should know what to do if he is lost, has no phone or phone is dead. He needs to know his address. Should he go to the police? What do the police look like? Students should be made aware of what is illegal and should be reported.

Student should know how to use the public transportation in their community.

The student should also know household rules and expected daily routines. They should learn how to do household cleaning so they can help their host families.

Host family training and suggestions. Kyle believed host families should be trained to be patient with the foreign student. They should watch, when they talk to the student, that their volume is not too loud because it will scare the student. Be aware that the student may not understand what they expect of him. Host parents should not yell at the student. They should be aware of their tone and patiently deliver the message. It is important to set ground rules for the student so there are clear expectations.

They should be trained in adolescent development and know how to talk to them about sensitive subjects or adolescent problems like underage drinking. Perhaps some kind of psychological or sociological training or customer service type training would help host parents to accommodate the student's psychological needs.

Host families should be aware that the student may need a lot of support in school and with taking notes.

They should know how to use the student's medical insurance if he needs to go to the doctor.

They should know if the student has any allergies or psychological conditions. Or, if the student was sensitive and took things personally.

They need to know that the student needs to be taught the household routines. Teach student how to do the laundry and to not put metal in microwaves. Many of the appliances in the United States are not used as often in other countries. Many students do not have experience doing laundry or cooking at all. It is also important to tell them what not to do. Students will not be able to fix a problem unless they know what they are doing wrong.

It is important for host parents to explain why they want the student to do certain things. For example, secure food in a plastic bin to avoid bugs. They need to explain their reasoning. Be sure that they use words that the student understands.

Some students want to keep a close relationship with their heritage and may need to have some contacts in the community who are from the same heritage.

The language barrier is extremely stressful for the student.

Share holidays such as Easter, Thanksgiving, Christmas and all the other traditional American holidays with the student. Remind student how to use manners. Help student communicate with other people.

Oversee home-stay and improve quality. Kyle offered many suggestions to help oversee the homestay and to improve the quality of the experience. There should be a standard living condition of the house to host a student. The house should be intact with

no major maintenance needed. The background of the family should be checked and they should take a training course. The family should have to take a test that measures if they know how to use the student's health insurance; if they had training to work with teens; how well they are suited to being a host parent. The school could check to be sure they are qualified to host a student just as if a person wanted to adopt a child. They should meet the qualifications. The school should have a close relationship with the foreign students. There need to be open lines of communication with the host family and with the international office. The school should provide opportunities for the international office at the school and host families can get together to improve relationships.

The school should know what the agenda is for the host. Is it just a business to make money? Can they afford to supply student with enough food and not be stingy with food?

Criminal background checks for the whole family should be required.

A school representative should check out the house before the student arrives to investigate living conditions. These visits should be made periodically. The representative should also have a private conversation with the student, away from the host family, to chat about how things are going.

The students are afraid to say anything negative because they are afraid of being kicked out. They do not want to return to their country with a bad reputation.

Cross-case analysis findings. *Ways to improve orientation.* Lee: detailed information should be given about the host family; offer a choice of host families; and understanding of the family's routines, family and student should share similar hobbies or

interests; students need to have better English skills; teach them about the climate; teach how to do basic household chores and how to remove snow and ice from cars.

Joan: student should be aware of dining customs and common foods eaten in the United States; teach students about American sports; an overview of the education system and how it operates; common house rules and curfew should be explained; and how to read a class schedule.

Hank: student needs to know more English; students should be prepared for the weather; they should expect to be homesick for their traditional food and that the food in the United States may be difficult to get used to; give an overview of how to help with lawn care, and the student should have information about the host family.

Sue: student needs to know how to use English in daily life, in expressing oneself, and textbook English; student should know about host family prior to arriving, including information if their home is in the city, a town, or on a farm; learn about food choices in America; how and when to communicate sensitive topics; a description of the types of diverse families in the United States so they will not be shocked.

Andy: student needs to know more about host family's culture and American culture; students should be given information about the host family prior to arriving; they should have a choice of host families; teach them how to communicate their needs; understand that they will be very homesick and their life will not look like the posters they are shown.

Kyle: students need information about what is illegal and how to report it; they should know their address and emergency contacts; they need to learn household

routines; they need taught how to clean and cook; explain household rules; they should know how to use their medical insurance; how to use public transportation; how to read a class schedule; how to take notes; how to ask teachers for help; and more English lessons.

There were repeated findings for ways to improve orientation.

- Students wished they received more information about their host family prior to moving.
- They would have liked to have had a say in the decision of who their host family would be.
- They should have been more skilled in English prior to arriving.
- The lack of English language use caused them stress and frustration.
- They wished they understood typical household rules, routines, and how to help with chores.
- It would have been helpful if they knew more of what to expect about the food challenges, feeling homesick, the culture shock, transportation challenges, and to be prepared for disappointment.
- They wished they had known how the education system was so different and how to read a class schedule.

Host family training and suggestions. Lee: Host families should be aware that pasta and dairy are difficult for students to eat every day and are not used to eating so much; housework and helping around house needs to be explained; make food that the student is familiar with occasionally; host families should know student's religious beliefs and needs; host families should be trained about the student's culture; do not

assume that the student understands; it is important to communicate and be clear to the students what they should not do; clearly explain household rules; write down words to avoid miscommunication; find ways to provide tutoring; encourage the students to try new things; share your ethnic culture and introduce students to others; help student improve their pronunciation; encourage them to make friends with the family pet; provide them with transportation options; communicate to avoid conflicts; be aware that numbers and times can lead to misunderstanding.

Joan: Host families should be aware that eating can be a challenge for the student if family eats pasta often; learn about the student's dining customs; allow students to have time to be with friends; clearly explain household rules; teach students about American sports; be welcoming and treat student like a part of the family; include student in holiday events; and praise the student.

Hank: Host families should understand that yard work and house work is new to the student and needs to be explained especially if they expect student to help with it; eating beef daily may be too much for students; occasionally offering student's food culture would help; encourage host family's children to communicate with student so he can learn more English and the culture; if they have not children, host parents should communicate a lot with student and teach about American culture; communication may be difficult for student especially if he is shy; find someone in the community who has the same culture as him to connect with so he will feel less homesick; host family should know more about the student, his family, and his culture; pets can help the students feel

happy; introduce the student to snow activities or other outdoor activities. and TV can help student with English if subtitles are used.

Sue: Host families should know that animals can be fun for the student; encourage student to play with pets; they should know that students need help in many ways; host families should embrace their differences; be aware of students' political beliefs; learn about the student's customs and culture, especially in how they express feelings; food varieties for breakfast may be surprising to them, be patient; be welcoming; help student understand; care for student; provide tutoring if necessary; arrange social outings; share your culture with the student, especially holidays; encourage a friendship with student your host family's children; teach student about yard work so she can help; take time to participate in family activities and meals; treat student like a member of the family; and take student to visit host's extended family.

Andy: Host families should not push the student to do things; let student make own decisions if possible; trust the student; be aware that the student may be shy, listen to them and try to understand the cultural differences; get to know where the student come from so you know what they are accustomed to and what their interests are; be aware that cultural differences in manners can cause conflict; host family needs to know more about student's culture, including their dining customs and how they express themselves student should feel valued; avoid being authoritative; communication is difficult at first, be patient; transportation needs to be improved so student can be more independent, help find transportation options; make student feel like a part of the family; incorporate

student's culture into their lives so they feel respected; be very clear about expectations; understand that the student may eat a lot and may have habits different from the host.

Kyle: Host families should be trained; certified, and investigated; ground rules and expectations should be established and clear; know that the student probably does not understand; do not yell and watch your tone; patiently deliver messages; cleaning and helping was new to him and he had to learn from host family; explain to student if he does something wrong; teach student manners; host should have enough food for the students; do not be stingy with food; tell them what not to do; help them stay connected with their heritage; be aware that the language barrier is stressful on the student; help them learn public transportation and teach safety; teach student about American culture and holidays; help student to communicate with other people, including teachers; find tutoring resources; students need help taking notes; and have family meals; know how to use student's medical insurance if he needs to go to the doctor; be sure to know if the student has allergies or if he is emotionally sensitive and provide support if necessary.

There were repeated findings for host family training and suggestions.

- Host families should be aware of the student's typical diet and that it may be difficult to adapt to at first.
- Provide student with their customary food occasionally.
- Host needs to teach student how to help with household tasks. Do not assume student understands.
- Host should be familiar with student's culture.
- Learn about the differences in culture.

- Teach student about U.S. customs and holidays.
- Be aware that student will need help in many ways, communicating, socializing, understanding English and U.S. culture, and with school work.
- Be very clear on rules and expectations. Communicate with them as much as possible.
- Encourage student to care for the family pet because it will make them feel happy.
- Help student to hold on to their heritage.
- Be caring, welcoming, encourage and praise and treat them like a member of the family.
- Help student find alternate sources of transportation.

Oversee home-stay and improve quality. Lee: Someone should visit the home occasionally to make sure the student has the proper food.

Joan: Limit the number of foreign students in the home because many host a lot of students to make money and do not care for them; school reps should know the family before allowing students to live with them; someone should go to the house occasionally to see what student is eating and the living conditions; family should be investigated and have no criminal background; a stricter process is needed to become a host family; they should have a minimum income so they can provide the student with cultural experiences; there should be someone who student can talk to without the fear of getting kicked out and sent home.

Sue: Do not use host families who are on welfare; students should not be immersed in poverty; the family should have a source of income; family should be responsible; family should be able to help the student and if the hosts are unfit mentally, socially, or emotionally they should not be chosen; it is important to make visits to the home; student should have a contact person to talk to and be assured that she would not be sent home if she shares her problems.

Andy: Visiting the home is important and it is important to have a separate conversation with the student; more communication is needed between the school, student, and host family so school knows of any problems; schools need to address problems and not ignore them; school officials should help promote better communication; someone from the school needs to listen to the student so he feels heard; bad host families should be removed from the list.

Kyle: There should be standards of living at the house; host family's criminal backgrounds should be checked; school should have a close relationship with the student; there should be a test to determine if the host parents know how to use the student's insurance, their knowledge of working with teens, and how suited they are to being a host parent; the test could be something similar to when one wants to adopt a child; better communication between host family and school and opportunities for all to interact; home-stay should be checked out before student is placed with family and it should not be in need of major repairs; visit periodically; and have private conversation with student, limit number of students to avoid it being a business; and have a person to talk to who student feels comfortable with and without the fear of being sent home.

There were repeated findings on overseeing home-stays and improving quality.

- Home-stays should be monitored by school representative via home visits.
- Representative should have conversations with the student, away from the family, to check on their wellbeing.
- There should be someone for student to go to without fear of being kicked out or sent home.
- Host family should have criminal backgrounds checked.
- The family should be known by the school as respectable and responsible citizens.
- There should be a minimum income to be a host family.
- There should be set standards of living to follow.
- There should be a limit on the number of students living in the house to avoid it becoming a money-making endeavor.
- Schools should improve communication with the students and families and be there to support if problems arise.

Patterns and themes. *Lack of orientation.* The content analysis revealed a pattern of all participants reporting they received a very simple orientation, if any, prior to arriving in the United States. The pattern of arriving in the U.S. unprepared is a major theme of the F-1 study abroad experience. Joan recalled seeing photos and very limited information about the United States. “I think they did go over about what I should bring to the U.S., and the temperature. They have pictures of other people living with their host families, but I don't think they really give information about the daily basis.” Sue also

received an orientation in Korea. “I think I did maybe four to five meetings before. They taught us basic English, too, that we can use. Also, they were teaching us the cultures and schools, how school works or what we can do activity-wise, stuff like that. It wasn't a lot of sessions. It was like four different times, one or two hours each.” Lee remembered, “during the orientation about the U.S., we saw some of the photos of the previous international student that was study at the school, and show us how the student be with the family in their daily activities.” Andy’s orientation was very short and “was quite simple, to tell you what to expect like daily lives and daily culture of the American way of life. They tell you you're going to live with a host family.”

These patterns revealed that the orientation process was not enough. Andy explained that more should be included in the orientation. When I asked him what he wished he learned he said,

I think the truth[laughter]. Really the truth is that we're not going to live just like those posters, like those brochures with a smile for the first three weeks. We're going to be miserable. We're going to cry a bit. We're going to miss home a bit. Really, things like that would really help us because when you tell us, ‘Oh, everything is going to be fine,’ and that's not the truth, and when I get there, I get really, really, homesick, and it feels like I got cheated because everything is different from my expectation. So, when I get there, the house is weird it's kind of dirty, something like that, or the host family is not that friendly. So, I really hope they really give some genuine information about what you should expect, instead of just be like, ‘You should expect a really good host family,’ blah, blah, blah.

