PERCEPTIONS OF RESILIENCY AND SUCCESS IN AN AMERICAN COMMUNITY COLLEGE: A CASE STUDY OF FIVE TRANSNATIONAL STUDENTS

by

Nachette Annette Classens

A dissertation submitted to the faculty of
The University of North Carolina at Charlotte
in partial fulfillment of the requirements
for the degree of Doctor of Education in
Educational Leadership

Charlotte

2014

Approved by:

_____
Dr. David M. Dunaway

_____
Dr. Corey R. Lock

_____
Dr. Richard Lambert

_____
Dr. Mark I. West

©2014
Nachette Annette Classens
ALL RIGHTS RESERVED

ABSTRACT

NACHETTE ANNETTE CLASSENS. Perceptions of resiliency and success in an American community college: a case study of five transnational students. (Under the direction of DR. DAVID MICHAEL DUNAWAY)

This dissertation examines five transnational students' views of their academic experiences in an American community college. The investigation contributes to the existing literature that illuminates the trends and conditions in which transnational students strive to learn in American classrooms. The study's focus is on the challenges, adjustments, and conditions that favor academic resiliency and student success. The analyses are conducted with the aid of Atlas.ti (qualitative data analysis software), which identified categories of themes that emerged from the discussions around the factors contributing to the students' dispositions toward resiliency. The researcher considers the commonalities and differences that transnational students bring to the classroom; their motivation, level of confidence, and the support mechanisms that help to foster a balance between the students' academic needs and the practical services, available to them in the community college learning environment.

Keywords: resiliency, transnational students, community college, adult learner, Atlas.ti.

DEDICATION

This dissertation is dedicated to my incomparable husband Anver, with love.

TABLE OF CONTENTS

LIST OF TABLES viii

CHAPTER I: INTRODUCTION 1

Overview 1

Context 3

Purpose 8

Need for the Study 9

Significance 10

Delimitations and Limitations 11

Definition of Terms 13

Summary 15

CHAPTER II: LITERATURE REVIEW 17

The Framework 17

The Grounded Theory Design 17

Influencer of Academic Resilience 19

Reflexivity 28

Enrollment Changes 29

Limitations of Prior Research 31

Summary 32

CHAPTER III: METHODOLOGY 35

Methodological Basis 35

Design of the Study 37

Developing the Interview Protocol 37

Recruitment and Selection 38

Data Collection 40

Data Analysis 43

Subjectivity 49

Summary 51

CHAPTER IV: ANALYSIS OF THE DATA 53

The Participants 53

Discussion 61

Transnational Student Enrollment Data at the College 100

Summary 105

CHAPTER V: DISCUSSION 107

Conclusions 108

Improving Practice 111

Implications for Future Research 111

Summary 114

REFERENCES 116

APPENDIX A: EMAIL RECRUITMENT LETTER 123

APPENDIX B: INFORMED CONSENT 124

APPENDIX C: INTERVIEW PROTOCOL 126

APPENDIX D: CODING FOR COLLEGE AND COMMUNITY EVENT PARTICIPATION 130

APPENDIX E: CODING FOR ACADEMIC TRAJECTORIES 133

APPENDIX F: CODING FOR PEER INTERACTIONS 137

APPENDIX G: CODING FOR PARTICIPANT SUGGESTIONS 141

APPENDIX H: CODING FOR TEACHER AND STAFF EXPERIENCES 149

APPENDIX I: CODING FOR COLLEGE EXPERIENCE 158

APPENDIX J: CODING FOR CULTURAL BACKGROUND 164

APPENDIX K: CODING FOR SUPPORT SYSTEMS 167

LIST OF TABLES

TABLE 1: Hermeneutics family, codes, and related questions 48

TABLE 2: Demographic profile of the participants interviewed 55

TABLE 3: Summary of grounded data 99

TABLE 4: Popular programs of study for international students 102

TABLE 5: International students graduated with Associate degrees 103

TABLE 6: International student retention for those with full-time status 104

TABLE 7: International student retention for those with part-time status 104

CHAPTER 1: INTRODUCTION

Overview

The title of this study is *Perceptions of Resiliency in an American Community College: A Case Study of Five Transnational Students.* The study's theoretical base is consistent with trends in community college education where the enrollment of transnational students is growing and largely unexplored. The purpose of the study was to examine transnational students' perceptions of academic resiliency in an American community college and describe how those perceptions associated with student success in college. The study examined five students who had been successful, analyzing (1) their experiences and general challenges relating to adjustment and, (2) how they persisted and became academically resilient in a racially, linquistically, and culturally different environment. This study's focus was on academic adaptation and resilience rather than on the cultural adaptation issues of students in a foreign land.

In this study, "academic resiliency" was defined as the ability to recover rapidly from change or extreme misfortune, and being able to adapt to new expectations relative to academic performance. Also, the study used the term "transnational student" to refer to an individual whose native country was far beyond the national boundaries of the United States, and one who had come via trans-Atlantic or trans-Pacific travel to study in a United States community college. This study focused on students who met these criteria.

Through the students' experiences, individual character traits such as resiliency and coping strategies were explored. In several studies researchers had found a shift in the global workforce, necessitating an increase in the number of college educated adults (Bista & Foster, 2011, Kazis, et. al. 2007; Feuerverger, 2011; Johnson, 2008; Savicki, 2010; Gunnestad & Thwala, 2011; Russell, et. al. 2010; Scott, 2012; and Khawaja & Stallman, 2011). This workforce shift resulted in a growing population of international students entering American colleges (Lin, 2012, Open Doors, 2012). This in turn pointed to the need to for research focusing on the experiences of successful transnational learners in order to identify the factors that contributed to academic resiliency.

This researcher used the following ideas as guiding principles: (1) the community college organization was an influencer of academic success; (2) the classroom culture of learning influenced academic resilience; (3) the variation in resources for academic support influenced academic resilience; and (4) the globalized awareness of the teacher influenced academic resilience.

This study addressed the significance of the commonalities and the differences that transnational students brought to the classroom, and it presented information pertinent to the provision of appropriate supports for academic resiliency. This chapter described the research questions, definitions, limitations, and delimitations of the study. The benefit of this study is the knowledge gained about incoming and current students that integrates educational practitioners in colleges, international agencies, and non-profit partner agencies with support systems designed to meet the needs of transnational students in adult and higher educational learning institutions.

Context

This is a qualitative research case study that explored the perceptions of five transnational students relative to what it took to be academically resilient and successful in a community college. As community colleges continue to experience increased enrollments of transnational students (Katsinas & Friedel, 2010; Lin, 2012), it is imperative that faculties in community colleges become prepared to address the challenges facing students in the context of student resiliency (Littleton, 2001; Bowman & Mourad, 2008).

Enrollment

Since 1963 community college enrollments have increased 741%, compared to increases of slightly less than 200% in the public and private (nonprofit) 4-year colleges (NCES, 2010). Studies as early as 2003 reported a growing population of transnational students in community colleges (Hadfield, 2003). The American Association of Community Colleges (AACC, 2010) reported 1,173 community colleges in the United States enrolled 11.5 million students (including 6.8 million credit-seeking students) in the fall of 2007, which represented 43% of all U.S. undergraduate student enrollments at that time.

One of the central points of Crosson's (2010) study was the growing presence of international students as a trend affecting America's community colleges. According to the Institute of International Education, the *Open Doors 2007 Report* showed community colleges across the United States hosted more than 582,984 international students; an increase from 70,000 international students during the 2002-2003 academic years (IIE, 2007). There was an even higher increase in the number of new international students in

the fall of 2006; that figure rose 10% from the previous year (IIE, 2007). North Carolina's Community College System predicted a 15% enrollment increase in the fall of 2010, while 35 other states predicted an average increase of 9%, and 23 State Directors of Community Colleges reported predictions of enrollment increases greater than or equal to 7% (IIE, 2010). These were legitimate predictions as statistics showed a continuous increase over six consecutive years of 12,824 students, up 4.2% from the 2010 academic year (IIE Enrollment Fact Sheet, 2011). International student enrollment was included in these numbers. The forecast predicted a continued increase in the number of international students at colleges and universities. Based on the 2011 national enrollment data from the *Open Doors Report*, international student enrollment nationwide increased by 5% to 723,277 students during the 2010/2011 academic year (IIE, 2011). The *Open Doors Report* also indicated an increase in the enrollment data of 2012 by 6% to 764,495 students during the 2011/2012 academic year (IIE, 2012). As these numbers continue to grow, issues related to the increase in transnational student enrollment continue to surface in the community colleges; specifically, the need to explore these students' perceptions of success and the need to discuss how these perceptions are associated with their continued presence in American community colleges.

This study looked at the demographics of transnational students at a community college in the southeast region of the United States which supports the basis of other studies that have explored international students' experiences of success in United States colleges (Crosson, 2010; Evivie, 2009; Littleton, 2001; Bista & Foster, 2011; Lin, 2012).

Economic Workforce Impact

In the 2010 *Open Doors Report* (IIE, 2010), the Institute of International Education predicted that an increase in the capacity of people to think and work on a global and intercultural basis would promote peace and prosperity in the 21st Century (American Association of Community Colleges, 2012). With globalization driving the changes in our economy and technology opening doors through educational and professional exchanges (IIE, 2010), it has become imperative to provide information from the transnational students' points of view about their experiences of resiliency and success.

Open Doors (2008) reported transnational students contributed approximately $15.5 billion to the U.S. economy in 2008, making adult and higher education the fifth largest service export in the U.S. According to the U.S. Department of Commerce (2012), international students boosted the economy by contributing nearly $20 billion to the U.S. through their expenditures on college tuition and fees as well as their living expenses. International students also provided a substantial amount of revenue to the local economies of their host states and to the host campuses. These reports have resulted in a predictable need for educators to become smart in acting to maximize the return on the investment of the typical community college learner; i.e., to have a better understanding of what the transnational students' talents are and what their challenges are relative to academic resilience.

Academic Resilience

A contributing factor for student enrollment in community colleges was identified by Hadfield (2003) who focused on the global economic shift as a reason why a growing number of transnational students continue to apply to community colleges. As studies

investigated why transnational students come to study in U.S. colleges, community college administrators were becoming convinced of the need to pay attention to those factors that promote academic resiliency and learning success in American community colleges (Lin, 2012; Hadfield, 2003). Related to this question was the question of why some students adapt well while others do not. A variety of factors were reported (Siegle, et.al., 2010; DeVita, 2001) as being significant predictors of academic resiliency and student success. Studies have shown that success in college depended on students' academic, social, and domestic experiences, as well as their perception of the level of support from their teachers, peers, parents, and society (Sultana & Smith, 2011; Siegle & McCoach, 2005; Rubenstein, L. D., Pollard, E., & Romey, E. (2010). The studies confirmed that students were less likely to be resilient and be productive in environments they perceive as being less supportive (Siegle, et al., 2010).