They should really include how you may feel homesick, but everything's going to get better. And I think that would really help the new students. So, because we were told things that weren't exactly like the real situation, when we get there we see different things and we feel cheated basically. We feel like we've been lied to because things are so different from what we've been told, and the area is not as good, it's not as convenient as it was supposed to be in our own imagination.

Hank wished they would have prepared him for the weather.

I think they should tell me more about the weather. I mean, that's what I went through, because my country's a lot hotter than U.S. I mean, we have hot weather all year long, and we never have winter. So, the first time I came there was during the wintertime, and the heaviest snow they had I think on January. So very cold, very cold [laughter]. If they told me, I'll be more prepared and buy more clothes, I guess. Because the first time I came, all of my clothes, I couldn't wear at all. I had to buy new ones [laughter].

The participants' reports revealed topics about what foreign students should know or expect before arriving in the United States. Lee stated that students should write down information or have their host family write down information they are communicating to each other to avoid miscommunication. Joan suggested the students should have a basic understanding of American sports since many American families enjoy watching them. Sue mentioned that students should not be direct when discussing sensitive subjects such as politics and religion so they do not offend the host family. Kyle offered a lot of suggestions to improve orientation. He stated that students should be familiar with their

medical insurance and how to use it. They should write down their emergency contact information and keep it in their wallet and not rely on it being in their phone. They should know what the police look like and know when to go to them for help. They should know how to use the public transportation in their community. The students should be taught alternate ways of getting notes for classes.

The analysis showed a pattern of responses about the lack of information about their host family and the desire to know more about them; not given a choice of host family; and host families should know more about the student and his/her culture and beliefs. This pattern of “uninformed students and host families” is a theme of F-1 students and host families. Harry said he knew nothing about his host family prior to his arrival. “I didn't learn anything about them before I came. Only after I came and I saw them, so that's when I get to know them.” Kyle knew his host family’s name and where they lived. “I already knew ahead of time who I would be staying with, but I didn't really know their faces or anything. So, that was surprising [chuckles].” Lee knew very little of her host family.

It was very limited. I almost got no information about my host family before I arrived. Just how many people were in the family. They could include more of my host family information. I know they're American, but it can be Italian. Or could include something like that and some of their hobbies. If we share a same hobby, if we share the same interest, it would make things easier.

She also shared that her host family should have been told that she was Catholic and she expected to be able to attend mass each weekend. Sue received very little

information about her host family except for the city and state. Joan was the only one who was provided with her host family's information prior to meeting them. She was given their e-mail address two weeks before arriving and could share photos and information with each other. They made her feel welcomed.

Andy believes that students should know more about the host family and that students should have a choice.

I think it would be better if we were given information beforehand about our host families. We weren't able to select our preferences. I think it would be good if we can have the same options as host families. The host families can choose their preference students like, Asian, white, age. I think that would be a fair way to connect the students and the host families together.

The content analysis revealed a pattern of 50% of the participants receiving no orientation upon arrival in the United States. This pattern of no orientation upon arrival is a theme of F-1 students. Kyle did not receive an official orientation at school but his host family took him to the school.

Technically the first day I go visit the school was when host family took me and showed me around with the principal, I believe. Either the principal or one of the admins office. And she did take us around, show us who's the counselor, where's the cafeteria, where's the gym. But not so much resource from outside, like where to go for a doctor, or who's suggested, not much about the outside sources.

Mostly, it was in the school, like to find a band-aid if I need to, so.

The other pattern of “insufficient orientation upon arrival” is also a theme for the other half. Andy felt that the orientation was quite simple and he thought that perhaps it was because his group was the first group of F-1 students at his school. The orientation was conducted by students.

They gave us a really short introduction to the host family, and the American culture once again, to how the school works, how the daily communications with the host families work it's quite stereotypical, I would say. Something like we like outdoor things, and we live in a community like a really family-oriented environment in the US. We were told about that. We were told that we should really engage with the host family, talk with them, perhaps treat them as your own family. Yeah [laughter]. I was really the first ones to be there, so it was quite simple for everything we did.

Lee had a full day of orientation at school.

So, the school representative asked us to come in on that day, and we have an orientation the whole day, and we talk about U.S. culture the all day and stuff like Christmas. We're Asian. We don't have that kind of holiday occasion. And yes, that's pretty much what they told us about the U.S. culture there. We talked about how the grade in the school work and how they calculate and average it, and we talked about the GPA, and how can the GPA help us get college later. You may have a college later, and how to prepare. They also introduce us to some of the AP classes.

Joan thinks students should be taught how to read a class schedule and see a map of the school. She was surprised about how the school system operated and remembered something that should have been discussed in the orientation.

In Vietnam, a class would sit in the class, and then the teacher would come after each class, and then another teacher come to the class, and another teacher come to class. But in U.S., we would come to the class with the teachers there, and that was difference so we would have to follow our schedule, and see like what class would be now, what class would be the next class, and to make time of that. So, I didn't really know about that in the orientation. So, for the first couple of days, I was really lost in the school. I came to class late a couple of times until when I got used to it, was okay for me. If I had known about that, I would have looked into what my classes are, and where I should go, where they are, which floor are they. Are they close to each other? And I can anticipate where should I go from this class to the other class in the fastest way possible, yes? Just like for my first day-- I remember for my first class to my second class, I ran around the hall, and then up to another hall. There could be a shorter way for me, and wouldn't take much time. That would be great if I had known about that during the orientation.

Table 2 includes a summary of participants' suggestions for ways to improve orientation.

Table 2

Summary of Ways to Improve Orientation

Lee
<p>Give student information about host family such as their ethnic background, jobs, and hobbies.</p> <p>Give student a choice of host family. Student and family should have similar interests or hobbies.</p> <p>Teach more English to the students.</p> <p>Tell students about the climate.</p> <p>Teach them how to do household tasks and outdoor tasks such as clearing snow and ice.</p>
Joan
<p>Student should learn about American sports before arriving in the U.S.</p> <p>Teach students about how the education system is different.</p> <p>Explain how to read the school schedule and give them a map of the school.</p>
Hank
<p>Student should be able to communicate well in English.</p> <p>Student should know about the climate and what to wear.</p> <p>Explain that they will be homesick for their traditional food.</p> <p>Understand that American food is hard to get used to.</p> <p>Teach how to help with lawn care.</p> <p>Give students more information about their host family</p>
Sue
<p>Student should be able to communicate well with English and can read textbooks.</p> <p>A more thorough orientation would be helpful to adjust to school and to the new culture.</p> <p>Know more about host family before moving.</p> <p>Teach about sensitive topics and what to avoid discussing.</p> <p>Tell them about the diverse types of families they may encounter.</p>
Andy
<p>Student needs to learn how to communicate needs and requests clearly.</p> <p>Student should have choice of host family.</p> <p>Know more about host family and American culture.</p> <p>Student should be given truthful information about their host's location so they can be clear of what to expect.</p> <p>Expect to be disappointed and very homesick.</p>
Kyle
<p>Train students how to read a class schedule.</p> <p>Student should be able to communicate well in English and take notes.</p> <p>Student should have a more thorough orientation.</p> <p>Need to know about medical insurance and emergency situations.</p> <p>How to identify police and know when to go to them.</p> <p>How to use public transportation.</p> <p>How to clean, cook, and help around the house.</p>

Training host families. Hank reported that the host family should have known more about him and his family. It was hard for him to explain things about himself in the beginning because of his lack of English skills. He also said that the host family should know about the student's culture so they have a general understanding of where they come from and the types of food they are used to eating.

Andy also mentioned that the students and families need to know more about each other's cultures to help understand one another. "If you're expecting a student from China, you should at least give them some information about the Chinese way of life. In case there is some misunderstanding in how the student acts, then you understand why that thing happened."

The analysis showed a pattern of responses about difficulty with eating; too much food; too heavy; too much meat; desire to have their own cultural foods; breakfast choices shocking; not enough food; host parents stingy with food. This pattern of "food and eating challenges" is a theme for F-1 students in the home-stay.

Lee commented,

Some of the Asian student, they doesn't like cheese or a lot of butter. My host family were Italian people, so their meals pretty much every day was spaghetti or pasta, and it can sometimes be very tough on the students. I would have preferred just simple, just rice, and chicken, and our deep fry. I like their food, but sometimes it feels just like two meals.

Joan also experienced the food challenge. "They don't eat a lot of rice. They are an Italian family, so they eat a lot of pastas. I had so much pasta. Every time she cooked

pasta I was like, 'Pasta again [chuckles]'. But it was good." She also relayed a story about another foreign student. He was a vegetarian and his host family was not and he had to eat meat because they did.

Hank shared,

I think to me, personally, I think the host should know a little bit about Vietnamese food, because that's the trouble I got at first I came to the U.S. I mean, I love American food, but it took me awhile to get used to them because I had to eat them every day. And I couldn't do that. At least maybe they should learn how to cook a little bit of Vietnamese food or any other country. Yeah. They should do it like once a week to have Vietnamese dinner together. Because I remember at nights, I had to cook myself, like get some rice with fried eggs. Because hamburger is good. But when I eat it all day, I couldn't.

Alex revealed a cultural difference that his host family was unaware of that he felt important to share.

I'm from China and we are very conservative in things. When you offer us, for example, 'Do you want to drink?' We will always say no. I noticed people have noticed that. And that's a thing that they need to know because sometimes we say no, but we mean yes [laughter]. And I don't think really lots of Americans realize that these kinds of things do exist, and these kinds of differences could lead to a bigger misunderstanding.

Kyle stated that his brother who currently is an F-1 student has many food issues with his host family. They are very stingy with the food and often there is no food in the

refrigerator for him to eat. He is not permitted to take leftover food to school for lunch. They do not supply him with food from Friday evening through Sunday. Kyle's experiences were different. His host family always had plenty of food and he was permitted to have anything he desired.

The analysis also showed a pattern of responses about how they need extra support and help from their host family because they do not understand many things, particularly, household chores, cooking, school work, and what is expected of them. They need the host family to communicate patiently, write words to help them understand, encourage student to express self, communicate with the school, they do not understand daily routines in America and that the pets gave them comfort. These "communication challenges and need for support" is a theme of F-1 students in the home-stay.

Andy offered some advice on communication between the school, student, and host family.

First, I think the school agency should really encourage more communications amongst all three parties: host students, school agency, and host families. They've got to know that we can't avoid the problems. We've got to talk about it. If we have proper communication channels, if we have proper communications with the host families, I'm sure that lots of problems wouldn't even exist in the first place, because I know this is mainly just a problem of cultural difference. And I think the school really lacks on building an effective communication channel amongst us, because they want to, in my opinion, they want to avoid really to talk about the problems in the first place. Without communication amongst the three parties,

we would never, never really find the root of the problem. I understand the fact that cultural differences is really the root of the problem because I had four different host families, and I had the best host family with the fourth because they were immigrants. Because they were immigrants, so they understand my pain [laughter] in America and getting accustomed to the American way of life. They really understand that cultural differences is there, so they listened, and we talked, and that's when-- yeah, I feel like I had the best time.

Lee shared some of her moments of misunderstanding and miscommunication.

She was not told that her host father had to get up very early to go to work and that she should have been quiet at night. However, around midnight, she would call her mother in Vietnam and talk to her. The host mother did not say anything to her until it became a big problem with the host father.

Another story she shared was about her friend, another foreign student. His family asked him to clean the snow and ice off the car windows and had no idea of what they meant. "Yeah. My friend doesn't mind doing the housework to help them, but sometimes they just don't know how to do it [chuckles], and the host assume that we know everything, but we don't. Don't assume student know to shave ice on frozen car [chuckles]."

Kyle shared some of his brother's communication challenges.

Maybe be sensitive with the household routine in term of where to go to do your laundry. And do not put egg or any metal in the microwave, that would be the big one. Because my brother did it and brother put a spoon in the microwave. So,

make sure to tell the kids what not to do. Some of the country might not have the same appliances or they do have. They have it, but they just don't use it. My brother doesn't know how to use the microwave nor the laundries machines at all. He has never done it by himself. My mom did it for him. There has to be a list of household rules that they should be followed. I feel like that's important because you are staying at a host family's house and you should obey their rules, their daily routines. Because my brother bring food in his room and he never bring it out on time, therefore it smell.

Another analysis showed a pattern of responses about the controlling host parents, lack of transportation, inability to meet with friends. This pattern of “desire for independence” is a theme of F-1 students in the home-stay.

Andy shared some of his frustrations.

My second family was quite strict on me, on the activities, and also on the weekends, for example. The thing about Asian students from Asian countries is that we don't really live in suburbs because we were all from cities, so sometimes we just want to be in cities. So, it's quite typical for us to go to the city like during weekends, and when I do that, she asked questions and she'd be like, ‘if you chose a suburban school, why don't you just stay in the suburbs? Why did you have to go to the city?’ And things like that really gave me stress. I feel like she doesn't really want me to go to the city, and sometimes I'd ask her for the ride to the train. I was declined or, ‘I'm busy. I couldn't take you to the train. Take a taxi,’ things like that really made the whole process quite difficult.

Additional ways host family can help. The analysis showed a pattern of responses reporting that they really liked making friends with the host family's children, they welcomed them, they treated them like a member of the family, helping around the house, and receiving help from the family with school work or their English. This pattern of "becoming a member of family" is a theme for a F-1 student in the home-stay.

Lee stated that making friends with the daughters and learning about the culture made her happy. She liked that they helped her with her pronunciation. She also overcame her fear of animals since they had her help care for their dog. Sue was also friends with the daughters and has good memories, "I was friends with her daughters, too, so we were just all hanging out, and they were also very accepting, which was very good. She wasn't hesitated to take us anywhere. We were just so friendly." Kyle really enjoyed eating meals together with his host family and contributing to the routine housework. Andy felt important when the family celebrated the Chinese New Year in Chinatown with him. Joan remembers how happy it made her feel when her host family included her in everything they did. Hank, Sue, and Lee all enjoyed playing with pets. They made them happy and were good company for them.

The analysis also showed a pattern of responses that reported they really enjoyed learning the American culture with the host family. "Enjoyed learning the American culture" is a theme of F-1 students.

Joan liked learning about Christmas and birthday celebrations. Her host family included her in the celebrations and gave her gifts. Sue enjoyed learning about the

traditions of Christmas and Easter since it was new to her. Kyle said that his host family taught him about Easter, and all other traditional American holidays.

Conflicts to avoid. The analysis showed a pattern of responses that dealt with conflicts. The responses revolved around the lack of available transportation and having to ask host family to take them places, and being at their mercy to go anywhere. This pattern of “lack of transportation causes conflict” is a theme for F-1 students. This theme corresponds with the “desire for independence.”

Lee could not attend mass unless she found her own transportation. Joan’s host mother would not let her stay out long with her friends. Andy experienced the transportation issue often and it frustrated him.

One thing I think really stands out is that I think this is a really common thing for us, it's that when we want to go to some places, we've got to ask our host families first, and they should take us there. And I think this is a very painful process for all of us because first, when we were there for the first time, we didn't really know how to ask for these little things. And second, when these kinds of things happened increasing in frequency, it annoys the host family. And I don't know if there's a way to fix it, but I hope they change it. Some way, there should be a better way of commuting between different places. I don't know how, but they should think about it because we are sick and tired of asking the host families, and the host families are sick and tired of feeling annoyed by that.

The analysis showed a pattern of responses around communication. The patterns of not knowing to be quiet at night, not understanding class schedule, not expressing self,

lack of understanding, misunderstanding, displays a theme of “misunderstandings lead to conflict.” This corresponds to the theme of communication challenges.

Joan did not understand her class schedule which was very stressful and she missed some classes. Andy believes that the lack of understanding of cultural differences between student and host family causes conflicts. Sue shared her frustration of lacking the ability to express herself properly which led to conflict. “There was actually one time I was in a track team meeting and we had a game. I guess you call it a tournament. I was late and then I did tell her, I guess a day ago, or something. I told her, ‘I’m going to be late’ or whatever. Then when I came home, there were police cars. They were looking for me. I was like, ‘Oh my God. This is crazy’ [laughter].”

The participants each had many suggestions on how to improve the overall experience of the home-stay and what the host family should know. Their comments are summarized in Table 3.

Table 3

Suggestions to Host Families

<p>Lee</p> <p>Clearly explain to the student and show them how to help around the house. Host parents should clearly explain their expectations to the student. Host family should know about the student's religious beliefs and find transportation for the student to go to church. Know about the student's culture and their traditional food. Occasionally offer their traditional food. Family pet helped her lose her fear of animals.</p>
<p>Joan</p> <p>Occasionally serve her traditional food. Teach student about American sports. Allow student time to be with friends. Include them in holiday events and make them a part of the family. Praise the student. Clearly explain household rules.</p>
<p>Hank</p> <p>Host families should have kids around the same age as the foreign student so they can become friends and so student will have someone to talk to at his level. Student may be shy and homesick. Introduce him to someone in the community who has a similar culture background for support. Family should know about the student's culture and the type of food he eats. Occasionally serve his traditional food. The family pet can be a source of comfort to a lonely student. Understand that communication is difficult for the student. Subtitles on the TV may help student with English. Teach student about holidays and about U.S. culture.</p>
<p>Sue</p> <p>Support and guide the students in everything they do. Role model how to embrace diversity. Family pets can bring joy. Learn about student's culture and how they express feelings. Food choices may be surprising to the student. Share your culture, customs, and holidays with the student. Teach student how to help around the house. Be patient, welcoming, treat them like a member of the family. Provide tutoring if possible.</p>
<p>Andy</p> <p>Host family should not push the student too hard at first. Listen and communicate. Host should learn about the cultural differences. Take notice of what is special about the student. Respect student's culture and include it into host family's life when possible. Do not interrogate the student. Find convenient ways for student to commute to the city. Help student feel like a member of the family.</p>
<p>Kyle</p> <p>Train host parents to be patient and how to calmly communicate under pressure. Train host parents in adolescent development and know the issues that teenagers deal with. Help student communicate to teachers about his needs. Teach them manners, like "thank you" and how to pronunciation properly. Realize that the student needs support in most areas and needs taught how to use appliances. Have clear ground-rules, expectations, communicate them with the student. Share culture and traditions with the student. Know if your student has medical problems or allergies. Know how to use their medical insurance.</p>

Need for support and oversight. The analysis also showed a pattern of responses on stress and worry about the home-stay experience not working, the fear of being kicked out, sent home, and losing money and losing face. This pattern of “fear of being sent home” is a theme for F-1 students.

Sue’s host parent in California locked her out of the house and would not let her in. So, Sue climbed in the bathroom window. Her host mother yelled at her when she found out what she did. Sue was so shaken up by this and asked her host parent’s mother if she could move in with her. Sue was worried about saying too much because she was afraid that she would be sent home.

The huge stress about me was that if I can't get along with my host family, then I had to go to Korea. That was one thing that scared me. If you don't have family, you have to go back. That was a threat for me. So, I just lived where her parents lived, the host mom's parents, they were better. If you can't get a long you have to go back. My parents are not that wealthy, and they put all their money into this and I can't screw this up. That's what's going in my head, I guess.

Kyle explained a similar description of afraid to say anything.

They're not going to say anything. And if they're going to say something, they're afraid they're going to get kicked out? They say they don't have a lot of rights, because if they do something wrong, they're going to get kicked back to their country. With a bad grade or a bad reputation.

The analysis also showed a pattern of responses regarding home-stay monitoring visits and becoming a host family. The responses showed a pattern stating that someone

from the school should visit periodically to look at living conditions, if the student has enough food and to talk to the student privately about their daily life. The patterns also showed responses mentioning the need for a stricter process to become a host family, the need for background checks, a minimum income for the host parents to be permitted to host a student, and a limit to how many students could live with host family to avoid it becoming a business. This pattern of “a need for strict policy for hosting” is a theme for F-1 home-stays.

Andy said that his school never removed the bad host families. They just rotated the students. He offered the following suggestion.

When they come to the homestay, they shouldn't just listen to the host family or just look around because conflict doesn't start from little things like conflict doesn't start from things you can see. It could really help when they talk to the host family and the host student separately when they visit.

Joan thinks it is a good idea for the school to get to know the family better. In addition, “I think it would be better if they could go in the house and visit the house, know where the student's going to stay, and where the student's going to sleep in. And maybe come visit a couple of times to see how their dinner is, and how do the family normally live?”

Kyle reported on the need for a standard to be set and background checks done.

They should have a standard living condition where nothing is broken in the house. The house is very intact and there's no major maintenance that need to be

done. That's the house. And the background of the host family should be checked, and they should be taking a training course.

Joan came to the following conclusion about host families.

The similarities of families who students don't have much good experience is that some of them had a lot of students at once. I think that some of them did it for the money, because they got paid for us to live there. So, some of them have four students at once, and maybe it will be better if they can minimize the number of students staying in the house.

She also mentioned that the host family should have a minimum income. That comment is like what Sue reported. She thinks that host families should not be on welfare and they should be responsible adults.

Kyle added, "The school, whoever examines the host family and all of the conditions, if they're qualified should be the one who checks off all of these conditions. It's like you're adopting a child. You have to have certain qualifications, right"?

Table 4 contains participant suggestions for improving quality and monitoring for home-stays.

Table 4

How to Improve Quality and Monitor Home-Stays

Lee
Representative should visit home once or twice a year to make sure the student has the proper food.
Joan
<p>Limit the number of foreign students living in the home.</p> <p>Do not permit hosting students to become a business to make money.</p> <p>School representatives should know the families before letting a student live with them.</p> <p>Go to the house and thoroughly look at it and where student will sleep.</p> <p>Representative should stop in occasionally to see what is happening; how family is interacting; and what student is eating.</p> <p>Family should have criminal background and child abuse clearances.</p> <p>Family should have a minimum income so they could afford to share cultural and community experiences with the student.</p> <p>Have a stricter process to become a host family.</p> <p>Student should have someone to go to without the fear of being kicked out or sent home.</p>
Hank
None
Sue
<p>Do not use host families who are on welfare.</p> <p>Family should have a source of income.</p> <p>Must be responsible adults living reputable lifestyles.</p> <p>Offers a traditional American home and lifestyle, not impoverished.</p> <p>Representative should make visits to home and scrutinize what is happening in the home.</p> <p>Student should have someone to go to without the fear of being kicked out or sent home.</p>
Andy
<p>Representative should have a separate conversation with student away from the host family.</p> <p>Replace host families if problems reoccur and do not use them again.</p> <p>School should review the problems and help solve them.</p> <p>Improve communication between student, host, and school.</p> <p>Monitor the home-stay with visits.</p>
Kyle
<p>There should be a standard living condition to meet.</p> <p>House should not need major improvements.</p> <p>Representative should thoroughly look at the home to see if it meets living standards.</p> <p>Visit house periodically.</p> <p>Limit the number of students living with host.</p> <p>Do not permit hosting students to become a business to make money.</p> <p>Background of family should be checked.</p> <p>A training course should be mandatory to become a host family.</p> <p>Representative should check to make sure they are qualified to host students.</p> <p>School should have a close relationship with the foreign students.</p> <p>Representative should have private conversation with student away from the host family.</p> <p>Student should have someone to go to without the fear of being kicked out or sent home.</p>

I aimed to determine how school officials, teachers, or other school staff can increase the quality of F-1 academic study abroad orientations and host family trainings, and monitor home-stay experiences to ensure the safety and wellbeing of the students.

The theoretical framework was based on the regime theory of change. It models how

interest groups or stakeholders can pull together to make policy changes thus increasing the effectiveness of the regime.

The interest groups or stakeholders involved in academic programs include the F-1 students, their parents, F-1 student alumni, current and former host families, agencies recruiting students, native students and their parents, school boards, school staff, and organizations that advocate for foreign students, and myself. The regime is the DHS, which oversees the academic F-1 visa programs. Based on the findings, the most influential stakeholders are school boards and school officials since they can change policies in the schools. However, they have no pressure on them to change their policies. I expect this study to change that.

Parents of the foreign students and advocate groups such as CSIET or CSFES can pressure schools to adopt policies that reflect these findings and to create effective orientations for students and trainings for host families. The policies should also reflect a strict procedure for selecting host families and for monitoring home-stays based on the findings of this study. Schools compete to recruit foreign students and should use these findings to change their policies which will help escalate the quality of their programs.

School officials, teachers, and school representatives can increase the quality of their academic study abroad orientations by designing an orientation that covers what they have been doing and adding the components found in this study. Currently, most orientation components include daily life in the United States, American culture, pictures of what students do with host families, basic guidelines and a list of items to take with them. They also learn a little about the school, how to handle problems, tutoring

information, and list of classes. The participants in this study suggest adding more legitimate information about the realities of the study abroad experience. Share with the students that initially, their lives will not look like the photos they saw of the students with their host families. They may be very homesick and cry. Their family and home may not be as they envisioned. They should also learn tactics to communicate their needs. English should be taught to improve their overall oral expression. Basic tutorials of American sports should be included in the orientation. More intense explanation of how U.S. schools operate, how to read a class schedule, and a map of the school should also be a part of the orientation program. Finally, students should be taught about emergency contact information and how to reach out for help if needed.

It is unclear if host families receive any training at all. Regardless if they do or not, the results of this study reveal what the participants believe should be taught to the host families. School officials, teachers, or school representatives should train host families how to communicate with someone with limited English skills and to clearly communicate directions and requests. They should teach families about the student's cultural background and how to prepare some of his/her student's traditional meals. They should train them how to role model ways to embrace diversity. They should prepare families when they encounter communication problems and transportation issues and explore ways of handling them. Schools should train them on adolescent issues and teenage development. As part of the training, the host family should create a list of ground-rules and expectations under the guidance of the school and practice communicating them

in simple terms during the training. Finally, school representatives should train the families in the variety of ways that the student will need support and guidance.