As the community college classroom has becomes more technologically supportive, the dynamics of the classroom have also become different for the teacher and the student (Katsinas and Friedel, 2010; Hefferman, et. al., 2010). Siegle and McCoach (2005) presented an account of how student motivation, engagement, academic achievement, and self-efficacy are adversely affected when students are challenged by misunderstandings about their environment and perceptions that differ from their native classroom experiences. Harper and Quaye (2009) confirmed that student engagement could also become an enormous, but fundamental challenge to the transnational student's ability to reach a state of resiliency. Harper and Quaye (2009) broadly defined the term *student engagement* as participation in educationally effective practices, both inside and outside the classroom, all of which was presented in a range of measureable outcomes.

These writers made it clear that diverse populations of students experience college differently, and they sometimes encounter group-specific barriers to success. For these concerns, Harper and Quaye (2009) emphasized the importance of 21st Century "forward-thinking" in regard to the developmental needs and issues of international students, as well as the strategies that contribute to their success in college.

Thornton and Sanchez (2011) suggested that academic resiliency was a characteristic related directly to student success. Thornton and Sanchez investigated the increasing enrollment levels of transnational students in community colleges. The writers strongly defended the significance of differences across student characteristics - temperament, family support, and the students' external supports - as playing into their ability to effectively engage in learning and persisting in the community college. This study used the words *engagement* and *resiliency* in a way that corresponded to what others (Thornton and Sanchez, 2011, p. 456) have described as "the notion that students will participate in the environment of the college through various encounters with the college environment, and that those experiences can and will have a critical role in influencing many aspects of the student's development and attitudes." For example, engagement could be a measure of student outcomes and would have some relationship to those experiences that may impact student behavior (Thornton, 2011). If students are, therefore, comfortable with their college environment, they may be less frustrated and better able to cope with the demands of higher learning. The information in this study could inform community college educators and administrators about the problems that some transnational students deal with in their attempt to successfully gain academic resiliency while they are navigating through the community college system.

Purpose

The purpose of the study was to explore the perceptions of college success through the views of five transnational students. The purpose was formulated on the basis of current trends in community colleges, notably the increased enrollment of transnational students. The study considered the need to inform educators about the significance of the commonalities and differences that transnational students bring to the classroom and presented information pertinent to the provision of appropriate student supports. This study explored the students' thoughts about their success, academic resiliency, adaptability, religion, and individual character traits.

The study reviewed literature about students in community colleges and used Vaughan's (2006) definition for the term *community college* as "a regionally accredited institution of higher education that offers the associate degree as its highest degree." The study focused on transnational students seeking associate degrees. In this study, a transnational student was defined as a non-immigrant student who was not born in the United States. The student participants in this study came to the U.S. from countries far beyond the national boundaries of the United States; they made a trans-Atlantic or trans-Pacific trip to come to the United States to study. These students had minimal physical interactions with other students or support systems in the United States.

In the application of the word resiliency, Thornton and Sanchez (2011) referred to an individual's responses to adverse conditions. In this study, the conditions in which one would exhibit academic resiliency were similar to the four conditions discussed by Thornton and Sanchez (2011), which included the social, emotional, economic, and personal aspects of one's ability to cope with stress; academic resiliency was identified as

playing an integral role in a student's positive capacity to respond or adapt under pressure and recover quickly from difficulties.

Research Questions

The two research questions that guided this study were:

1. What were the students' perceptions of experiences that produce academic resilience?
2. What were the commonalities and differences between and among students?

Need for the study

Every community college has its own culture and serves a unique clientele and geographic area in the United States. The unique quality of these students was that they were attending a two-year college rather than a four-year college. The stories of the experiences of transnational students in community colleges are rarely heard or discussed in literature (Bailey & Alfonso, 2005). This study crossed disciplinary boundaries because it expressed the transnational students' perceptions of success from various academic viewpoints. There were three specific reasons for this research: (1) while the profile of students in community colleges continues to evolve and become more and more diverse with the influx of transnational students, the enrollment trend could outpace the ability of institutions, researchers, and policy makers to keep up in their attempts to effectively match students' needs and services with their communities' needs; (2) if little attention was paid to the growing number of transnational students entering the community college classroom, community college administrators could be undermining a particular national interest in global competence; and (3) transnational students who are

not adequately prepared to adapt to the customs of American society could see this translate into an inability to be successful in community college.

A better understanding of these concerns for transnational students could help to inform students, faculty, and administrators of the challenges and adjustments transnational students face in an academic environment that is racially, linguistically, and culturally different from their native countries. Task forces and working groups charged with understanding conditions that favor student success, retention, and time-to-degree issues might also be interested in this study. The need for this study could become even more evident as documentation of the transnational students' perceptions of success in an American community college is analyzed.

Significance

One of the foremost components of a community college system's mission is to provide education, training, and retraining to people in their communities. The system continuously addresses the supply of qualified workers for the workforce in a globalized setting. Transnational students could emerge as an important source of diversification for American community college campuses that, in turn, could have significant implications for the caliber of students prepared for the workforce. Additionally, transnational students could bring to community colleges a strong foundation of science, technology, engineering, and math skills that could have positive influences on American students' learning. As such, it would be beneficial for community college educators to encourage the integration of transnational students because of the benefit that come from the diversity transnational students bring to the classroom (Evivie, 2009). For the community college practitioner, this study provides both theoretical and practical

contributions to the field of adult education and international studies. Also, the narratives collected during this investigation make a powerful argument in support of student retention from the vantage point of the transnational student.

The literature review examined some of the following issues related to international students' strategies of coping and adapting:

- Theoretical models of culture shock and adaptation
- Theory and practice applied to the development of resiliency
- Academic, social and behavior issues

The literature review also explored the role of ethnicity and cultural differences, the processes that enabled students to become academically resilient, and instructional strategies inclusive of learning styles related to the success of transnational students in community colleges.

Delimitations and Limitations

Since rural community colleges are limited in the number of programs offered, transnational students were more likely to select an urban community college, as it would provide better options for transfer into a four-year institution. Consequently, the transnational students at the urban community college that is the center of this study were the best-suited participants for the research in question with the following delimitations added to further qualify the participants:

1. Only students holding an F-1 visa were participants of this study. In selecting only F-1 visa students, the study excluded students having an illegal alien status. Three important factors for selecting only F-1 visa bearing students included: (1) various demographics about students with F-1

visas are documented and can be easily verified including their country of origin and the amount of time they have lived in the United States; (2) students with F-1 visas have legally applied for admission into the United States; it would have been difficult to control the status of illegal students who tend to have been in the country for longer periods of time than those students who held F-1 visas; and (3) the longer a student had been in the United States the more likely they would have gained familiarity with the customs and way of students in U.S. classrooms.

2. Students with evidence of English competency were valid participants of this study. The rationale for this criterion was to exclude students who had a language barrier. The Test of English as a Foreign Language (TOEFL) score is not required for applying to all community colleges; however, all transnational students had to meet the TOEFL or the IELTS (International English Language Testing System) requirements or complete the Academic English as a Second Language Program (ESL) to enter the community college in this study. Students who passed these exams demonstrated the minimum required competency in reading, speaking, listening and writing the English language. Subsequently, only students who met the TOEFL and academic IELTS requirements were considered for this study.
3. Both female and male students over the age of 18 were permitted to participate in the study.
4. Privacy laws were adhered to for the protection of student rights and confidentiality. Access to some personal data was limited due to students'

privacy protection. This limitation was controlled by using aggregate data as some of the student information, which could not be disclosed, was protected by the *Family Educational Rights and Privacy Act* (FERPA) and may not have been relevant to this study; i.e., information related to students' health, personal and individual family data.

The following limitations could have impacted the study:

1. Transnational students have a variety of cultural beliefs about schooling that could alter the validity of the study. In an attempt to control this limitation, the F-1 visa provided the student's country of origin, which alerted the researcher to consider how the students' opinions influenced the data.
2. Females and males were participants in this study. Although there might have been a distinction in the findings between male and female participants, it was difficult to control for situations in which members of one gender adapted with greater ease and showed a difference in their ability to persist and be successful in the community college environment.
3. It was generally viewed that students may not be motivated to participate in an interview as they may feel that it invaded their privacy. Therefore, students were informed of the confidential nature of their participation of the anonymity they would enjoy as participants, and that they were free to choose not to participate.

Definition of Terms

The following definitions were provided for the key terms used in this study:

1. Community College – A term used generically to refer to a college awarding no higher than a two-year degree. An American community college is an open-access institution of post-secondary education that offers continuing education, adult basic education, college transfer courses, occupational training, technical skills training, certificates, diplomas, and associate degrees in programs of study that recognize course credits for matriculation into a variety of programs in universities. Vaughan (2006) provided a similar definition for the term "community college."
2. Community college characteristics – Community college characteristics include the locale, size, teacher expertise and other characteristics of instructors, the school's racial composition, the gender composition of the school, curricular profile, and andragogy employed in classes with transnational students.
3. College environment – The various programs, policies, faculty, peers, and educational experiences to which a student is exposed.
4. F-1 visa – A visa issued by the U.S. Department of State to non-resident students seeking educational opportunities in a U.S. university, college, high school, private elementary school, seminary, conservatory, or other academic institution, including a language-training program (U.S. Dept. of State, 2012).
5. Resiliency – The ability to cope with stress; a positive capacity of an individual to respond or adapt under pressure and recover quickly from difficulties. This definition related to the students' responses to adverse conditions.
6. Student engagement – A series of students' academic and social experiences that contributed to student involvement in the community college.

7. TOEFL – The Test of English as a Foreign Language (TOEFL) which measured a student's ability to use and understand English. The test evaluated how well a student combined listening, reading, speaking and writing skills to perform academic tasks. More than 8,500 colleges, universities and agencies in more than 130 countries recognize the TOEFL test.
8. Transnational student – A non-immigrant student, who was not born in the United States, was not a legal citizen of the United States, and for whom English may or may not have been their second language. The individual was a student whose native country was far beyond the national boundaries of the United States and one who had made a trans-Atlantic or trans-Pacific trip to come to the United States to study.