As for monitoring the home-stay, the results of this study revealed some specific ideas to ensure the safety and wellbeing of the students. Home-stays should be monitored by school officials by occasionally visiting the home making observations of the living conditions; what family members and students are doing; and if there is food available. There should be standard for living conditions in which the school should develop and monitor through the visits. School policy should state that host parents should have a source of income and live reputable lives. They should be known by the school administration as being trustworthy and qualified to be responsible host parents. Background checks should be done on each family member over the age of 18. Policy should state that host parenting cannot become a business to make money by housing numerous students. School representatives should have private conversations with the student, away from the host family. The school should have a close relationship with the student to help monitor the welfare of the student and so the student feels supported.

Summary

This chapter described the demographics of the participants in the study. It reviewed the data collection strategies, and how data was recorded. This chapter also reviewed how the data was analyzed and showed evidence of trustworthiness by describing how I implemented validity, reliability, and objectivity. The results of the study revealed that the participants had many suggestions on how to improve student orientations; training host parents; and how to monitor the home-stay to ensure safety and

wellbeing of students in the F-1 study abroad programs. Chapter 5 provides an interpretation of the findings, limitations of the study, recommendations, implications for social change, and conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

I conducted this study to identify ways to improve orientation for F-1 students and training for their host families and to find out how SEVP schools can oversee home-stays to ensure quality assurance of F-1 academic programs as well as the safety and wellbeing of F-1 high school students in the United States. The study was a qualitative design using multiple case studies by interviewing former F-1 students to determine how interest groups and stakeholders can help oversee the F-1 academic programs. This exploratory study addressed the scarcity of academic knowledge of F-1 high school study abroad experiences. Results indicated what F-1 high school students desire to learn in their orientations; how host-families should be trained; what changes in policy should be made to best oversee the home-stay; and how school officials can contribute to the quality assurance and oversight of the programs.

The findings in this study revealed many suggestions on how to improve the orientation programs; how host families should be trained; and how to oversee the home-stay. The findings showed that students want to receive genuine information in the orientation; to know more information about their host families and the location they live; to know how to communicate and express themselves better; and to have more specific information on the school, how to read schedules, and emergency readiness. Host families should be trained on the student's culture and cuisine; how to communicate with students who speak English as a second language; and how to best support them. In regard to home-stays, findings showed that there should be policy changes to make the

process stricter to become a host family and designated school representatives should visit the home-stays and converse with the students privately.

The findings also revealed that the students' barriers and stressors corresponded to the language barriers, food adaptation stressors, and living arrangement stressors students experience at the university level. They were homesick and missed their home culture; lacked English proficiency; and experienced stress due to the cultural differences, like the struggles found in these studies at the university level (Liu, 2005; Yin, 2013). The findings showed the students were lonely and needed support, especially in communicating their needs, similar to in previous studies (Liu, 2005; Mustaffa & Ilias, 2013; Savicki, 2010b). The participants made comments of how interacting with native students, in the home especially, helped them to adjust. This correlates to the interaction with native students at the higher education level and how it is a critical component of adjustment (McLachlan & Justice, 2009; Mustaffa & Ilias, 2013).

The findings revealed the need for better orientation and training for host families at the high school level. It has already been proven that best practices at the university level include an orientation process for the students (Fan & Wanous, 2008; Schmidt-Rinehart & Knight, 2004) and thorough training of host families (Mustaffa & Ilias, 2013). The participants in this study offered many ideas that would help to create a quality program, which is needed as so many of them lack quality (Poon-McBrayer, 2011; Savicki, 2010b). Students can more easily adjust to their new environment if the program considers their linguistic and social needs (Savicki, 2011). This statement compares to what the participants in this study recommended. They need to know how to orally

express themselves in social situations in daily American culture. They also need a place to go, such as an international office in the school, to relax and get support if needed. As a former host parent of foreign students enrolled in Pennsylvania high schools, and as a former tutor to many foreign high school students on an academic visa, I saw how much they needed support. Many of them told me how they were unhappy with their experiences in the United States because of their host family placement or because they felt ignored at their schools. They were stressed, scared, and did not know where to turn. They often felt they could not go to the study abroad coordinators because of their alliances with the host parents. The students want an American experience so they can learn more English and the Western culture while their parents hope to equip their children with education and global experiences to compete in high paying jobs back in their home country.

This study was based on a theoretical framework of regime theory, also known as a regime theory of change (Stone, 1989). It models how interest groups or stakeholders can support change and increase the effectiveness of the regime (Hula & Haring, 2011). The regime in this study is the DHS. The DHS is the overarching regulating organization for academic exchange students and programs. The problem, as stated in Chapter 1, is that there are few, if any, regulations governing the F-1 academic program. There are no regulations or expectations of prearrival information and orientations for students. Training of host families is not required, and criminal background checks are not required either. There is no limit to the number of foreign students in the home. There are no basic standards of living conditions of these homes. The DHS does not even require the

students to have adequate English language skills. The findings in this study revealed that each of the above need to be changed. These changes would align to the best practices that have been identified for orientations, trainings, and supports for students (Fan & Wanous, 2008; Mustaffa & Ilias, 2013; Savicki, 2010b; Schmidt-Rinehart & Knight, 2004). Policies need to be established or changed at the local governing regimes, which are the SEVP schools who sponsor the F-1 students. Interest groups should challenge them to change policies to the academic exchange program, specifically in the orientation process, host-family training, and requirements of host families and the oversight of the home-stays. It would increase quality assurance to the program and would increase the safety and wellbeing of the students. It would also increase the effectiveness of the main regime, DHS (Hula & Haring, 2011), because it would improve the overall program. It would also increase the effectiveness of the local regime, the school. Study abroad education in the United States is very competitive. If schools (local regimes) create policies that make their programs better and more conducive to promoting the wellbeing of the students, word will spread and more students will be drawn to them.

The school the marketing/enrollment directors and possibly the designated school officials who work for the schools would be the most influential interest groups to push for policy creation and changes. They want to increase enrollment, and pushing for research-based policy changes will improve their programs, making them more competitive. Other interest groups who may be able to change policy at the local school district level include the F-1 students and their parents, F-1 student alumni, current and former host families, agencies recruiting the students or study abroad organizations,

native students and their parents, advocate groups such as CSIET and CSFES, and school staff.

Limitations

It took me much longer to find six participants for this study than I anticipated. Finally, after 6 months of attempting to use the snowball effect and changing the procedures for finding participants three times, I interviewed six former foreign, high school graduates. I needed six participants to meet triangulation requirements. Initially I was to reach out to former students I know and asked them for potential participants. That process led me to one person, and that individual introduced me to two others. Then I hit a dead end. I received permission from Walden's IRB to reach out to numerous universities and then another time additional universities and study abroad organizations. I still did not find participants through this process. Next I asked the IRB if I could extend the parameters of the participant requirements to go from studying in the United States from 2010–2016 to 2005–2016 and if I could reach out to former foreign students who lived with my parents while attending high school. The IRB approved these changes, and from this change I found the final three participants. I then proceeded as planned with the study. The interview data were limited to what the participants remembered about their experiences.

Recommendations

One recommendation for further research revolves around host families. It would be helpful to know what kind of training, if any, is provided and how the training could be improved upon. A multiple case study from the host family's perspective would be

helpful in preparing programs to train them. This study suggested what the students' thoughts are on this topic, but researchers should gather information from host families to determine how to make their experiences better as well.

Another recommendation for further research is on the challenges that SEVP schools have in their study abroad programs. These problems could include home-stay issues such as communication and transportation issues that this study brought to attention. It may reveal other problems that have not been identified.

Final Cross-Case Study Report: Multicase Report/Cross-Case Analysis
Regulations and Requirements Findings: Suggestions for Orientation and Trainings

This study revealed that many areas in which the DHS do not have requirements or regulations are identified by the former students as areas to be improved or regulated.

- The DHS does not require sponsors (SEVP schools) to provide prearrival information regarding the home-stay placement. The finding showed that the students would like to see this changed. They want to know more information about their host family and the location of the home-stay.
- Sponsors are not required to investigate the criminal backgrounds of potential host families. The findings showed that this is something that the foreign students would like to see changed. They want the families to be investigated.
- Sponsors are not required to train host families. Based on the findings, it appears that the host families are not trained to host foreign students. The students recommend this to be changed and that the host families should be trained in the following: different cultures, including diet, socializing, and

sharing feelings; how to communicate with students who speak English as their second language; clearly identifying rules and expectations; teaching students how to help with household chores; ways to support the students; the importance of sharing U.S. culture; helping them to improve their English skills; incorporating the family pet into student's life; helping them to hold onto their heritage; helping students find transportation options; welcoming them, praising them, and treating them like a member of the family.

- Sponsors are not required to provide orientation for the students. The findings showed that this also should be changed. The students revealed that a thorough orientation would have been helpful to them. Students should know more information about the host family prior to moving and should have a choice of host families. They should have adequate English skills and be taught about household chores, rules, routines. Students should be aware to expect to feel homesick, food challenges, transportations challenges, and culture shock. They should know about the education system and how to read a class schedule.
- F-1 students are not required to have adequate English language skills. This study revealed that the students did not have adequate English language skills and that acted as a deficit to their progress and caused conflicts for them. The DHS should require adequate skills in the English language.

The findings did not reveal any regulations that were not being followed.

Oversight of Home-Stay Findings

The findings revealed that the oversight of home-stays needs to be improved. None of the students experienced a time in which a school representative visited the home. They suggested that the home-stay be monitored through occasional visits. Also found was the need for the school to have a close relationship with the student. It was suggested that the school establish a standard for living conditions and to monitor these through the visits. The responsibility of doing this belongs to the school. A stricter process is needed to become a host family. Host families should meet some set income requirements. Host family should have criminal background checks. There should be someone for students to go to without fear of being kicked out or sent home.

Quality Assurance Findings

Participants suggested that schools monitor the living conditions of the home-stay. Quality assurance could come from that and by the creation of outcome evaluation reports in regard to the results of the monitoring. Students also reported that, to increase the quality, host families should be limited on the number of foreign students living in the home.

The students believed that the quality of the programs would improve if more information was provided to them about their host family; if they received thorough orientation; and if host families were trained.

Stakeholder Groups

The stakeholder groups are F-1 students and their parents, F-1 student alumni, current and former host families, agencies recruiting the students or study abroad

organizations, native students and their parents, school staff, designated school officials, marketing/enrollment coordinator for the school, and advocate groups such as CSIET and CSFES.

Suggestions for Policy Change

Many suggestions for policy change have been revealed through this study. I will suggest them at the main regime level of the DHS but if they do not change policies I hope to persuade local school regimes to change theirs. It is likely that the schools do not even have a policy regarding their international students. The following list, derived from the findings, can be used as a basic guide in which to create or change policies relating to F-1 students

1. Sponsors are required to provide detailed information regarding their home-stay placement at least two weeks prior to arrival.
2. Sponsors are required to run a criminal background check on all host family members aged 18 and older.
3. Sponsors are required to train host families.
4. Sponsors are limited to having two foreign students living in the home at one time.
5. Sponsors are required to provide students a thorough orientation.
6. Sponsors are required to monitor the home-stays and have an established standard of living to compare it to and prepare outcome reports.
7. F-1 students are required to have adequate English language skills ability prior to arrival in the United States.

Implications

It is my desire that the results of this study, through an action agenda, will help to create or change policies that will lead to quality assurance of F-1 academic study abroad programs and better oversight of the home-stays in which these students live. Students will feel prepared by having a clear expectation of who their host families are because the schools will provide them with this information prior to arriving. The host families will receive training and will be prepared to be a supportive host who understands diversity and knows how to communicate with foreign students. The students will have a positive start to their experiences by participating in a thorough orientation. High standards for host families and requirements to become a host family will be established which will also help improve the quality assurance of the program. With these changes, academic school programs for F-1 students will improve, giving them a cosmopolitan image, which will attract local students as well as more international students. This is good business for SEVP schools and for their marketing departments. The changes will also help the DHS to ensure quality programs and improve the monitoring of the home-stays. These implications all derive from the findings of this study. The following action agenda details what needs to be implemented, per the findings, to ensure quality programs and to improve the home-stay monitoring. I will rewrite the dissertation into articles to publish in appropriate education journals and then send the articles and the action agenda details to policy making organizations (DHS, SEVP schools and study abroad organizations) with F-1 study abroad programs, to private school staff members and marketing directors, and to education directors in each state in hopes that interest groups who read the study

results and the recommendations will put pressure on their organizations to change policies and create quality orientation programs, train host families properly, and regulate and monitor home-stay experiences.

Action Agenda Details for Reform

Table 5

Recommendations for Executive Action

Implement These Policy Change
<p>Pre-Arrival:</p> <ul style="list-style-type: none"> • F-1 students are required to have adequate English language skills ability prior to arrival. • Sponsors are required to provide detailed information regarding their home-stay placement at least two weeks prior to arrival. (Provide information about family members and their jobs, education, ethnic background, beliefs, and interests, location and climate information, available transportation. • Offer students a choice of families if possible.) <p>Host Families:</p> <ul style="list-style-type: none"> • Sponsors are required to run a criminal background check on all host family members aged 18 and older. • Sponsors are required to train host families. • Sponsors are limited to having two foreign students living in the home at one time. (Host parenting should not become a business to make money by housing numerous students.) • Host parents should have a source of income and live reputable lives. • They should be known by the school administration as being trustworthy and qualified to be responsible host parents. • There should be standard of living conditions established. <p>Sponsors:</p> <ul style="list-style-type: none"> • Sponsors are required to provide students a thorough orientation. • Sponsor representatives should have private conversations with the student, away from the host family. • The sponsor should have a close relationship with the student. • Sponsors should provide an international office space for students to go to when they need help or for a safe place, staffed with a qualified person to guide them. <p>Home/Stay Monitoring:</p> <ul style="list-style-type: none"> • Sponsors are required to monitor the home-stays quarterly. • Outcome reports will be used to report on standard of living conditions and interviews with students and families. • Problems need to be addressed and a procedure is to be established for problem solving.
Student Orientation Components
<ul style="list-style-type: none"> • Daily life and culture in U.S. including past-time activities and basic knowledge of U.S. sports. • School procedures, read class schedule, school map, moving from one class to another, tutoring, note taking. • Communication techniques. (oral expression, ongoing ESL classes, tips on how to order food or communicating in day to day situations) • Dealing with acculturation struggles. (homesickness, food adaptations, climate/weather, transportation issues) • Emergency information. (safety, medical, procedures of what to do)
Host Family Training Components
<ul style="list-style-type: none"> • Ways to communicate with someone with limited English skills • Ways to clearly communicate directions and requests • Learn about the student's cultural background and how to prepare some of his/her student's traditional meals. • Ways to role model embracing diversity • They should be prepared to encounter communication problems and transportation issues and explore ways of handling them. • Knowledge of adolescent issues and adolescent development. • Create a list of ground-rules and expectations and practice communicating them in simple terms. • They should be trained in the variety of ways in which the student will need support and guidance.

Conclusion

Very little has been written about academic exchange programs at the high school level, until now. This study helped fill the void of information on the topic of international high school students on F-1 visas in the United States. This study is important to the U.S. economy, the foreign students and their families, U.S. students, study abroad organizations and recruiters, sponsors (SEVP schools) and the DHS. International education in the United States brings in billions of dollars each year enhancing local economies. Private high schools and universities rely on foreign student enrollments to keep them viable. Quality assurance of these academic programs is lacking and there is a lack of oversight of them and of the home-stays. This study helped to identify the lack of policies linked to weak regulations which will enable interest groups to create and maintain quality programs. This advocacy/participatory worldview study designed around regime theory did as expected. It identified ways in which interest groups can oversee and monitor policies of F-1 academic study abroad programs and home-stays in private, U.S. high schools. Policy needs were identified which can lead to interest groups joining together to make changes. The results of this study also identified ways to improve orientation programs for F-1 students, training needs for the host families, what is needed to make the process stricter to become host parents, and ways to monitor the home-stay. If interest groups use the information from this study they will have a positive impact on F-1 academic programs thus assuring quality assurance and the safety and well-being of international students.

References

- Abelmann, N., & Kang, J. (2013). A fraught exchange. U.S. media on Chinese international undergraduates and the American university. *Journal of Studies in International Education, XX* (X),1-16. doi: 10.1177/1028315313479852 .
- American Scholar. (2015). ASG student life. Housing facilities.
Retrieved from <http://www.americanscholargroup.com/student-life/housing/>
- Ang, S., Van Dyne, L., Ng, K.Y., Templer, K.J., Tay, C, & Chandrasekar, N.A. (2007) Cultural intelligence: Its measurement and effects on cultural judgment and decision-making, cultural adaptation and task performance. *Management and Organization Review, 3*(3), 335-371. doi:10.1111/j.1740-8784.2007.00082.x
- Bachner, D., & Zeuschel, U. (2009). Long-term effects of international educational youth exchange. *Intercultural Education, 20*, S45-S58.
doi:10.1080/14675980903370862
- Baker, R. W., & Siryk, B. (1999). *SACQ student adaptation to college questionnaire* (2nd ed.). Los Angeles, CA: Western Psychological Services.
- Bartos, P. (2013). High schools welcome Chinese students. Holy family institute directs home-stay program. *Pittsburgh Catholic Newsletter*.
Retrieved from <http://diopitt.org/pittsburgh-catholic/high-schools-welcome-chinese-students>
- Bista, K., & Dagley, A. (2015). Higher education preparation and decision making trends among international students. *College & University, 90*(3), 2-11. Retrieved from https://www.researchgate.net/publication/280157472_Higher_education_preparati

on_and_decision_making_trends_among_international_students

- Bodycott, P. (2009). Choosing a higher education study abroad destination. What mainland Chinese parents and students rate as important. *Journal of Research in International Education*. 8(3), 349-373. doi: 10.1177/1475240909345818
- Bodycott, P., & Lai, A. (2012). The influence and implications of Chinese culture in the decision to undertake cross-border higher education. *Journal of Studies in International Education*, 16(3), 252-270. doi: 10.1177/1028315311418517
- Bourdieu, P., & Passeron, J.C. (1977). *Reproduction in education, society and culture*. Thousand Oaks, CA: Sage Publications, Inc.
- Brown, L. (2009). International education: a force for peace and cross-cultural understanding? *Journal of Peace Education*, 6(2), 209-224.
doi:10.1080/17400200903086672
- Brown, L., & Holloway, I. (2008). The initial stage of the international sojourn: Excitement or culture shock? *British Journal of Guidance & Counseling*, 36(1), 33-49. doi: 10.1080/03069880701715689
- Burns, P. (2003). Regime theory, state government, and a takeover of urban education. *Journal of Urban Affairs*, 25(3), 285-303. doi:10.1111/1467-9906.00163
- Cadd, M. (2012). Encouraging students to engage with native speakers during study abroad. *Foreign Language Annals*, 45(2), 229-245.
doi: 10.1111/j.1944-9720.2012.01188.x
- Cantwell, B. (2015). Are international students cash cows? Examining the relationship between new international undergraduate enrollments and institutional revenue at

public colleges and universities in the US. *Journal of International Students*, 5(4).

doi: 10.4135/9781452218533.n395

Chavajay, P. (2013). Perceived social support among international students at a U.S.

university. *Psychological Reports*, 112(2), 667-677.

doi: 10.2466/17.21.PR0.112.2.667-677

Chen, Y., & Ross, H. (2015). Creating a home away from home. Chinese undergraduate

enclaves in U.S. Higher Education. *Journal of Current Chinese Affairs*, 44(3),

155-181.

Cohen, S. (2014, December). New J-1 visa provisions effective January 5, 2015. *The*

National Law Review. Retrieved from [http://www.natlawreview.com/article/new-](http://www.natlawreview.com/article/new-j-1-visa-provisions-effective)

[j-1-visa-provisions-effective](http://www.natlawreview.com/article/new-j-1-visa-provisions-effective)

Committee for Safety of Foreign Exchange Students. (2014a). Home. Dedicated to

keeping you informed. Retrieved from <http://www.csfes.org/home.html>

Committee for Safety of Foreign Exchange Students. (2014b). Headlines of abuse.

Retrieved from <http://www.csfes.org/news.html>

Council of Europe/UNESCO. (2007). *Revised code of good practice in the provision of*

transnational education. Retrieved from [http://www.enic-](http://www.enic-naric.net/fileusers/REVISED_CODE_OF_GOOD_PRACTICE_TNE.pdf)

[naric.net/fileusers/REVISED_CODE_OF_GOOD_PRACTICE_TNE.pdf](http://www.enic-naric.net/fileusers/REVISED_CODE_OF_GOOD_PRACTICE_TNE.pdf)

Council on Standards for International Educational Travel. (2009). Keeping our students

safe: Exchange student safety guidelines. Media center. Retrieved from

[http://www.csiet.org/site_page.cfm?pk_association_webpage_menu=2347&pk_as-](http://www.csiet.org/site_page.cfm?pk_association_webpage_menu=2347&pk_as)

[sociation_webpage=6270](http://www.csiet.org/site_page.cfm?pk_association_webpage_menu=2347&pk_association_webpage=6270)

- Council on Standards for International Educational Travel. (2013a). Information on incoming exchange students' U.S. visas. Retrieved from <http://www.csiet.org/school-resources/us-visas.html>
- Council on Standards for International Educational Travel. (2013b). U.S. government regulations regarding international youth exchange. Retrieved from <http://www.csiet.org/publications-resources/federal-regulations>
- Council on Standards for International Educational Travel. (2014). *Report of independent auditors on applications of agreed-upon procedures*. Retrieved from http://www.csiet.org/site_page.cfm?pk_association_webpage_menu=2347&pk_association_webpage=6268
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Daneshyar, A. (2011). Evolution of a global perspective: Experiential learning during an education abroad program. *Review of Business*, 32(1), 58-74. Retrieved from <http://www.stjohns.edu/sites/default/files/documents/Tobin/vol32-num1-winter2011-2012.pdf>
- Danley, J. V. (2010). SEVIS: The impact of homeland security on American colleges and universities. *New Directions for Institutional Research*, 2010(146), 63-73.

doi: 10.1002/ir.343

Deardorff, D. (2006). Identification and assessment of intercultural competence as a student out of internationalization. *Journal of Studies in International Education*, 10(3), 241-266. doi: 10.1177/1028315306287002

Devi, U., & Mani, R. S. (2009). Quality assurance in education through quality circles, global and Indian context. *Academic Leadership Live, The Online Journal*, 7(4).

Retrieved from

https://www.researchgate.net/publication/291488906_Quality_assurance_in_education_through_quality_circles_-_global_and_indian_context

Diao, W., Freed, B., & Smith, L. (2011). Confirmed beliefs or false assumptions? A study of home-stay experiences in the French study abroad context. *Frontiers: The Interdisciplinary Journal of Study Abroad*. XXI, 109-142.

Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/DIAO-FREED-FrontiersXXI-ConfirmedBeliefsorFalseAssumptions.pdf>

Di Silvio, F., Donovan, A., & Malone, M. E. (2014). The effect of study abroad homestay placements: Participant perspectives and oral proficiency gains. *Foreign Language Annals*, 47(1), 168-188. doi: 10.1111/flan.12064

Douglass, J. A. & Edelstein, R. (2009). The global competition for talent: The rapidly changing market for international students and the need for a strategic approach in the U.S. *Research and Occasional Papers Series: CSHE.8.2009*. Berkeley, CA: Center for Studies in Higher Education, University of California.

Dwyer, M. (2004.) More is better: The impact of study abroad program duration.

Frontiers: The Interdisciplinary Journal of Study Abroad. X, 151-164.

Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/DWYER-FrontiersX-MoreIsBetter.pdf>

Earley, P. C. & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*. October 2004. Retrieved from

<https://hbr.org/search?N=0+516164&Ntt=Earley%2C+P.+C.+%26amp%3B+Mosakowski%2C+E.+%282004%29.+Cultural+intelligence.+&loaded=1>

Eder, J., Smith, W. W., & Pitts, R. E. (2010). Exploring factors influencing student study abroad destination choice. *Journal of Teaching in Travel & Tourism*, 10(3), 232-250. doi:10.1080/15313220.2010.503534

Eshel, Y., & Rosenthal-Sokolov, M. (2000). Acculturation attitudes and sociocultural adjustment of sojourner youth in Israel. *Journal of Social Psychology*, 140(6), 677-691. doi:10.1080/00224540009600509

Fan, J., & Wanous, J. P. (2008). Organizational and cultural entry: a new type of orientation program for multiple boundary crossings. *Journal of Applied Psychology*, 93(6), 1390. doi:10.1037/a0012828

Farrugia, C. A. (2014). *Charting new pathways to higher education: International secondary students in the United States*. New York, NY: IIE Center for Academic Mobility Research, Institute of International Education.