Summary

Perceptions of Resiliency in an American Community College: A Case Study of Five Transnational Students could be added to the literature of work for instructional and administrative educators who seek to improve international students' ability to become academically resilient. The purpose of this study was to identify some of the key issues that have influenced the transnational student's ability to be resilient and successful. The "Need" section of this chapter pointed to the importance of expanding support in community colleges' learning communities for a population of students who are increasing in enrollment and who may be confronting serious obstacles to performing well, academically. Educators may be lacking in their understanding of transnational students and may have made few modifications in the classroom to help transnational students adjust to what has typically been an inclusive setting. On the other hand,

transnational students may not possess coping strategies that would enhance their ability to fit into the community college setting. Thus, information about transnational students' perceptions of academic resilience and success in an American community college may allow community college educators to consider intervention packages and support programs that are cognizant and sensitive to the needs of transnational students.

CHAPTER II: LITERATURE REVIEW

The Framework

The study investigated the perceptions of five transnational students as they explained their general challenges relating to adjustment and how they reached academic resiliency and success in an American community college. The conceptual framework for this study was derived from the review of literature from sociological theories and social research that provided a connection between academic resiliency and student success in community colleges. Within scholarly literature (Gerdes & Mallinckrodt, 1994) that concerns itself with students who study abroad, academic resiliency has been identified as a characteristic related to student success. Student success is measured as a student who remains in college or one who is enjoying life and performing well academically (1994). Scott (2012) described resiliency as the capacity of an individual to respond positively under pressure. In research on educational resilience, resilience development has become a growing field of study among social researchers (Scott, 2012).

The Grounded Theory Design

This study reviewed the overall awareness and knowledge of how academic resilience promoted student success. The study was conceptualized from the stories of five transnational students whose paths to academic resiliency were uncertain prior to their enrollment in an American community college.

Ryle (1949) and Geertz (1973) suggested using interviews to collect data which, based on their findings, showed that interviews helped to provide the *thick descriptions*

needed to capture the attitudes and practices that were prevalent in the data. Lincoln and Guba (1985) also supported the importance of capturing *thick descriptions* to evaluate the extent to which conclusions drawn were transferable to other times, settings, situations, and people.

The qualitative interview approach was an ideal technique for this study since the research questions focused on the students' perceptions of their experiences that produced academic resilience and the commonalities and differences between and among the students' experiences. Patton (1990) wrote about three types of qualitative interviewing: a) informal, conversational interviews; b) general interview guides; and c) standardized, open-ended interviews. According to Vaz (1997) as cited in Patton (1990) the informal, conversational interview would enable the questions to emerge from the immediate context, and the questions could be asked in the natural course of events. Narratives from interviews as a form of research in the data collection process have become important because of their seemingly uncomplicated nature (1990). With the interview, when researchers seek to obtain the information about the lives of people from other backgrounds, stories can be familiar and are easily understood; as a result, they can frame the everyday lives of the participants during the interview process.

Four principles related to the research questions guided this study: (1) the community college organization would be an influencer of academic success, (2) the classroom culture of learning would influence academic resilience, (3) the variation in resources for academic support would influence academic resilience, and (4) the globalized awareness of the teacher would influence academic resilience. Several

inquiries were made in regard to literature that intentionally discussed the influences of academic resilience on student success for this study.

Influencer of Academic Resilience

The first guiding principle proposed that the community college organization would be an influencer of academic success. In literature revealing the experiences of 311 first-year students' positive adaptation to college, researchers (Wang, Chen, Zhao, & Xu, 2006) hypothesized that useful coping strategies and social support was related to a student's positive psychological and behavioral adjustment to college during the student's first semesters. The study found that this psychological and behavioral adaptation was different between levels of individuals and family variables. Wang, Chen, Zhao, & Xu's study (2006) investigated the individual and family background and placed importance on the demographics of the students such as: the students' gender; their hometown location (which was either city or countryside); whether or not the student was an only child; whether or not the student spoke with a dialect; and family income. Life story and oral historians acknowledged that women and men tend to tell their stories in very different manners (Johnson-Bailey, 2004). The authors made the point that what often arose from comparing and contrasting research subjects whose understanding of themselves was different from others are real considerations for the researcher; the issues can become complex when attempting to construct their meaning (2004). In a discussion about the role of coping strategies and social supports on the psychological and behavioral adaptation of the 311 college students, the researchers found that freshman students who were an only-child displayed stronger behavioral adaptation than non-only child freshman students (Wang, Chen, Zhao, & Xu, 2006). The college that was studied

(2006) in a metropolitan region with rural students reported a greater change in their living environments than the city students. The investigation involved nearly 20% of the students from the countryside where more than 80% of the first-year students spoke with a dialect and more than one half of the students grew up in poor families (Wang, Chen, Zhao, & Xu, 2006). Also, many of the students knew very little about the programs that were available to study in college before entering college. The study found that the students often took the suggestions of their parents and teachers when choosing a major, only to find later that they were more interested in other majors. The results of the study underscored the need for further study of coping strategies and social supports; it also pointed to the fact that both characteristics played an important role in a freshman student's behavioral adaptation to college. Wang, Chen, Zhao, & Xu (2006) demonstrated that the different individual and family backgrounds played a major role in the psychological and behavioral adjustment during a student's first semesters at college. The researchers concluded that if freshmen used more positive coping strategies in times of difficulty, the students would adapt more quickly to their new college environment, and if students would seek social supports within the first semesters of their college experiences, their psychological stress would be lightened; all of this would increase their positive adaptation to college (Wang, Chen, Zhao, & Xu, 2006).

Tinto (1975) and Astin (1984) identified integration models for student success. Tinto's (1975) perspective of success answered many important questions about persistence. The integration model placed some value on this study because it considered the concept that the more students assimilated to the institution's culture and the more they felt valued, the more likely they were to persist. Tinto suggested that when students

possessed certain characteristics, such as middle to high socio-economic status and strong family supports, they were more likely to persist in their academic careers (Tinto, 1995). Tinto (1975) initially argued that a high level of family support would influence the student's wish to remain in school; then the author's emphasis shifted to the need for a student to disengage with past relationships and familial cultures and create new ones during their first year in college. Tinto's (1997) model for student success also emphasized the importance of integrating students into a school's academic and social system. The findings from Berger and Lyons study (2005) also suggested that many of the same patterns and positive outcomes for students happened for those who made an attempt to distance themselves from past relationships; the likelihood of students having academic success was increased once they began participating in student events offered by the college. The researchers also found that students, when they were faced with the task of learning in a foreign country and adapting to their new college environment, students acquired the ability to cope better when they distanced themselves as early as possible from past relationships (Berger & Lyons, 2005).

In contrast to Tinto (1975), Astin's (1984) theory emphasized the importance of students maintaining their individuality while becoming socially engaged in programs and initiatives rather than changing and assimilating to the college's culture. Astin's (1984) study on persistence also answered some important questions about student success by asserting that the more time a student spends participating in extra-curricular activities in and out of the classroom, the more likely it is that he or she will stay in school. Astin's (1993) Input-Environment-Outcomes (I-E-O) model included three major components for academic success: *Input* included the student's pre-entry

characteristics when they entered the college; *Environment* included all of the factors experienced during the student's time in college; and *Outcome* examined the characteristics of the student after they were exposed to the environment (Astin, 1993). Drawing on this argument, the changes that happen after a student's time at college (outcomes) are affected both by personality and experiences prior to college (inputs) as well as the effect of peers, programs, faculty and other classroom factors (environment) during his or her time in college (Astin, 1993). An additional study by Astin (1996) concluded that frequent interactions with members of the faculty were more strongly related to student success than any other involvement.

The second guiding principle offered the idea that the classroom's culture of learning would influence academic resilience. Prior studies had provided an argument that justified this study by asserting that the best possibility for success among transnational students is the way in which students approached learning (De'Vita, 2001; Dorozhkin, 2008; Russell, et. al. 2010). The role inclusive instruction played out for students with psychological, emotional, and behavioral challenges was considered significant, and many authors found that the various concepts of culture shock and adaptation were rooted in the student's ability to become academically resilient (2001). Resiliency could become a dynamic process in community colleges if the institutions' assessments of transnational students' conditions took into consideration the social, economic, and personal aspects. In Garmezy's (1991) identification of the three parts of resiliency that affected the resilient nature of students, the author found that the first factor was the individual's temperament, the second factor involved family support, and the third factor was the critical role that external supports played in resiliency. Several

researchers have explained that academic resiliency is largely impacted by a transnational student's successful or unsuccessful sociocultural adaptation to the American community college classroom (Savicki, 2010; Marsh, Chaney, & Jones, 2012; Russell, Rosenthal, & Thornton, 2010). Savicki (2010) suggested, "One can predict that a lower initial adaptation to living in a foreign culture will result in a lower psychological adjustment" indicating that the quality of ones sociocultural adjustment is a factor influencing their psychological adjustment (Savicki, p. 220). Savicki (2010) found that students who returned from their study abroad program emphasized the importance of their sociocultural adaptation as a key factor to their successful adjustment and academic success.

In a discussion of the third guiding principle, the emerging themes were that the variations in resources for academic support would influence academic resilience. Prior studies highlighted important findings on the many aspects of academic support that promoted successful educational outcomes (Thornton & Sanchez, 2011; Russell, Rosenthal, & Thompson, 2010; & Feuerverger, 2011). These studies ranked the importance of resiliency to the welfare of students from foreign countries as high among the contributing factors to academic success. Thornton (2011), provided a variety of ways to identify a resilient student: (1) the ability to cope with stress under adverse conditions; (2) the positive capacity of an individual to respond under pressure; (3) the recognition that they encountered a dynamic process which would enable the individual to respond to or adapt under adverse conditions; and (4) the student's competent responses and recovery after trauma.

Li and Nishikawa (2012) compared the relationship between a person's tendency to actively cope to one's trait of resilience and resiliency development. These researchers contributed an important concept about resilience as a trait. They determined that the trait of resilience is associated with resistance to and recovery from stressful life events (Li & Nishikawa, 2012). The authors studied 264 college participants from a business school in a metropolitan area on the east coast of the United States and 329 college students from a business school in a metropolitan area on the west coast of Taiwan. They found that the resilience trait consistently predicted active coping and strongly impacted the self-efficacy of coping in both cultures (Li & Nishikawa, 2012). In their study, when the student participants self-reported how they coped with stressful situations, the researchers found counselors were more effective at coaching and enhancing the college students' resilience development and other resilience skills. In their view, since students would not have such knowledge during the early periods of their college experience, they would be reluctant to take the time to explore their experiences of adapting to developmental difficulties. Li and Nishikawa (2012) suggested counselors should educate students about resilience as a trait and learn how to help college students enhance their development of resiliency. These authors' discussions were consistent with the discourse of another scholar who stressed the importance of resilience development as a key factor to students' paths toward successful social integration in college (Lin, 2012).

Many theorists have identified factors that contribute to resiliency, persistence, and the attrition rates of college students. Scott argued that the practice of resiliency development should be considered a useful theory within educational literature because it is important to the social and emotional achievement of at-risk students (Scott, 2012).

Zhou, Jindal-Snape, Topping, & Todman (2008) added to the literature on international students with the development of a theoretical concept of culture shock and adaptation. In these authors' analyses of the historical development of traditional theories of culture shock, they asserted that the academic adaptation of international students in higher education is a subset of the culture shock (2008). To some degree, their model led to a contemporary theoretical approach to the processes involved in adaptation which were identified as "culture learning", "stress and coping" and "social identification" (Zhou, Jindal-Snape, Topping, & Todman 2008, p. 66). These findings added to the value of this study and future studies on academic resiliency.

The final guiding principle considered that the globalized awareness of the teacher would influence academic resilience. Crosson (2010) answered several important questions relevant to this study in the discussion about African students enrolled in a two-year college degree program. In regard to students who embarked on a journey of higher education in a new country, the writing suggested the discoveries that arose from the students' discourses included adaptation as a key factor to one's persistence in the college environment. Crosson (2010) described the significance of providing college information to students prior to their entering college. According to Crosson, this type of support would provide "opportunities for students to test existing theories against reality and prepare for practical challenges in the college environment." (Crosson, p. 163). In addition to its discussion of students' needs for preparatory courses, Crosson's study (2010) provided insight into the participant teacher's role, indicating that teachers having only a partial understanding of the students' interests, abilities, and talents would result in an inefficient investment of both the student and the teachers' time.

Khawaja and Stallman (2011) identified several other challenges for transnational students: adjustment, social isolation, English language skills, academic difficulties, unmet expectations, employment, culture shock and psychological distress (Khawaja & Stallman, 2011). Their researchers argument was that studies on the adaptation of international students should widen their focus to include the role of ethnicity on academic and social integration. Heaney and Fisher (2011) suggested that ethnically diverse students had needs other than social involvement and academic integration for better retention outcomes. These researchers put forward the idea that pre-entry characteristics as well as extra-collegiate factors should be isolated in order to clearly identify what factors attributed to the college's environmental characteristics seemed to predict student retention (Heaney & Fisher, 2011). Gunnestad and Thwala (2011) conducted a qualitative study, which used the discussions of pre-school teachers from Zambia and Swaziland about the difficult periods during their childhood and the coping strategies they used. Although the study focused on the situation and academic needs of orphans in schools in Swaziland, in reviewing the data, the authors discovered from the data that the participants made references to religion as an influencer on their ability to cope, even when the interview dialogue made no mention of religion (Gunnestad and Thwala, 2011). The study's findings pointed to a large number of the participants' spontaneous references to religion as having had the greatest impact on students in crisis. The authors concluded that religion could be a source of vulnerability and that one's faith could influence the student's ability to become academically resilient (Gunnestad & Thwala, 2011).

Nora & Cabrera (1996) also looked into developmental, cultural, and ethnically diverse indicators of resiliency and found that students who rarely developed close relationships with their professors were not as satisfied with their academic environments. Nora and Cabrera's study defined student success as a student studying abroad, or completing developmental coursework, or maintaining at least a 2.0 grade point average (Nora & Cabrera, 1996). While they included cultural and ethnically diverse indicators as pertinent provisions of academic support, the authors had some flexibility with which to investigate and categorize a variety of factors to be considered in this study.

Studies discussing the development of resiliency for academic success asserted that many students who went outside their home countries to study adjusted poorly to the demands of higher education, and as a result the students struggled to achieve success (Bista & Foster, 2011; Savicki, 2010; Khawaja & Stallman, 2011; Sultana & Smith, 2011; Zhou, et.al., 2008). Several other studies provided a justification for this study; they investigated the problems of adjustment common to transnational students. They concluded that several factors were influencers of academic resiliency and adaptation, including the students' experiences with social, environmental, emotional, psychological, or behavioral challenges in college (Thornton & Sanchez, 2011; Bista & Foster, 2011; Savicki, 2010; Khawaja & Stallman, 2011; Sultana & Smith, 2011; Wang, Chen, Zhao, & Xu, 2006). Khawaja & Stallman (2011) discussed the notion of data mining and emphasized the value of researchers who work with other educational practitioners carefully mining the data on the resiliency of transnational students; they suggested that these students have become an important population of future workers in the globalized

work environment (Khawaja & Stallman, 2011). Other authors contributed more on the underlying reasons for transnational students adjusting poorly to higher education, and suggested there was a need for further research that addresses students' interpretations and perceptions of academic resiliency (Rienties, et. al., 2012). These studies also argued that the enrollment changes were significant, in that students were choosing to attend colleges in countries different from their own (Dorozhkin, 2008; Rienties, et. al., 2012).

Malcolm Knowles (2005) presented a discussion that could be applied to any researcher's review of literature. Knowles' message alerted researchers to take into account the adult learners' motivation for success. Knowles added to the ideas and opinions that became apparent in this study. With regard to motivation and learning, Knowles (2005) discussed some of the external motivators to which adults would respond. Knowles suggested that the most potent motivators were internal pressures, the desire for increased job satisfaction, self-esteem, and quality of life. These influencers also applied to the resiliency and success of transnational students.

Reflexivity

Early discussions in anthropology and sociology assumed that the researcher was either an insider or an outsider; more recent discussions have unveiled the complexity inherent in either status, and have acknowledged that the boundaries between the two positions are not all that clearly defined (Merriam, et.al. 2002). Glesne (2006) described the qualitative researcher as a translator, the objective middle person who struggles to accurately represent their participants' perspectives. The author proposed that a researcher could reduce bias by reflecting on his or her own experiences, practical knowledge, theoretical dispositions, and data that came together from the research.

Glesne (2006) cautioned researchers to try to see what is not seen and detect what he or she might be devaluing. Because the researcher is the primary instrument in the data gathering, the researcher's biases could interfere with interpretation of the data. It is important for researchers to monitor the subjectivity that they bring to the research by realizing their own values, attitudes, beliefs, needs and interests.

Enrollment changes

The community college administrator has been faced with the challenging task of answering questions about who the students are that enroll in their colleges, how they use the college, and to what end they use their education (Ammon, Bowman, & Mourad, 2008). Studies were reviewed that described the trends of enrollment change among international students in community colleges. Over the past decade, there has been a strong expansion in the total number of international students in U.S. higher education (IIE, 2013). The implications of the Institute of International Education's (IIE) data was that there was possibly a conviction among international students and parents that a U.S. degree would be a sound investment in their future careers. This concept was reinforced by its findings in *Open Doors*, which reported an increase for seven consecutive years, which involved new international student enrollment (Open Doors, 2011-2012). *Open Doors* also reported continued growth in the number of international students who enrolled for the first time in a U.S. college or university. Additionally, for the first time in 12 years, international undergraduates who studied in the United States outnumbered international graduate students (Open Doors, 2013). These reports were significant because they indicated that more international students were seeking an education for the

first time as opposed to students who were looking for avenues to continue their education in graduate school.

In a survey conducted by the Institute of International Education (2010), out of 142 two-year colleges who responded to a question regarding the number of total international students enrolled, 54 institutions reported increases, 40 institutions reported declines, and 43 institutions reported similar levels of enrollment compared to the previous year Fall 2009 (Open Doors Data, 2010). With a total number of 764,495 international students in the 2011/2012 data, students who studied in U.S. institutions (IIE, 2013) were addressing the importance of exploring factors that impacted their education (Swail, 2003; Webster & Valeo, 2011).

This study considered that the characteristics of community colleges are appreciably different from four-year colleges and universities. As a complex postsecondary environment, the community college has a heterogeneous student population (Saenz, et. al, 2012). Saenz (2012) found that two closely related aspects of community colleges proved to be important factors in influencing student outcomes: (1) the characteristics of the community colleges themselves; and (2) the experiences that the individual student had within them. Researchers suggested that characteristics of the community college and other indicators were also significant when describing the degree to which colleges differed across institutions, in particular: the relative size of the enrollment of various ethnic groups in a college; male and female representation in the student body; and the presence of ethnic minority teachers (Canes and Rosen, 1995; Kim and Alvarez, 1995; and Rothstein, 1998). Bailey found that in terms of enrollment, a large institution's size tended to correlate negatively with the completion rates of smaller

institutions; perhaps because smaller colleges provided more personalized student experiences (Bailey & Alfonso, 2005). Studies further reinforced the idea that factors such as a rigorous high school curriculum, experiencing diversity among faculty, staff, and students, and having access to financial aid appeared to be important predictors of academic resiliency and student success among international students (2005).

The *Open Doors 2011/12 Report* indicated a 20.4% increase of international students choosing English as their field of study compared to the previous year 2010/11 (Open Doors, 2011-2012). Among Business, Engineering, Math, and Computer Science majors an increase of more than 10% by field of study from 2010/2011 to 2011/2012 was reported.

Limitations of Prior Research

A vast amount of research exists on student persistence and completion in higher education. There are a number of scholarly papers linking research on academic resiliency to the practice of helping students achieve academic success. However, this study is positioned to help fill in a gap in the research as relatively little research exists on international students in community colleges and their issues around achieving academic resiliency and success. Although a large number of studies address student retention and persistence in higher education, in the context of international students (Bista & Foster, 2011; Li & Nishikawa, 2012), more educators rank “resiliency” as primary to discussions of persistence and retention. The little work that is available on this topic tends to place an emphasis on the local programmatic initiatives in two-year colleges, in large part because there is insufficient national data on two-year institutions, and most of the data is limited to the extent that data from four-year institutions is applied to two-year

institutions (Bailey & Alfonso, 2005; Calcagno, Jenkins, Kienzl, & Leinbach, 2005). The importance of these studies is that the researchers explore and describe how students vary across a series of given variables that lead to academic resiliency; their analyses taken together support this claim and provide useful information to justify the need for this study in the field of education.

The theoretical perspectives on academic resiliency, retention, completion, student integration and student engagement in community colleges are not dominant in the educational literature on community colleges, and are based primarily on four-year college models. Although social researchers have begun to take into account commuter students, the particular characteristics of community college and international students are still neglected. Therefore, this study is based on samples from a single institution in the Southeast United States. It is an exploratory case study describing the experiences of five transnational students; some of the effects may be based on the particular features of the community college being studied. The perception of resiliency and success in an American community college based on the experiences of five transnational students is being studied. As much as possible, this single institution and state-level data including the information provided by the National Center for Education Statistics (2010), yields important insights into the analysis of academic resiliency and student success.

Summary

Chapter II presented a review of prior studies, which provided insight into factors that influenced academic resiliency among transnational students in community colleges. The literature reviewed explored the trends in community college enrollment related to transnational students, the general characteristics that formed the makeup of transnational

students, and the efforts and strategies that were underway in community colleges to support transnational student success. The review considered the awareness of globalization to be an important contributing factor for effective curricular and instructional development.