Fordham, T. (2006). Pedagogies of cultural change: The Rotary International Youth Exchange Program and narratives of travel and transformation. *Journal of Tourism and Cultural Change*, 3(3), 143-159. doi:0.1080/14766820608668492

- Frankfort-Nachmias, C. & Nachmias, D. (2008). *Research methods in the social sciences*. (7th ed.). Duffel, UK: Worth Publishing
- Gareis, E. (2012). Intercultural friendship: Effects of home and host region. *Journal of International and Intercultural Communication*, 5.
doi: 10.1080/17513057.2012.691525
- Gill, S. (2007). Overseas students' intercultural adaptation as intercultural learning: A transformative framework. *Compare*, 37(2), 167-183. doi:
10.1080/03057920601165512
- Glass, C.R., Kociolek, E., Wongtrirat, R., Lynch, J.R., Cong, S. (2015). Uneven experiences: The impact of student-faculty interactions on international students' sense of belonging. *Journal of International Students*, 5(4), 353-367. Retrieved from <https://jistudents.org/2015-volume-54/>
- Grieve, A. M. (2015). The impact of host family relations and length of stay on adolescent identity expression during study abroad. *Multilingual*, 34(5). doi:
10.1515/multi-2014-0089
- Gutel, H. (2008). The home-stay: A gendered perspective. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 173-188. Retrieved from <https://frontiersjournal.org/past-volumes/vol-xv/>
- Haddal, C. (2006). *Foreign students in the United States: Policies and legislation* (RL31146). Washington, DC: Congressional Research Service. Retrieved from <https://fas.org/sgp/crs/homesec/RL31146.pdf>
- Hansen, D. T. (2008). Curriculum and the idea of a cosmopolitan inheritance. *Journal of*

Curriculum Studies, 40(3), 289-312. doi:10.1080/00220270802036643

- Hegarty, N. (2014). Where we are now –The presence and importance of international students to universities in the United States. *Journal of International Students*, 4, 222-235. Retrieved from <https://jistudents.files.wordpress.com/2014/03/2014-4-3-2-where-we-are-now.pdf>
- Hernandez, T. (2010). Promoting speaking proficiency through motivation and interaction: The study abroad and classroom learning contexts. *Foreign Language Annals*, 43(4), 650-670. doi:10.1111/j.1944-9720.2010.01107.x
- Hersi, A. (2012). Transnational immigration and education: A case study of an Ethiopian immigrant high school student. *Creative Education*, 3(1), 149-154. doi:10.4236/ce.2012.31024
- Hidden curriculum. (2014). In EdGlossary. Retrieved from <http://edglossary.org/hidden-curriculum/>
- Hirai, R., Frazier, P. & Syed, M. (2015). Psychological and sociocultural adjustment of first-year international students: Trajectories and predictors. *Journal of Counseling Psychology*, 62. doi:10.1037/cou0000085
- Holy Family International College Preparatory Program. (2014). HFICPP. Retrieved from <http://www.hfi-cpp.org/about-us/>
- Home-stay. (n.d.). Retrieved from <https://www.merriam-webster.com/dictionary/homestay>
- Hou, A. (2014). Quality in cross-border higher education and challenges for the internationalization of national quality assurance agencies in the Asia-Pacific

region: The Taiwanese experience. *Studies in Higher Education*, 39(1). 135-152.

doi: 10.1080/03075079.2011.646258

House Resolution No. 30, The General Assembly of Pennsylvania. (2007).

Hula, R. C., & Haring, C. (2011). State restructuring of local policy regimes. In *APSA*

2011 Annual Meeting Paper. Retrieved from <https://ssrn.com/abstract=1901272>

Hutteman, R., Nestler, S., Wagner, J., Egloff, B., & Back, M. D. (2015). Wherever I may

roam: Processes of self-esteem development from adolescence to emerging

adulthood in the context of international student exchange. *Journal of Personality*

and Social Psychology, 108, 767-783. doi:10.1037/pspp0000015

Immigration and Nationality Act (1952).

Ingarfield, L. (2005). International students and immigration: The introduction of SEVIS.

Journal of Student Affairs, 13. Retrieved from [http://sahe.colostate.edu/wp-](http://sahe.colostate.edu/wp-content/uploads/sites/10/2016/03/The-Journal-2004.pdf)

[content/uploads/sites/10/2016/03/The-Journal-2004.pdf](http://sahe.colostate.edu/wp-content/uploads/sites/10/2016/03/The-Journal-2004.pdf)

Interexchange. (2014). The Fulbright-Hayes Act. Retrieved from

<https://www.interexchange.org/fulbright-hays-act>

Jackson, J. (2005). Assessing intercultural learning through introspective accounts.

Frontiers: The Interdisciplinary Journal of Study Abroad, 11, 165-186. Retrieved

from [https://frontiersjournal.org/wp-content/uploads/2015/09/JACKSON-](https://frontiersjournal.org/wp-content/uploads/2015/09/JACKSON-FrontiersXI-AssessingInterculturalLearningThroughIntrospectiveAccounts.pdf)

[FrontiersXI-AssessingInterculturalLearningThroughIntrospectiveAccounts.pdf](https://frontiersjournal.org/wp-content/uploads/2015/09/JACKSON-FrontiersXI-AssessingInterculturalLearningThroughIntrospectiveAccounts.pdf)

Jaeger, M. M. (2009). Equal access but unequal outcomes: Cultural capital and

educational choice in a meritocratic society. *Social Forces*, 87(4), 1943-72.

doi:10.1353/sof.0.0192

- Jaeger, M. M. (2011). Does cultural capital really affect academic achievement? New evidence from combined sibling and panel data. *Sociological Association*, 84(4), 281-298. doi/abs/10.1177/0038040711417010
- Jianxin, G. (2009). Transnational education: Current developments and policy implications. *Frontiers of Education in China*, 4. doi:10.1007/s11516-009-0033-y
- Kehl, K, & Morris, J. (2008). Differences in global-mindedness between short-term and semester-long study abroad participants at selected private universities. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 67-80. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/KEHL-MORRIS-FrontiersXV-DifferencesinGlobalMindednessbetweenShortTermandSemesterLongStudyAbroadParticipants.pdf>
- Kentli, F. D. (2009). Comparison of hidden curriculum theories. *European Journal of Educational Studies*, 1(2), 83-88. Retrieved from <https://lauhulmahfudz.files.wordpress.com/2012/04/comparison-of-hidden-curriculum-theories.pdf>
- Khawaja, N. G., & Stallman, H. M. (2011). Understanding the Coping Strategies of International Students: A Qualitative Approach. *Australian Journal of Guidance and Counseling*, 21(02), 203-224. doi:10.1375/ajgc.21.2.203
- Kinging, C. (2013). Identity and language learning in study abroad. *Foreign Language Annals*, 46(3), 339-358. doi:10.1111/flan.12037
- Kirsch, E. M. (2014). The use of agents in international student recruitment: International

education professional's opinions. *Capstone Collection*. Paper 2635.

Retrieved from

<http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=3666&context=capstones>

Klomegah, R. Y. (2006). Social factors relating to alienation experienced by international students in the United States. *College Student Journal*, 40(2), 303-315. Retrieved from <https://www.questia.com/library/p1917/college-student-journal/i2739723/vol-40-no-2-june>

Koliba, C. J., Mills, R. M., & Zia, A. (2011). Accountability in governance networks: An assessment of public, private, and nonprofit emergency management practices following hurricane Katrina. *Public Administration Review*.
doi:10.1111/j.1540-6210.2011.02332.x

Knight, S. M., & Schmidt-Rinehart, B. (2010). Exploring conditions to enhance student/host family interaction abroad. *Foreign Language Annals*, 43(1), 64-79.
doi:10.1111/j.1944-9720.2010.01060.x

Kraaykamp, G., & van Eijck, K. (2010). The intergenerational reproduction of cultural capital: A threefold perspective. *Social Forces*, 89(1), 209-232.
doi: 10.1353/sof.2010.0087

Kusek, W. (2015). Evaluating the struggles with international students and local community participation. *Journal of International Students*, 5(2). Retrieved from <https://jistudents.files.wordpress.com/2015/04/jis-2015-vol-5-no-2-book.pdf>

Lamont, M., & Lareau, A. (1988). Cultural capital: Allusions, gaps and glissandos in

- recent theoretical developments. *Sociological Theory*, 6(Fall), 153-168. Retrieved from <https://ssrn.com/abstract=2131347>
- Lee, J. J. (2010). International students' experiences and attitudes at a US host institution: Self-reports and future recommendations. *Journal of Research in International Education*. doi:10.1177/1475240909356382
- Lerner, R. J. (2014, May 8). Letter from Robin J. Lerner, deputy assistant secretary for private sector exchange to students in the secondary school student exchange program. Retrieved from http://www.nafsa.org/Find_Resources/Supporting_International_Students
- Li, Y. (2004). Learning to live and study in Canada: Stories of four EFL learners from China. *TESL Canada Journal*, 22(1), 25-43. Retrieved from <https://dialnet.unirioja.es/servlet/articulo?codigo=1084430>
- Li, Y. (2013). Cultivating student global competence: A pilot experimental study. *Journal of Innovative Education*, 11(1). doi: 10.1111/j.1540-4609.2012.00371.x
- Lin, J. C., & Yi, J. K. (1997). Asian International Students' Adjustment: Issue and Program Suggestions. *College Student Journal*, 31(4), 473-479. Retrieved from https://www.researchgate.net/publication/232559677_Asian_international_students%27_adjustment_Issues_and_program_suggestions
- Lowinger, R., He, Z., Lin, M., & Chang, M. (2014). The impact of academic self-efficacy, acculturation difficulties, and language abilities on procrastination behavior in Chinese international students. *College Student Journal*, 48(1), 141-152. Retrieved from <https://www.questia.com/library/journal/1G1->

372252077/the-impact-of-academic-self-efficacy-acculturation

Liu, C. W. (2005). *Cultural shock is not a shark: Foreign students cope with unfamiliar culture*. Paper presented at the annual meeting of the American Sociological Association, Philadelphia, PA.

Maddux, W. W., & Galinsky, A. D. (2009). Cultural borders and mental barriers: The relationship between living abroad and creativity. *Journal of Personality and Social Psychology*, *96*, 1047-1061. doi:10.1037/a0014861

Madison, J. (1787). "The same subject continued: The union as a safeguard against domestic faction and insurrection." Federalist No. 10. *New York Daily Advertiser*.

Marginson, S. (2012). Including the other: Regulation of the human rights of mobile students in a nation-bound world. *Higher Education*, *63*.
doi: 10.1007/s10734-011-9454-7

Masson, J. R., Baati, M., & Seyfried, E. (2010). Quality and quality assurance in vocational education and training in the Mediterranean countries: Lessons from the European approach. *European Journal of Education*, *45*.
doi:10.1111/j.1465-3435.2010.01443.x

McAllister-Grande, B. (2008). *The future of soft power and international education*. NAFSA International Conference.

Retrieved from http://www.nafsa.org/_/File/_/ac08sessions/GS089.pdf

McBurnie, G., & Ziguras, C. (2011). In (A. Stella & S. Bhushan (Eds.), *Quality assurance of transnational higher education: The experiences of Australia and India* (pp.19–32, Delhi, India: National University of Educational Planning and

Administration)

- McGahan, S. J., Jackson, C. M., & Premer, K. (2015). Online course quality assurance: Development of a quality checklist. *Insight: A Journal of Scholarly Teaching*, 10, 126-140. Retrieved from <http://insightjournal.park.edu/wp-content/uploads/2015/08/10-Online-Course-Quality-Assurance-Development-of-a-Quality-Checklist.pdf>
- McLachlan, D. A., & Justice, J. (2009). A grounded theory of international student well-being. *Journal of Theory Construction & Testing*, 13(1), 27. Retrieved from <http://web.a.ebscohost.com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?sid=0d7da080-8145-4978-a4f3-86d549865921%40sessionmgr4009&vid=1&hid=4214>
- Milian, M., Birnbaum, M., Cardona, B., and Nicholson, B. (2015). Personal and professional challenges and benefits of studying abroad. *Journal of International Education and Leadership*, 5. Retrieved from <http://www.jielusa.org/wp-content/uploads/2012/01/MilianSpring2015.pdf>
- Milstein, T. (2005). Transformation abroad: Sojourning and the perceived enhancement of self- efficacy. *International Journal of Intercultural Relations*, 29(2), 217-238. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0147176705000465>
- Mustaffa, C. S., & Ilias, M. (2013). Relationship between students' adjustment factors and cross cultural adjustment: A survey at the Northern University of Malaysia. *Intercultural Communication Studies*, 1(22), 279-300. Retrieved from

<http://web.uri.edu/iaics/files/19Che-Su-Mustaffa-Munirah-Ilias.pdf>

NAFSA: Association of International Educators. (2002). Responsible study abroad: Good practices for health and safety.