In this chapter, the researcher aimed to review literature and reports on international students enrollment. To acquire a better picture of the trends in community colleges, data was gathered from the community college's database on student profiles, demographics, and institutional reports. These documents were what Merriam (1998) referred to as researcher-generated, and they presented a picture of the students' experiences, which would be important for answering the research questions.

The chapter presented an integrated set of theoretical concepts and findings from prior studies that informed and supported the framework of this grounded theory. These ideas and methods were borrowed from others' research; the discussion and investigation continued with the goal of answering the questions of this case study. There were several studies available from prior research that investigated the factors that resulted in the academic resiliency, coping, and adaptation of international students, as well as the commonalities and differences of these students when they attended colleges abroad.

In regard to literature review, Merriam (1998) was skeptical about the need for qualitative researchers to conduct a review of literature before gathering data. The author mentioned that the qualitative researcher could uncover more valuable, relevant, and authentic data without first knowing what the literature had to say.

While the previous studies are situated in their historical context, a productive conceptual approach to the collection, analysis and evaluation of data begins in Chapter III.

CHAPTER III: METHODOLOGY

Methodological Basis

This case study involved transnational students in a large urban community college in the Southeastern United States. The researcher used a grounded theory method to explore the topic of academic resiliency. Grounded theory continues to be a research design that is supported by qualitative researchers as being an interpretative, inductive, and theory-generating mode of inquiry (Charmaz, 2010). In fact, the theoretical framework behind grounded theory explicitly attempts to understand social reality and society from the perspective of the study's participants. Grounded theory does not make use of pre-existing theory, nor does it want theory to influence the research process. Strauss and Corbin suggested that traditional theories hindered progress and stifled creativity (Strauss & Corbin, 1990: p. 53). Thus, an overall grounded theory perspective provided the framework of this case study; i.e., the data collected and analyzed was not forced to fit any particular theory. This research methodology allowed theory to originate in the data in which it was rooted and upon which it was grounded.

In the early 1960s two sociologists, Barney Glaser and Anselm Strauss, developed a qualitative methodology, which they called grounded theory. Glaser and Stauss' (1967) assumption of grounded theory suggested that people who shared common social and cultural circumstances (e.g., transnational students in an urban community college) also

shared social psychological experiences that were influenced by their shared life (Lim, 2013).

Given a qualitative research design, the aim of this study was to explore the perception of each transnational student participant from his or her own point of view. According to Merriam (1998) qualitative research and case studies were concerned with process, meaning, and understanding. Merriam instructed the qualitative researcher to find meaning by focusing on the process in order to construct the knowledge gained from an inductive, hypothesis- or theory-generating (rather than a deductive or testing) mode of inquiry (Merriam, 1998, pp. 19-20). Therefore, drawing from Merriam's discourse on the philosophical orientation of grounded theory, this study focused on academic resiliency as "the process" and the transnational community college student as having provided the "lived experience (Merriam, 1998, p. 4)."

Lincoln and Guba (1985) almost exclusively elected to use qualitative over quantitative research. Lincoln and Guba were persuasive with their opinions that qualitative researchers were more adaptable in dealing with multiple realities; they viewed qualitative methods as being more sensitive to and adaptable to the many mutually shaping influences and value patterns researchers might encounter (Lincoln and Guba, 1985). The reason for selecting a qualitative over a quantitative method for this study was largely because of the credit these researchers gave to qualitative methods.

Yin (1989, p. 52) was another proponent of the qualitative method, promoting case studies; Yin was convinced that the evidence and discoveries from case studies could be considered "more compelling and more robust" [compared to quantitative methods]. Yin suggested that, "cases should be considered like multiple experiments" and "case studies,

like experiments, are generalizable to theoretical propositions and not populations or universes (Yin, 1989 p. 21)." Therefore, the findings from this study were based on a limited number of cases (five cases) with the ultimate goal of generating theory. Theory was constructed from a comprehensive examination of the realities of the five transnational students' lived experiences and the discovery of factors that explained the transnational students' perceptions of success in an American community college.

Design of the Study

The purpose of the study was to examine transnational students' perceptions of academic resiliency in an American community college and describe how those perceptions associated with student success in college. The study examined (1) five students who had been successful, (2) the students' experiences and their general challenges of adjustment and, (3) how the students persisted and became academically resilient in an environment that was racially, linquistically, and culturally different from that of their home countries. This study's focus was on academic adaptation and resilience rather than on the cultural adaptation issues of students in a foreign land.

The two research questions that guided this study were:

1. What were the students' perceptions of experiences that produce academic resilience?
2. What were the commonalities and differences between and among students?

Developing the Interview Protocol

While taking a 16-week advanced qualitative research course, the researcher developed an interview protocol with the assistance of a qualitative researcher and university professor. The interview protocol used in this study was tested during the time

frame in which the researcher was studying in the qualitative research course. Two transnational students volunteered to be participants to test the interview protocol. The two test students' interviews were not used in this study, but their interviews underscored questions that became more useful in obtaining the special kind of information sought in this study. During the interview process, close attention was paid to the relevant topics that emerged from the students' responses, with particular attention to the students' perceptions of academic resiliency and success and the factors that addressed their perceptions of the commonalities and differences from students in the college. The researcher closely examined the emerging concepts from the students' statements regarding success, their values, and the barriers in order to understand to what extent transnational students perceived that these factors influenced their motivation and experiences on the college campus. The questions used in the interview protocol are listed in Appendix C.

Recruitment and Selection

This study probed the viewpoints of five transnational students, paying particular attention to what issues the students found to be key factors for success in the American community college classroom. Five participants were considered an effective sample size to answer the main research question; this number ensured that enough themes would emerge without the information becoming too repetitious. Recruitment occurred directly after the participants had been identified through the College's International Student's Administrative Office; an email recruitment letter with a copy of the informed consent statement was sent to the identified students. A copy of the recruitment letter is provided as Appendix A, and a copy of the informed consent statement is provided as Appendix B.

Eligibility for participation in the interviews depended on the students being enrolled at the community college and being a minimum age of 18 years. Students who agreed to take part in the interview were asked to specify a location that they felt was most convenient and private for them. The students were given an explanation of the procedures and methods used in the study, and advised that their participation in the study had to be voluntary. After completing the consent statement, which provided details of the study, the students were reminded that they had the option to withdraw at any point during the study. Students who agreed to participate were assigned a pseudonym and given the assurance that all information would be kept private and confidential. The names of people involved and the location of the setting was kept confidential.

The characteristics of the ideal candidates for this study were students who were comfortable communicating in spoken and written English, held an F-1 visa, had passed the Test of English as a Foreign Language (TOEFL) and had met the academic requirements of the International English Language Testing Systems (IELTS). These criteria helped to exclude students who had severe language barriers. An earlier assumption was that one gender might adapt to the community college environment more easily than the other, resulting in a difference in their outcomes. Therefore, both males and females were given equal opportunities to participate in the study. The female and male students also had to be on record as being degree seeking to assure they had the goal of completing their program of study. Finally, participants had to be currently enrolled for no less than two semesters.

Students not eligible for this study were English Language learners whose language skills were deficient in speaking, listening, reading, and writing. Also, students with an illegal alien status were excluded, as these students tend to have been in the United States for longer periods of time than those students holding an F-1 visa; consequently, they may have become more familiar with American students' customs and ways. Non-degree seeking students, such as students who were attending courses in adult basic education, developmental education, and corporate and continuing education, were not included. Students who had attended less than two semesters were excluded, as they may not have acquired enough experiences to provide sufficient information about the community college being studied.

No direct benefits, such as monetary compensation or other inducements, were provided to the individual students who participated in the study. No risk of harm was expected for any of the participants in this study. The study did not engage in or allow coercion, conflict of interest, or deductive disclosure. To prevent deductive disclosure, all participants were given pseudonyms. All participants were provided full disclosure about the purpose of the study, and the researcher provided an explanation of how the data would be used. This information was also provided in the consent document; all consent forms were kept in a secure location.

Data Collection

The study applied an exploratory qualitative research method of data collection. Data collection began in the international students' office, where staff members provided support to the researcher; a college administrator assisted in identifying transnational

students by the countries from which the students originated. Another staff member assisted in identifying useful and relevant documented data.

Merriam (1998) listed five issues that should be addressed at the outset of every interview: the investigator's motives and intentions and the purpose of the inquiry; the protection of the respondents through the use of pseudonyms; deciding who would have final say over the study's content; payment (if any); and logistics with regard to time, place and number of interviews scheduled. The design of the researcher's interview protocol guided the researcher's questioning and captured the stories which described the students' perceptions of academic resilience and success, as well as the commonalities and differences between and among the students. The interview questions were developed in an advanced qualitative data analysis course, designed by the instructor, and validated through mock testing with volunteer participants.

The researcher explored the transnational students' experiences in the community college by looking for categories of data that identified factors that promoted or hindered academic resiliency and success. Data obtained through interviews was the primary source for gathering the information. What was remarkable was that the students' responses were fairly consistent. The interviews were conducted with the five participants and involved a series of semi-structured questions that focused on the research questions and captured relevant information for the study. The students' narratives helped to provide insight into the lived experiences and perceptions of the participants. The interviews were audio recorded and stored on the researcher's private computer. The participants' names were changed to fictitious names before being entered into the computerized data files on Atlas.ti.

Data collection for interviews began with the identification of sufficient recruitment sources, which was provided by one of the community college administrators and brought out by a search of all international students attending the community college in the study. The list of possible participants was filtered to include only those students who came from countries that did not border the United States. The administrator working in the International Students' Office introduced the researcher to several potential students during two separate events held by the International Students Association. The administrator provided the researcher with the email contact information of the students who verbally expressed interest in participating in this study. A recruitment letter and a copy of the informed consent statement were mailed to each participant. The first five participants who responded to the email, or expressed an interest during the meeting, were contacted and interviewed at various locations. The participants selected places that were relatively close to the community college.

This study focused on identifying, from the transnational students' frame of reference, the challenges and the factors that contributed to their success (Seidman, 1998). An interview protocol was used and is shown in Appendix C.

The data collection process was not constrained by these predetermined diagnostic categories, which contributed to the findings of this qualitative inquiry. Although no one can fully understand the experience of another person, the objective of the interview and narrative data collection was to increase the understanding of the students' experiences. The researcher looked at a broad range of experiences from a small sample of students to allow the participants to describe what had happened and how they made sense of their experiences. The analysis of this information was intended to inform policy and practice

related to preparing transnational students for careers and guiding students toward success.

Additional data collection involved searches through the national, state, and local data warehouses for institutional post-secondary statistics and other documents related to this study. The use of longitudinal data provided a national perspective of the students' outcomes. Chapter II provided an in depth examination of the national statistics on transnational student enrollment in American secondary institutions. The facts and numbers collected included longitudinal information about the change in the enrollment of transnational students over time. The information specifically addressed International Student Retention from year to year, the number of international students who graduated with Associate Degrees, their programs of study, and an analysis of initial transfers from the community college. The Office of Research and Institutional Effectiveness provided the data for the community college in this study. The data showed that there was a retention rate of at least 80% to completion.

Data Analysis

Data analysis of this study was based on a constant comparative analysis of the transcripts (Strauss and Corbin, 1990). Using the constant comparative method, comparisons were made through each phase of the analysis as the participants described their academic experiences. Data analysis involved a close examination of the transcribed interviews though initial coding, selective coding, categorizing, theme searching and discovery (Charmaz, 2010; Strauss and Corbin, 1990), while constantly making connections and comparisons among categories by writing memos and reading observation notes that were written about each transcribed response. While sorting

through the data, the researcher continuously reflected on the literature reviewed in Chapter II to ensure that the procedure remained consistent with other researchers' methodologies. The questions brought out the lived experiences of each participant, which was later transcribed. The task of analyzing the data involved capturing each response to a question and comparing them to the responses from each participant and documenting commonalities. This method was beneficial for a deeper understanding of (1) the students' discussions about their academic experiences and (2) for developing the stories (Lincoln & Guba, 1985) about the participants' path to academic resiliency.

The following guiding principles were taken into consideration throughout the analysis to guide the study's focus while addressing the research questions:

- The community college organization influenced academic success.
- The variation in resources for academic support influenced academic resiliency.
- The community college classroom's culture of learning influenced academic resiliency; i.e., certain characteristics of the classroom interacted with the students' perceptions such as teacher interaction, resources available to the student, and students' perceptions of the teachers' awareness of their needs.
- The globalized awareness of the teacher influenced academic resiliency.

The themes that emerged formed the basis for flushing out the answers to the research question. Specific interview questions focused on how the transnational students became engaged in the community college environment; how they navigated structurally-imposed constraints; how the female students overcame the gender schema that often defines success in masculine terms; how they matched-up their educational ambitions with

prevailing on-campus issues and challenges as well as their own concerns regarding the importance of family or the formation of romance or religion; and, how the social climate in the community college differed from what they were accustomed to in their native institutions. By using Atlas.ti and axial coding for the constant comparative analysis, a constant comparison was made from data to data, data to codes, codes to codes, codes to categories, categories to themes and themes to concepts. The transcribed data gave the researcher the ability to begin writing statements describing the relationships among categories where students shared some common characteristics; the differences among the students were identified as well. Throughout this process special attention was paid to context as well as any causal or intervening conditions. In using a grounded theory qualitative research analysis for this study, the outcomes were characterized by the transnational students' perceptions about academic resiliency describing how they acquired a state of resiliency, which impacted their success in the community college classroom setting.

A trial version of Atlas.ti qualitative analysis software was used to search for themes from the transcribed interviews. In using the trial version there were limitations, in particular the limit placed on the number of quotes that could be coded; a total of one hundred. As such, only two of the participant interviews could be analyzed with the software. Atlas.ti was designed to assist qualitative researchers in managing large bodies of text (Ringmayr & Friese, 2013). Using the computer-aided analytical software allowed the researcher to test its applicability and comparability to the constant comparative method of analysis.

The interview questions were used to develop the Atlas.ti codes that were then assigned to quotes extracted from the responses given during the interviews. When a question was posed the participant's response was highlighted and then given the appropriate code. Once all the interviews were coded, Atlas.ti was able to sort and identify groups of responses that had commonalities. These emerging themes formed the basis of the analyzed data, and the researcher was then able to begin generating theory-based conclusions.

The *Primary Documents* (PDs), which were two of the five transcribed interviews, were subjected to searches for reoccurring quotations, using the established codes. *Families* were also created and were identified by the various categories of questions, namely: College/Community Event Participation, Academic Trajectories, Peer Interaction, Participant Suggestions, Teacher/Staff Experiences, College Experiences, Cultural Background, and Support Systems. Table 1 displays the families, related codes, and corresponding interview questions.

Data segments were compared based on the codes, families, and PDs. Responses to the questions and related quotes were compared for commonalities and differences using the various query tools available. Two specific analysis outputs were selected for this study, namely the *Codes-Primary Documents Table* in the Output menu and the Query Tools. The *Codes-Primary Documents Table* button provided access to a spreadsheet that showed the frequency of codes in the Primary Documents. The spreadsheet also listed the number of codes in the filter (33), the number of PDs (5), and the number of quotes (91). It is important to be aware that only two of the five PDs were analyzed using Atlas.ti because the trial version of the software allowed only one hundred

quotes (91 were identified in the two PDs). The two participants were Albert and Aster. Results of the Atlas.ti analysis are shown in Appendices D through K. Quotes from the PDs were coded, making it possible for Atlas.ti to sort codes that allowed the researcher to begin generating theory.

Table 1: Hermeneutics unit: family, codes, and related questions

Family	Code	Question Number
College/Community Event Participation		
	Participating in college events	Q.31
	Participating in community events	Q.32
Academic Trajectories		
	Change or improve college experience	Q.29
	Plans for college education	Q.28
	Reason for interruption of college attendance	Q.36
Peer Interactions		
	Making friends	Q.26
	Who they associate with	Q.27
Participant Suggestions		
	Changes teachers should make in the way they teach	Q.22
	How they found out about the college	Q.18
	Information students should be provided within the 1st semester	Q.20
	Information the college needs to provide on an on-going basis	Q.21
	What teachers should know about the students	Q.24
	What would be beneficial to know about the community college	Q.19
	Would academic performance be different if the teacher was from the same country	Q.25
Teacher/Staff Experiences		
	Changes teachers should make in the way they teach	Q.22
	Classroom dynamics	Q.15
	How the teacher taught	Q.14
	Preferred classroom dynamics	Q.15
	Reason for liking teacher	Q.13
	Someone other than college employee who has been helpful	Q.17
	Someone other than teacher who has been helpful	Q.16
	Would academic performance be different if teacher was from the same country	Q.25
College Experience		
	Image of community college	Q.5
	Motivation to go to college	Q.11
	The secondary education system exposed	Q.8
	What was known about the college	Q.6
Cultural Background		
	Proud achievement	Q.2
	Success	Q.3
Support Systems		
	Most significant person	Q.33
	Supportive family member	Q.34

Subjectivity

Every researcher brings some underlying assumptions to the research process. Glesne (2006) argued that these assumptions are always a part of the researcher, from deciding on the research topic, to selecting frames of interpretation, to the emphasis one makes about certain things. In this study it was assumed that students from multinational backgrounds had a greater level of difficulty in the American college setting both academically and socially. A contributing aspect for this study was recognizing this subjectivity, and as such this researcher conscientiously focused on what was readily obvious and what could be verified throughout the data analysis process.

Listening to the perspectives of the study's participants on a topic that the researcher had delved into frequently in conversations with family members and close friends could have resulted in bias. The researcher's own experiences teaching developmental and curriculum level courses in the two-year college environment for more than fifteen years, and observing transnational students struggling and failing to complete their courses, could have influenced the way in which data was interpreted.

To learn who we are as researchers and the lenses through which we view our work are necessary components of teaching units in 21st century research studies (Glesne, 2006). An enriching experience for this researcher was to unravel those subjectivities through exercises conducted in a reflective section in an advanced qualitative research course. The researcher's intuitive and introspective ability to recognize how the practice of education affected what was thought and how those thoughts were interpreted and written was of foremost importance.

Foley explored *confessional, theoretical, textual, and deconstructive reflexivity* and suggested that reality was best understood as conditional construction grounded in historical articulations (Foley, p. 477). To control the threat to data validity, the researcher counted on the academic training of reflexivity that was discussed, tested, and incorporated in a data analysis practicum while studying in a qualitative research course. The researcher recognized that *theoretical reflexivity* was relevant to this study. Using this approach in the reflective practice allowed the focus to stay on praxis and connecting the students' histories.

How does one know his or her interpretation is the right one? An effective way of knowing for this study was by obtaining the reactions of two transnational students who volunteered to participate in mock interviews prior to the start of this study. While the researcher's interpretive analyses included past knowledge, her theoretical constructs remained grounded in the everyday cultural practice of the participants; the focus was always on how the transnational students negotiated, assimilated, and transformed their lived realities and experiences.

"Acknowledging one's subjectivities can be a virtuous quality that could shape all that a researcher does once they make sense of their personal feelings and realize that it is the basis for the story that they are able to tell (Lim, J. personal communication, 2013)." After a transnational student responded to an interview question, the researcher paid close attention to any probing questions that were potentially leading the student in a particular direction. This thought was relevant to the researcher's ability to recognize bias before conducting the first interview.

Summary

This chapter included an explanation of why qualitative research was the preferred methodology for this study. This study used a grounded theory method to explore the topic of academic resiliency. The theoretical framework for the study was described, as well as the research design, participant recruitment and selection, and data collection and data analysis methods. Merriam (1998) framed the qualitative research data collection process as an event that involved the use of interviews, observations, and examination of documents. This study attempted to apply research methodology and principles that were consistent with sound practice, which were investigated through an in depth review of the literature in Chapter II.

Interview questions were designed to elicit information, which allowed the participants to express their understandings of the factors that influenced their experiences on campus, including those that hindered or helped them onto their path to academic success. Data collection consisted of face-to-face semi-structured interviews and was audio-recorded for later transcription. Data analysis was based on a constant comparative analysis of the transcripts, which involved a close examination of the transcribed interviews though initial coding, selective coding, categorizing, theme searching and discovery. A trial version of a specific type of qualitative data analysis computer software was applied to assist with the sorting of the data so that themes were easily identified and compared between participants. The themes that emerged from both the axial comparative and computer aided analyses formed the basis for flushing out the answers to the research questions.

Reflexivity insured trustworthiness of the analytical interpretation and allowed the researcher to ask questions of others about the research process. As it became necessary the course of inquiry was changed in order to understand the research question from the perspective of the people who were the participants in this study.

Chapter IV presents the findings of the study in the form of participant profiles, which is followed by the application of the computerized qualitative data analysis software using constant comparative analysis, and discussion of the results.

CHAPTER IV: ANALYSIS OF THE DATA

As stated in Chapter I, the purpose of this study was to explore the perceptions of five transnational students on college success. Inquiries were made about the students' experiences, their challenges relating to adjustment, and how the students acquired academic resiliency and experienced success in an environment that was very different from that of their home countries.