Retrieved from http://www.nafsa.org/uploadedFiles/responsible_study_abroad.pdf

NAFSA: Association of International Educators. (2012). What is the value of international students to your state in 2012? Retrieved from

http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/NAFSA_International_Student_Economic_Value_Tool/#stateData

NAFSA: Association of International Educators. (2013). Public opinion supports international education. Retrieved from

http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Public_Opinion_Supports_International_Education/

NAFSA: Association of International Educators. (2014). The international student economic value tool. Retrieved from

http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/NAFSA_International_Student_Economic_Value_Tool/

Ng, K. Y, Van Dyne, L., & Ang, S. (2009). From experience to experiential learning: Cultural intelligence as a learning capability for global leader development.

Academy of Management Learning & Education, 8. Retrieved from

<http://amle.aom.org/content/8/4/511.full>

Nguyen, A. M. T. & Benet-Martinez, V. (2007). Biculturalism unpacked: Components, measurement, individual differences, and outcomes. *Social and Personality*

Psychology Compass, 1/1. University of California, Riverside. Blackwell Publishing, Ltd. doi:10.1111/j.1751-9004.2007.00029.x

NOLO Law for All. (2014). How long your j-1 visa will last. Retrieved from <http://www.nolo.com/legal-encyclopedia/how-long-your-j-1-visa-will-last.html>

Norviliene, A. (2012). Self-development of intercultural competence in academic exchange programmes: Students' attitude. *Socialiniai Mokslai*. doi:10.5755/j01.ss.75.1.1592

Olberding, J. C., & Olberding, D. J. (2010). "Ripple effects" in youth peacebuilding and exchange programs: Measuring impacts beyond direct participants. *International Studies Perspectives*, 11, 75-91. doi:10.1111/j.1528-3585.2009.00394.x

Opfer, D., Young, T.V., & Fusarelli, L. (2008). Politics of interest. Interest groups and institutional effects on educational politics. In Cooper, B.S., Cibulka, J.G., & Fusarelli, L. *Handbook on education politics & policy*. New York, NY: Routledge.

Owens, D. L., Srivastava, P., & Feerasta, A. (2011). Viewing international students as state stimulus potential: Current perceptions and future possibilities. *Journal of Marketing for Higher Education*, 21(2). doi:10.1080/08841241.2011.623730

Paige, R. M., Cohen, A. D., Shively, R. L. (2004). Assessing the impact of a strategies-based curriculum on language and culture learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 253-276. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/PAIGE-COHEN-SHIVELY-FrontiersX->

AssessingtheImpactofaStrategiesBasedCurriculumonLanguageandCultureLearnin
gAbroad.pdf

- Passeron, J. C. (1986). Theories of socio-cultural reproduction. *International Social Science Journal*, 38(4), 619-629. Retrieved from <https://eric.ed.gov/?id=EJ348180>
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Poon-McBrayer, K. F. (2011). Quality assurance challenges of transnational higher education in Hong Kong. *Pacific-Asian Education*, 23(1). Retrieved from http://programs.crdg.hawaii.edu/pcc/PAE_23__1__final_11.pdf
- Poyrazli, S. & Grahame, K. (2007). Barriers to adjustment: Needs of international students within a semi-urban campus community. *Journal of Instructional Psychology*, 34, 28-45. Retrieved from <https://www.questia.com/library/journal/1G1-162301020/barriers-to-adjustment-needs-of-international-students>
- Poyrazli, S. & Lopez, M. D. (2007). An exploratory study of perceived discrimination and homesickness: A comparison of international students and American students. *Journal of Psychology*. doi:10.3200/JRLP.141.3.263-280
- Poyrazli, S., Thukral, R. K., & Duru, E. (2010). International students' race-ethnicity, personality and acculturative stress. *Journal of Psychology*, 2(2), 25-32. Retrieved from <http://www.academicjournals.org/journal/IJPC/article-abstract/EE6532B14261>

- Redden, E. (2007, August 20). The middlemen of study abroad. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2007/08/20/abroad>
- Redden, E. (2014). The younger international student. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2014/07/08/new-research-provides-insight-growing-pool-international-high-school-students-us>
- Richardson, K. (2003). International education: Home-stay theory versus practice. *Proceedings for the International Education*. Retrieved from <http://www.aare.edu.au/publications-database.php/3969/International-Education:-Homestay-Theory-Versus-Practice>
- San Antonio, L. M., & Ofori-Dwumfuo, C. (2015). Understanding communication dynamics among international and domestic students: A case study of a global living-learning community. *Journal of College & University Student Housing*, 41(2). Retrieved from http://www.nxtbook.com/nxtbooks/acuho/journal_vol41no2/index.php#/8
- Santanello, C. & Wolff, L. (2008). Designing assessment into a study abroad course. Exploring the motivations, expectations, and experiences of students who study in global settings. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 189-196. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/SANTANELLO-WOLFF-FrontiersXV-DesigningAssessmentIntoAStudyAbroadCourse.pdf>
- Salyers, V., Carston, C., Dean, Y., & London, C. (2015). Exploring the motivations, expectations, and experiences of students who study in global settings. *Journal of*

- International Students*, 5(4), 368-382. Retrieved from <https://jistudents.files.wordpress.com/2015/05/2015-vol-5-issue-4-final-book.pdf>
- Sato, T., & Hodge, S. (2015). Japanese exchange students' academic and social struggles at an American university. *Journal of International Students*, 5(3), 208-227. Retrieved from <https://jistudents.files.wordpress.com/2015/04/1-japanese-exchange-students.pdf>
- Savicki, V. (2010a). An analysis of the contact types of study abroad students: The peer cohort, the host culture, and the electronic presence of the home culture in relationship to readiness and outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 19, 61-86. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/SAVICKI-FrontiersXIX-AnAnalysisofContactTypesofStudyAbroadStudents.pdf>
- Savicki, V. (2010b). Implications of early sociocultural adaptation for study abroad students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 19, 205-223. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/SAVICKI-FrontiersXIX-ImplicationsofEarlySocioculturalAdaptationsforStudyAbroadStudents.pdf>
- Savicki, V. (2011). Relationship of foreign language proficiency to study abroad outcomes and inputs. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 63-85. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/SAVICKI-RelationshipofForeignLanguageProficiencytoStudyAbroadOutcomes->

FrontiersXXI.pdf

- Schmidt-Rinehart, B.C. & Knight, S.M. (2004). The homestay component of study abroad: Three perspectives. *Foreign Language Annals*, 37.
doi:10.1111/j.1944-9720.2004.tb02198.x
- Senate Resolution No. 311, The General Assembly of Pennsylvania. (2008).
- Sherry, M., Thomas, P. & Chui W. H. (2010). International students: A vulnerable student population. *Higher Education*, 60, 33-46. doi:10.1007/s10734-009-9284-z
- Shiri, S. (2015). The homestay in intensive language study abroad: Social networks, language socialization, and developing intercultural competence. *Foreign Language Annals*, 48. doi:10.1111/flan.1212
- Simpson, A. R. (2008). Young adult development. What the research tells us. Massachusetts Institute of Technology.
Retrieved from <http://hrweb.mit.edu/worklife/youngadult/brain.html>
- Smith, K. (2010). Assuring quality in transnational higher education: A matter of collaboration or control? *Studies in Higher Education*, 36(7), 793-806.
doi:10.1080/03075070903340559
- Spenader, A. (2011). Language learning and acculturation: Lessons from high school and gap-year exchange students. *Foreign Language Annals*, 44(2).
doi: 10.1111/j.1944-9720.2011.01134.x
- Soneson, H. M. & Cordano, R. J., (2009). Universal design and study abroad: (Re-) designing programs for effectiveness and access. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 269-288. Retrieved from

<https://frontiersjournal.org/wp-content/uploads/2015/09/SONESON-CORDANO-FrontiersXVIII-UniversalDesignandStudyAbroad.pdf>

Stachowiak, S. (2013). Pathways for change: 10 theories to inform advocacy and policy change efforts. *Center for Evaluation Innovation*. Organizational Research Services. Retrieved from http://orsimpact.com/wp-content/uploads/2013/11/Center_Pathways_FINAL.pdf

Stone, C. N. (1989). *Regime politics governing Atlanta 1946-1988*. University Press of Kansas.

Stone, C. N. (1998). *Changing urban education*. University Press of Kansas.

Stone, M. J. & Petrick, J. F. (2013). The educational benefits of travel experiences: A literature review. *Benefits of Tourism: A Special Series in Partnership with The U.S. Travel Association* 52(6). Sage Publications. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0047287513500588?related-urls=yes&legid=spjtr%3B52%2F6%2F731&legid=spjtr%3B52%2F6%2F731&rs=s=1&ssource=mfr&cited-by=yes>

Study in the States. (2014). Student and exchange visitor program: Training for designated school officials. Retrieved from <https://studyinthestates.dhs.gov/2014/12/web-based-training-course-for-designated-school-officials>

Sumra, K. B. (2012). Study on adjustment problems of international students studying in universities of the people's republic of china: A comparison of student and faculty/staff perceptions. *International Journal of Education*, 4(2), 107-126.

Retrieved from

<http://www.macrothink.org/journal/index.php/ije/article/viewFile/1181/1495>

- Tadmor, C. T., Galinsky, A. D., & Maddux, W. W. (2012). Getting the most out of living abroad: Biculturalism and integrative complexity as key drivers of creative and professional success. *Journal of Personality and Social Psychology, 103*(3), 520-542. doi: 10.1037/a0029360
- Tan, J. S. (2004). Issues and observations. Cultural intelligence and the global economy. *Leadership in Action, 24*. doi: 10.1002/lia.1088
- Tang, E. (2009). A cultural framework of “Chinese learn English”: A critical review of and reflections on research. *Journal of English as an International Language, 4*, 7-43. Retrieved from <https://www.eilj.com/journals/25/2007-2010/>
- Ten Bhömer, M., & Van Den Hoven, E. (2013). Interaction design for supporting communication between Chinese sojourners. *Personal and Ubiquitous Computing, 17*(1), 145-157. doi: 10.1007/s00779-011-0482-1
- The Parties to the Council of Europe and UNESCO Convention. (2007). Revised code of good practice in the provision of transnational education. Retrieved from http://www.enic-naric.net/fileusers/REVISED_CODE_OF_GOOD_PRACTICE_TNE.pdf
- Triana, B. (2015). Cultural demands of the host-nation: International student experience and the public diplomacy consequences. *Journal of International Students, 5*(4). Retrieved from <https://jistudents.files.wordpress.com/2015/05/2015-vol-5-issue-4-final-book.pdf>

- Tsai, Y. (2012). The effects of intercultural learning on English learning motivation among students studying abroad. *New Horizons in Education*, 60. Retrieved from <http://www.hkta1934.org.hk/NewHorizon/index2.html>
- U.S. Department of Homeland Security. (2014a). *Creation of the department of homeland security*. Retrieved from <http://www.dhs.gov/creation-department-homeland-security>
- U.S. Department of Homeland Security. (2014b). *Study in the states*. Retrieved from <https://studyinthestates.dhs.gov/guides/studyguidetothestates>
- U.S. Department of Homeland Security (2014c). Who joined dhs? Retrieved from <https://www.dhs.gov/who-joined-dhs#>
- U.S. Department of Homeland Security, Immigration and Customs Enforcement. (2014). *Overview of the SEVP process*. Retrieved from <https://www.ice.gov/es/sevis>
- U.S. Department of Justice, Immigration and Naturalization Service. (2002). *Petition for approval of school for attendance by nonimmigrant student*. OMB#1115-0070. Retrieved from <http://www.immihelp.com/forms/i-17.pdf>
- U.S. Department of State. (2010). *Exchange visitor programs. Secondary school students*. (RIN 1400 AC56). Retrieved from <https://www.federalregister.gov/documents/2010/10/27/2010-27200/exchange-visitor-program-secondary-school-students>
- U.S. Department of State. Bureau of Consular Affairs. (2014a). *U.S. visas. Student visa*. Retrieved from <https://travel.state.gov/content/visas/en/study-exchange/student.html>

- U.S. Department of State. Bureau of Consular Affairs. (2014b). *J-1 visa exchange visitor program*. Retrieved from <https://j1visa.state.gov/programs/secondary-school-student#program-sponsors>
- U.S. Department of State and the Broadcasting Board of Governors Office of Inspector General, Report of Inspection. (2009). *Management review of youth programs: Bureau of educational and cultural affairs*. (Report Number ISP-I-10-16). Retrieved from <https://oig.state.gov/system/files/131068.pdf>
- U.S. Department of State and the Broadcasting Board of Governors Office of Inspector General, Office of Inspections. (2012). *Inspection of the bureau of educational and cultural affairs*. (Report Number ISP-I-12-15.) Retrieved from www.oig.state.gov/system
- U.S. Department of State and the Broadcasting Board of Governors Office of Inspector General, Office of Inspections. (2013). *Compliance follow up review of the bureau of educational and cultural affairs*. Retrieved from www.oig.state.gov/system
- U.S. Department of State, Bureau of Educational and Cultural Affairs. Office of Policy and Evaluation. (2000). *Executive summary of the USIA evaluation of the use of arrival host families*. https://eca.state.gov/files/bureau/use-of-arrival-host-families-executive-summary_march-2000.pdf
- U.S. Government Accountability Office. Congressional Committees, (1990). *U.S. information agency: Inappropriate uses of educational and cultural exchange*

visas. Retrieved from <http://www.gao.gov/products/NSIAD-90-61>

U.S. Government Accountability Office, (2012). *Report to congressional requesters, student and exchange visitor program. DHS needs to assess risks and strengthen oversight functions*. Retrieved from <http://www.gao.gov/assets/600/591668.pdf>