The study sought to answer the question, "What were the perceptions of resilience and success in American community college transnational students?" Two related questions were used to guide the study. These questions were as follows:

(1) What were the students' perceptions of the experiences that brought about academic resilience?

(2) What were the commonalities and differences between and among students?

This chapter was organized and structured around each of the research questions and included data obtained through interviews and college reports. A summary of the results from the interviews conducted with the transnational students who attended the community college was included in this chapter.

The Participants

The students had attended an urban community college located in the southeastern United States. The selected participants were diverse in ethnicity, age, and gender, which

allowed for a diversity of responses, resulting in different views and opinions of their college experiences.

Table 2 briefly introduces the participants of the study. Of the five participants, three were females and two were males. Three students were from various regions in Africa and two were from Asia. None of the students had previously resided in the United States before enrolling at the community college. All of the students had ideas about majors that they wanted to study, but each of them was concerned that they had selected a program of study that did not suit their goals. Among the study participants, two of the participants attended the community college full-time; the three others attended part-time.

Table 2: Demographic profile of the participants interviewed

Name [Pseudonym]	Gender	Country of Origin	Highest Education Level Completed	Academic Career Goal(s)	Number of terms in Community College	Is English the participant's first language?
Albert	M	Cameroon -West Region	High School degree and some college	AA technical degree	6 semesters	No
Calla	F	Vietnam	High School equivalent	AA degree, transfer to 4 yr. college	5 semesters	No
Protea	M	Ivory Coast	Some college but no degree	AA degree, transfer to 4 yr. college	4 semesters	No
Aster	F	The Gambia	High School degree or equivalent	AA degree, transfer to 4 yr. college	3 semesters	No
Megan	F	Myanmar - Burma	High School degree	AA degree	4 semesters	No

Note. The age categories of the students were 18-27 years. All of the participants held F1 Visa status.

The actual names of the participants were not used in Table 2; they were substituted with pseudonyms to protect the students' identities. Although the majority of the participants were in their late teens and early twenties, one student was 27. All of the students had completed at least two semesters of courses at the college. Four of the participants had obtained either a high school diploma or degrees that were equivalent to a high school

diploma. One student had attempted a college course in his hometown prior to attending the community college in the United States. Four students expressed an interest in attending a four-year college or university after completing their Associate degrees; one student was interested in returning to his home country after he had completed an advanced technical degree. All of the students spoke English; the African students spoke French along with their native languages; the Asian students spoke their native languages; thus, they were either bi-lingual or multi-lingual.

An interview guide was used to conduct the interviews and is shown in Appendix A. The contents of the interview guide were derived from the research questions that ultimately attempted to answer the main question of this study.

Question 1: What are the students' perceptions of the experiences that produced academic resilience?

Each participant was asked to describe themselves, their backgrounds, their desires, and their experiences in college. The students provided stories about their desires and willingness to succeed in the community college. While describing their educational objectives, the students reflected on the values and influence of things that had impressed them about the United States from images they saw in the media, specifically the luxuries that Americans possess. In recognizing the academic problems that existed and the barriers they faced, the students remained consistent in their explanation of why they could not let any challenges keep them from their desires to have a better quality of life.

The primary themes that originated from the initial coding of the students' interviews provided several answers to *Question 1*. The words and phrases that the participants used to describe their experiences were compared and analyzed for

consistency. The students expressed their desires, and their motivation to achieve their goals. Their perceptions and values were captured in the analysis of the interview data, and are as follows:

- To make his or her family proud
- The determination to finish what he or she started
- They possessed a strong will to succeed
- A personal desire to have a better quality of life (fear of living in poverty)
- A belief that an American education would be most beneficial to help meet their goals
- The belief that education is the key to success
- The desire to have the material things Americans have
- The desire to be independent
- Their wish to establish friendships with other international students who resemble them and have the same challenges
- Strong support from family members living in the U.S.
- Having a strong faculty advisor was important – the International Student Office is a valuable resource

Question 2: What are the commonalities and differences between and among students?

The themes that emerged from the selective coding and a constant comparative analysis of the students' interviews provided answers to the questions that described the students' experiences in the classroom, their interactions with staff and teachers, and their support systems. The commonalities and differences between and among students in the college and classrooms were the following:

- The change was inherently stressful – there were long periods of loneliness and missing family back home
- Preferred small classes
- Preferred group interaction in class
- Poor preparation prior to entering the U.S.
- Uninformed about the college
- Uninformed about transfer credits
- Did not know about the program of study that was best for the student
- Lack of preparation in secondary school
- Language barrier
- Slow in learning to speak, read, write and listen to English
- Difficult to interact with other students
- Difficult to reach out to teachers
- Poor preparation in secondary school
- Teaching strategies
- Teachers may not know the challenges facing the student
- Difficult to establish support mechanisms
- Regretted attending a community college
- Belief that most of the students at the community college had failed in life and gathered there because they didn't take advantage of their opportunities
- Using the community college to prepare for higher educational goals

The themes from the interview data were widely noted and contributed to the following concepts that answered the research questions. The impact of these themes was reflected in the participants' stories and in their networking skills.

1) *Relevant and trained educational professionals should provide transition planning to the students.* None of the students knew how to plan for transitioning from the community college to a 4-year college. This particular discovery about the students' transition needs was a huge barrier to their success.
2) *Orientation sessions for transnational students should be scheduled two-weeks prior to the start of each semester*. None of the students knew how to navigate the school's schedule, which resulted in a major disruption of their educational journey and hindered a timely progression towards completion. A campus-wide tour of the facilities, services, and campus activities should be made available to expose transnational students to outlying campuses and programs; this tour could be a walking tour or a virtual tour easily accessible on the college's website. The walking tours should have available dates scheduled into the semester for prospective students and for students who may have missed the orientation sessions. These tours should include exposing students to the college community and resources within the city in which the college is located, such as: transportation, banking, grocery and retail shopping, theaters and many other resources.
3) *Some of the students experienced the emotional challenges of isolation and loneliness during their first semester.* Career counselors should be keenly

aware of the needs of transnational students who may become frustrated with the learning process. If behavior challenges were noticed, the counselor should provide referrals to the community health services that are available to students.

4) *The students indicated, to some degree, that the community college experience has carried over into the student's home and community.* For this reason, the community college should structure services that are directly related and in consultation with community partners. The community college should provide links to learning activities and supports for students who aspire to persist in their educational training. The college could, for example, provide knowledge about resources available within the student's community, such as where tutors are available both on-campus and at off-campus community centers.

5) *Social activities can help students get through the difficulties of school and work.* Encouraging students to participate in social events in the community areas in which they live could increase social interaction. Some of the students expressed the need to be connected within their faith communities. Also, building on the capacity of educators and others in understanding the social, religious, and racial disparities transnational students face in the community college and its surrounding communities, the college should consider connecting transnational students with the college's chaplain for theological consultation.

6) *Some of the transnational students did not feel their teachers were knowledgeable of the legacy and achievements of generations of great chiefs, kings, and inventors from their homelands.* The community college could make provisions for professional training focusing on equity pedagogies of equity and the teaching of philosophies of social justice to demonstrate an appreciation of others' customs, ways, and practices.

7) *Teachers come to the classroom with unique skills and attitudes about students.* The skills tend to be socialized in a classroom environment that focuses primarily on transferring knowledge without deeply questioning any of the concerns that stifle learners' capacities or encouraging engagement. Community college instructors could serve transnational students better by using proactive strategies to assist with positive outcomes for them. Educators could provide consistent supports and develop comprehensive intervention initiatives that collaborate in effective ways with multi-cultural students. Most of the students indicated they learned better in a classroom where there was a large degree of group activities. For a more student-centered environment, teaching strategies could include inquiry-based, process-based, connection-making integrated learning and collective learning strategies.

Discussion

The themes that emerged from the findings are presented in detail in the five sections of each participant's story; the discussion includes data that captured their experiences with respect to challenges and disappointments, motivation and factors

contributing to resiliency, advice they would offer to new transnational students, and future academic and career goals. Relating the participants' stories to categories that best described their experiences and conducting an analysis of secondary data generated the evidence to support the factors that promote resiliency.

This chapter introduced the participants and their experiences, some of which was written in first voice and quoted verbatim. According to Seidman (1998), a participant's profile should be written in the words of the participant in the first person rather than the third person, so as not to distance the reader from the participant. Therefore, in order for the reader to personally connect with each participant, this study presented the words of the participants in the first person.

In quoting the five transnational students, I reported their words without regard to English rules of grammar. In doing so, I found that use of the [*sic*] idiom was tiresome and made understanding for the reader more difficult. Punctuation was inserted where it improved understanding the reader. Finally, I used phonetic spelling such as "wanna" for "want to" because the phonetic spelling was a more accurate representation of the students' actual words. The discussions between the participants' passages were used to facilitate transitions between interview topics. During the interviews, the participants provided an account of their memories from their short narratives and statements.

Albert

Albert, a male student under the age of 24, started his sixth semester at the community college in question and chose International Business Administration as his major. After the researcher and Albert left each other repeated voice mail messages, we agreed to meet on a Saturday afternoon at 1:00 p.m. at a restaurant near a university.

Albert was extremely prompt; he arrived approximately 10 minutes early and let the researcher know that he had arrived. Albert seemed calm, and did not express any frustration over having to wait 10-minutes due to tardiness of the researcher; he was polite and respectful. We spent a few moments ordering a meal and making small talk. When asked about the activities he had planned for the afternoon, Albert eagerly spoke about his plan to help a friend move.

Albert was born in Bafoussam and grew up in Douala, which is the economic capital of Cameroon. When asked his ethnicity, he stated his people were considered Bamelieke from the West Region of Cameroon. Growing up, Albert attended mostly English speaking schools, but his parents spoke French in the home at all times. Albert attended high school and took a few college courses in his country prior to coming to the United States. While attending the community college, Albert worked a full time job to earn his own money. Albert used personal transportation and he had no children in his home that required his care.

Challenges and Disappointments

. . . Language barrier

Albert did not feel his level of English proficiency was adequate to meet his social and academic needs; in particular he expressed his wish to read, write, and communicate better with teachers and other students. He expressed disappointment about his previous school experiences, stating that he did not feel they prepared him well for the community college. In his opinion, the biggest barrier to achieving success in the college was his language; his accent hindered his ability to communicate with teachers and other students because he could not express himself.

. . . The change is inherently stressful – long periods of loneliness and missing family back home.

Albert suffered considerable difficulties making friendships at the college. When asked to identify one thing he would change or improve about his college experience if given the opportunity, he immediately replied,

> "My first year . . . it wasn't really great. It was difficult getting adapted to making new friends… when you come into a new life, everything is different."