U.S. Immigration and Customs Enforcement, Student and Exchange Visitor Program. (2013). *Summary of f-1 students with education level of secondary* (FOIA 13-14357) Freedom of Information Act. Retrieved from <https://www.ice.gov/doclib/foia/sevis/f1-visa-students-secondary-education.pdf>

U.S. Immigration and Customs Enforcement, Student and Exchange Visitor Program. (2014). *Student and exchange visitor information system: SEVIS by the numbers: General summary quarterly review*. Retrieved from <https://www.ice.gov/doclib/sevis/pdf/by-the-numbers1.pdf>

Urban, E., & Bierlein Palmer, L. (2016). International students' perceptions of the value of U.S. higher education. *Journal of International Students*, 6. Retrieved from <https://jistudents.files.wordpress.com/2015/11/9.pdf>

Van de Werfhorst, H. G., & Hofstede, S. (2007). Cultural capital or relative risk aversion? Two mechanisms for educational inequality compared. *The British Journal of Sociology*, 58(3). doi:10.1111/j.1468-4446.2007.00157.x

van Eerdewijk, A., Westeneng, J., de Hoop, T., Ruben, R. (2009). Raising societal support for development cooperation: The role of students' exchange programs. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 20(4), 351–368. doi:10.1007/s11266-009-9094-z

- Veltri, N. F., Webb, H. W., Matveev, A. G., & Zapatero, E. G. (2011). Curriculum mapping as a tool for continuous improvement of IS curriculum. *Journal of Information Systems Education*, 22(1), 31-42. Retrieved from <http://jise.org/Volume22/22-1/Pdf/Vol22-1pg31.pdf>
- Walden University, Institutional Review Board. (2014). Research ethics planning worksheet. Retrieved from <http://academicguides.waldenu.edu/researchcenter/orec>
- Walden University, Research Center. (2014). Phenomenological research. Retrieved from https://crq.adobeconnect.com/researchtutorials/default/CONTENT/Phenomenological_Research/welcome.html
- Wang, J. (2009). A study of resiliency characteristics in the adjustment of international graduate students at American Universities. *Journal of Studies in International Education*, 13. doi:10.1177/1028315307308139
- Williams, T. R. (2009). The reflective model of intercultural competency: A multidimensional, qualitative approach to study abroad assessment. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 289-306. Retrieved from <https://frontiersjournal.org/wp-content/uploads/2015/09/RUNDSTROMWILLIAMS-FrontiersXVIII-TheReflectiveModelofInterculturalCompetency.pdf>
- Yamamoto, Y., & Brinton, M. D. (2010). Cultural capital in East Asian educational systems: The case of Japan. *American Sociological Association*, 83(1), 67-83. doi:10.1177/0038040709356567

- Yau, T. (2012). The effects of intercultural learning on English learning motivation among students studying abroad. *New Horizons in Education*, 60(1), 23-34. Retrieved from <http://www.hkta1934.org.hk/NewHorizon/abstract/2012May/3.pdf>
- Yekini, N. A., Adigun, J. O., & Rufai, M. M. (2012). ICT “Tools” to improve quality assurance in Africa educational system (Nigeria as case study). *Journal of Computer Science & Technology*, 12(1), 9-15. Retrieved from http://www.academia.edu/6783245/ICT_TO_IMPROVE_QUALITY_ASSURANCE_IN_AFRICA_EDUCATIONAL_SYSTEM_NIGERIA_AS_CASE_STUDY
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Yin, L. (2013). Coming to America for spiritual or academic growth? Experiences of international students at one Christian school. *Journal of Research on Christian Education*, 22(2), 139-152. doi:10.1080/10656219.2013.808975
- Zimmermann, J., & Neyer, F. J. (2013). Do we become a different person when hitting the road? Personality development of sojourners. *Journal of Personality and Social Psychology*, 105(3), 515-530. doi:10.1037/a0033019
- Zwanikken, P. C., Peterhans, B., Dardis, L., & Scherpbier, A. (2013). Quality assurance in transnational higher education: A case study of the tropEd network. *BMC Medical Education*, 13, 43. doi:10.1186/1472-6920-13-43.

Appendix A: Recruitment Letter

Hello,

I am a doctoral student at Walden University. The topic of my study is on quality assurance of F-1 visa, study abroad programs. The purpose of this study is to see how schools can help oversee the programs and home-stays. It will also help me see if we need to change policies. I would like for you to help me because you have experiences as a high school student under the F-1 visa.

If you agree to participate, I will interview you for 1-1.5-hours. It will be private and confidential. If you live within fifty miles of me, I will be happy to meet with you in person. If not, we could plan a Skype interview. The date for the interview is in July 2016. If you would like to know more, please contact me and I will send you the consent form which gives you more information. Thank you for your consideration to participate.

Sincerely,

Faye J. Pleso

Appendix B: E-mail to Contacts

Dear _____,

How are you? I hope you and your family are well!

As you know, I have been working on my doctorate degree in public policy administration from Walden University. My dissertation topic has focused on international high school students under the F-1 visa. I have received approval to begin my study on the oversight and quality assurance of F-1 visa programs. I am writing to you to request your help in finding participants who I can interview in the near future.

Will you please reach out to your friends and acquaintances and ask them if you could introduce them to me, via email, so I can ask them some questions about their experiences under the F-1 visa? In order to be in my research study, the following criteria are necessary. The former student attended a U.S. high school starting in 2010/2011 through 2015/2016 under an F-1 visa for at least one academic year, lived with a host family, are 18 years or older, and currently have adequate English language skills.

Once you make the initial introduction for me, I will send them an email with some screening questions verifying that they meet the criteria. If they do indeed meet the criteria and are interested in learning more, I will send them an email with a letter explaining what the study is about, how I plan to do it, and a consent form for them to sign. If they agree to be interviewed, I will do so via Skype, unless they live within fifty miles of me. If that is the case, I will make arrangements to meet them in person.

I decided to ask you to help me find former students because I assumed that you would know other people that studied abroad, just like you. I cannot ask you to be in my study since I know you personally and that could lead to some bias, especially since I know who your host family was. If you are unable to connect me with your friends or acquaintances that is alright. I will find another way. I do really appreciate any help you can give me.

I am anxious to hear how you are doing and what you plan to do over the summer.

Sincerely,

Faye

Appendix C: Screening Questions

1. What is your birth date?
2. Did you attend high school in the U.S. under the F-1 visa for at least one academic year?
3. Did you attend between the 2010 and 2016 school years?
4. Did you live with a host family?
5. How would you rate your level of English language skills? Adequate or not adequate

Appendix D: Case Study Protocol

Procedures for Contacting Key Informants

1. I will contact several former foreign students that I know and explain to them that I would like to connect with some of their acquaintances who meet the participation requirements to be in this study. These requirements are: student attended a U.S. high school starting in 2010/2011 through 2015/2016 for at least one academic year, lived with a host family, have adequate English language skills, and are 18 years or older.
2. I will ask the former students that I know to introduce me to their acquaintances via email and to briefly explain the reason for the introduction.
3. Once the connection is made, I will send them the recruitment letter and the consent form. The recruitment letter will be in the body of the email and the consent form will be an attachment.
4. Once I receive their signed consent via email, I will arrange a date with them for the interview.
5. If I do not obtain six participants through this process, I will reach out to the director of American Scholar who will introduce me to former foreign students.

Protecting Human Subjects

Consent Form.

Purpose of study.

Procedures.

Sample questions.

Risks and benefits of being in the study.

Privacy.

Contacts.

Statement of consent.

Interview Questions

1. Tell me about the orientation process you received in regard to the new culture, school procedures, resources, host family, and daily life in the U.S.?
2. What do you wish they had included in the orientation process and why?
3. What information about you would have been beneficial to your host family that was not disclosed and in what ways would it have been beneficial?
4. How do you feel your host family should have been trained prior to your arrival and why?
5. Tell me what you enjoyed about your home stay and why?
6. What would have helped to make your home stay experience better? Why?
7. If a problem arose with your host family what process were you advised to follow to address the issue?
8. In what ways did a school representative communicate with your host family and why?

9. How would it have benefited you if a school representative visited your home-stay location?
10. What was the process for students to refer allegations of criminal or questionable activity?
11. What changes should be made in regard to the home-stay experience and why?

Outline of Final Cross Case Study Report

Multi-Case Report/Cross Case Analysis

- A. Regulations and Requirements Findings and Suggestions for Orientation and Trainings
- B. Oversight of Home-stay Findings
- C. Quality Assurance Findings
- D. Stakeholder Groups
- E. Suggestions for Policy Change

Appendix E: Interview Questions for Foreign High School Graduates

These questions relate to foreign students who studied in U.S. high schools under the F-1 visas.

1. Tell me about the orientation process you received about U.S. culture, school procedures, resources, host family, and daily life in the U.S.
2. What do you wish they had included in the orientation process and why?
3. What information about you would have been helpful to your host family to know that was not told to them?
4. How do you feel your host family should have been trained prior to your arrival and why?
5. Tell me what you enjoyed about your home stay and why.
6. What would have helped to make your home stay experience better? Why?
7. If a problem arose with your host family, what were you supposed to do?
8. In what ways did a school representative communicate with your host family and why?
9. How would it have helped you if a school representative visited your home stay?
10. What was the process for you to make claims of criminal or abusive activity?
11. What changes should be made in regard to the home stay experience and why?

Appendix F: Request for Change in Procedures, Form:1

I am writing to request a change to Step 5 of my Participant Recruitment steps. I have exhausted my sources in steps 1-5 and have only recruited one participant. I would like to reach out to international organizations and universities for their assistance in connecting me with potential participants. I have attached document of the email I plan to send to them.

I would like to contact:

- Guatemalan Student Support Group Morrisville, NC <http://www.gssg-usa.org/>
- UNION OF NORTH AMERICAN VIETNAMESE STUDENT ASSOCIATIONS, WALNUT, CA www.unavsa.org
- Council of Korean Americans <http://www.councilka.org/>
- Korean American Civic Empowerment <http://us.kace.org/>
- Gettysburg College, Gettysburg, PA
- Delone Catholic School, Hanover, PA
- Archbishop Wood High School, Warminster, PA
- Bishop Guilfoyle Catholic High School, Altoona, PA
- Aquinas Academy, Gibsonia, PA
- Archbishop John Carrol High School, Wayne, PA
- Berks Catholic High School, Reading, PA
- The Pennsylvania State University, State College, PA

Appendix G: Request for Change in Procedures, Form 2

I am writing to request a change to Step 5 of my Participant Recruitment steps. I have exhausted my sources in steps 1-5 and have only recruited three participants. I would like to reach out to other international organizations and universities for their assistance in connecting me with potential participants. I have attached document of the email I plan to send to them.

I would like to contact:

- Academic Foundation for International Cultural Exchange
- American Cultural Exchange Service
- American Homestay Services
- American Institute for Foreign Study Foundation
- AnB Education
- Apex International Education Partners
- Asian American Cultural Exchange Partners
- Asian American Cultural Exchange Program
- Aspect Foundation
- ASSE International Student Exchange Programs
- CCI Greenheart
- CET International
- Committee for Safety of Foreign Exchange Students
- EduBoston
- Exchange Service International
- Face the World Foundation
- Foundation for Academic Cultural Exchange
- Heritage Student Foundation
- International Education Opportunities
- iE-International Experience
- Joy International Exchange Student, Inc
- Montgomery College at Rockville, MD
- Nacel Open Door
- Private and Public School F-1 Exchange
- Renasentia Hall International
- Student American International
- Terra Lingua USA
- University Track Preparation

Appendix H: Request for Change in Procedures, Form 3

I am having difficulty finding qualified, willing participants. So far, I have interviewed only three out of the six needed. I'd like to change Step 1 of my participant recruitment steps. Instead of the requirement of attending a U.S. high school starting in 2010 I wish to change that to 2005.

In addition, two potential participants lived with my parents and they still have occasional contact with them and me. Is it possible for me to interview them? I believe that they feel comfortable enough with me to be completely honest. I will clearly state my bias in the findings.

I am surprised how difficult this has been to find participants. There have been some that declined to participate because their experiences were so bad they did not want to talk about them.