. . . Language barrier

. . . Establishing friendships with other international students who resemble them and have the same challenges

Albert elaborated on how difficult the first semester was for him,

> "I must say for me the first semester it was very hard . . . when I came to school in the morning, I would be by myself. Then I go to my classes by myself . . . it wasn't really easy making friends. It's pretty much when [you] see someone, you speak to someone who [you think] speaks the same language with you, it's easy to make friends. But getting new friends, like people that speak English, that is very difficult because you don't know how [to speak] and you try to choose the best words. Back home there are words that you can use that mean different

> things, but yet it means other stuff [in the U.S.] so it was a real challenge making friends here."

Motivation and Factors Contributing to Resiliency

. . . A belief that an American education will be most beneficial to help meet their goals

When asked what motivated him to come to the community college, Albert replied,

> "I wanted to get a better education for me. We got some college education back home but I wanted to get it much better. Getting a degree from America, and American universities are recognized worldwide; with that degree I can work anywhere I want to go."

Prior to going to the United States, Albert's parents provided him information about the community college. Albert identified his parents as the most significant people in his life. He spoke of his devotion to his Dad; Albert believed he could trust that his Dad was eager for him to achieve his academic and career goals. He stated,

> "My Dad has always been around, pushing me up, he never give up on me even when I found myself in some difficult situations. He's always said, that's my child, he is always my child and I will stick to that."

Albert's uncle previously attended the community college, and his uncle was also able to give Albert advice and encouragement. Some of the support staff at the community college also inspired Albert to complete his academic goals. Albert mentioned a friend who had encouraged him and promised to help him. He said they

vowed to "stick together," the friend would tell him "tomorrow is going to be a better day." Albert said that he had the opportunity to participate in events and activities offered by the community college, but he had not participated in community events in the area in which he lives because he never had the right information about what was going on in and around the community.

. . . to make family proud.

As the interview with Albert was ending, the researcher repeated a question that was asked earlier during the interview. By asking the question again, the researcher hoped to capture the essence of the student's experience and attitude. For the second time, Albert was asked what keeps him going to college; he immediately replied,

> "My parents. I want to make them proud. I want to have a family to be able to give back what my dad gave me, and [give] back to my children."

Before the interview ended, Albert shared a brief story of what encouraged him to persevere and complete his college goals;

> "Once I went to a speech where I saw a guy [who] was talking about being successful and everything that really motivated him. This guy said when you want an Associate degree as bad as I wanted, then you become successful. The man gave a little bit information about himself. He was homeless, he didn't have shelter for about two years, but it took him 12 years to complete a 4-year college

> degree. But he still made it through. So he made me believe, despite I come from far, now I know I can do it."

Advice to New Transnational Students

Albert provided five suggestions on matters to which transnational students should pay attention before leaving their home country to attend a community college in the United States:

1) Learn to speak English well.
2) Think about the area in which the community college is located and the neighborhood in which you will live.
3) Expect the teachers to be different from "the ones back home."
4) Consider the cost of tuition.
5) Consider attending a college where a study abroad program is offered.

. . . Language barrier - poor preparation in secondary schools

Albert cautioned students to study English as much as possible before coming to the United States because English was his greatest challenge and has been a barrier to achieving his academic goals. Albert continued to advocate for providing a mentor for transnational students upon their arrival at a community college. Albert said he wished that he had had the support of good mentors to help him. In his words,

> "Language [there should be mentors] people that can help them with language. Because language is a very rich barrier, if you don't get around people that speak a lot of English you won't be able to speak."

When asked about his impressions of community college prior to his arrival, Albert's response revealed some of his experiences,

> "I always saw it [the colleges] different on TV; everything was so fun there, people were so kind but when I got here it was different. I started to realize it was not what you see on TV. Everything I knew about community college was what media showed me. Media showed me it was a very beautiful place, a good environment to study, [it is] a little bit more different than back home. That's everything I knew before coming here, I knew what media showed me."

. . . Poor preparation prior to entering the U.S. - uninformed about the college

Albert's warning to a new transnational student was to expect the tuition to be very high. He suspected that the rising cost of tuition would present the greatest threat to his educational career. In his words,

> "Tuition is very high in the United States. It's too much [cost] and it's getting higher every time."

Albert suggested transnational students should inquire into community colleges that offer study abroad and, as he said,

> " . . . [Consider] schools that offer study abroad, because when you go to schools that offer study abroad, all the students that go to other countries, when they come back, they really feel what it takes, they really feel what it takes to be different."

Future Academic and Career Goals

Albert's plan was to return to his native country after he completed his degree at the community college. He believed the International Business courses would be most beneficial to him when he returned home, as his father was a prominent businessman in Douala. Around the time of this interview, Albert considered changing his major at the community college; he planned to inquire into an advanced technical program. He seemed convinced that the technical program would serve his career goals better because it could provide him with a skill that he could use to find employment once he returned to his country. In particular, Albert spoke of the numerous petroleum industries in his home country. He felt confident that he should pursue a technical degree that provided technical expertise in an area that is globally competitive and in which there is a high demand for workers.

When the researcher asked what success meant to Albert, he said,

> "Success for me means achieving your goal dream, getting to the point where you say, yes, I've made it! Having a family, children, and being able to give back to your parents what they gave to you."

When asked for his opinion on the value of a community college experience, Albert stated,

> "It's a great place where you are able to study. You can really get through the two-year program if you really focus on it. So long as you focus, you can make it through."

Megan

Megan responded to the email recruitment letter and volunteered to participate in an interview. Megan provided her cell phone number in the email and the researcher immediately contacted her. The researcher offered to meet at a place that was convenient for her, and also offered to pay for her lunch if she preferred to meet at a restaurant. Megan insisted on meeting at one of the community college campuses with which she was most familiar because she was not comfortable trying to find restaurants and navigating around the city. The interview was held on a Saturday morning at the community college she attended. After waiting for each other in the parking lot of the college campus and finding an area on the second floor in which we could speak privately, the conversation began. The researcher started the interview by reading the informed consent form pointing to each section as it was read. Megan signed the forms, completed the demographic form, and kept a copy of each. The researcher reminded Megan that she did not have to answer any questions that she did not want to, and that she could end the interview at any time. The researcher explained to Megan that her name would be changed in the study so that her identify would be protected. When asked if she would like to provide the researcher with a pseudonym to use in place of her given name, Megan said she would like to use the name that she plans to give her first-born child; she would like her child to have an American name.

Megan is a 27-year-old female transnational student from Myanmar. When the researcher asked her ethnicity she said it was Burmese. In the high school that Megan attended in Myanmar, students could study English. Megan said that she came to the United States to study and work. Megan drove her personal car for transportation to go

to college, and she earned her own money from employment that she had in the United States.

Challenges and Disappointments

. . . Uninformed about transfer credits

Megan's biggest challenges were overcoming the frustrations she endured while trying to learn the policies of the community college. Megan explained that once she finally understood a policy, she would then have to tackle the challenge of understanding the process. During the interview, Megan spoke of her confusion about tuition costs, activity fees, technology fees, lab fees, parking cards, and student insurance. She did not understand the registration issues with priority dates, deadlines, how to drop and add classes, or the refund policy. In addition, the community college's testing requirements had been at the heart of a number of perplexing situations. She had no understanding of either the course credit guidelines or the significance of fulfilling the semester credits in reaching her academic goals. Megan said she felt it was a challenge to know when to register for classes, how to register, where to get grades, and how to change programs. Megan said she did not know where the information centers were ,and she did not know how to find out about any activities that were provided for transnational students on campus.

Megan recognized early in her academic career that the structure of the learning environment at the community college did not prepare transnational students well for transitioning from one semester to the next. Megan said she could see that the registration issues were the same for all of the transnational students, and went on to say,

> "Because I don't know where to get the informations, cause our school registration and enrollment and stuff is very different than here. Because here I have to register every semester but I don't know when the new semester starts and things like that. … I don't know where to get all this informations; it is very difficult for me. I kind of lost . . ."

Megan did not know that the college staff was available to explain how students should go about registering for classes. Megan explained that the activities she referred to were structured activities at the institutions in most of the transnational students' native countries. In the United States these activities are normally handled in the Registrar's office of most college campuses.

Megan mentioned various other perplexing situations that she encountered with student development needs at the college. Among the unexpected discoveries for Meagan were her rights as a student, including her right to privacy, which was protected by FERPA regulations, and her right to appeal grades. She did not know what constituted a probationary grade status, or how to select or change her program of study. Megan assumed her academic progress in the community college was slow because she encountered these obstacles.

Motivation and Factors Contributing to Resiliency

It was apparent that Megan's resiliency could be attributed to the strong desire that she had to achieve her academic goals. When asked if she had ever participated in community events that happened in and around the community in which she lives, Megan eagerly revealed that she attended activities at her church. She said that she went

to church; she presented her faith as a positive source of helping her come to terms with situations. Megan said,

> "It's [the church] like very social and you know, we can be like work together, it kind of like a team work, and then also you know we can be so close to each other, and it's a lot of fun!"

Megan's discussion about religion sounded as though the social activities in the church had a substantial effect on her ability to overcome the risk factors in her life. Even if Antonovsky's theory is not specifically developed in relation to religion, he pointed out that religion could be one of the sources for meaning, and in that way be a resource in coping (Antonovsky, 1987).

Advice to New Transnational Students

Megan would like new students from other countries to expect to experience some degree of culture shock, especially when it comes to issues and difficulties speaking English. Megan's main advice to transnational students who plan to come to the United States was to learn as much English in high school as possible. Megan expressed the goal she had of completing college, explaining,

. . . *Determined to finish what she started*

> "I wanna graduate and also I wanna learn English cause language is so important, yes . . . cause in my workplace we need to have a certain degrees and also I need to learn more about language . . . since I come from a different country, I

> don't really know how to ask questions. Sometimes for me
> it's difficult cause I speak very little language."

. . . *Teaching strategies – teachers may not know the student's challenge*

Meagan spoke about the differences in the learning environments in classrooms in the United States compared to those in her home country. Prior to attending the community college, she was not accustomed to a learning environment in which one had to study alone, such as in a classroom lab, where students complete their work via Internet lessons and on-line assessments. During the interview she said,

> "When I go to school, and you know the Lab thing, it's not
> helpful for me, (she frowns a little) I prefer class. You
> know, I prefer class with teachers and all the students,
> cause Lab is like, ah, I have to study by myself, and you
> know I feel I can't move forward that way."

During most of the interview session Megan's demeanor was lively and cheerful, but Megan's mood changed and she responded quietly when asked if she had ever participated in the student life events that were provided on campus for students. Megan appeared very despondent when she replied,

> "I don't know we had that kind of thing."

Finding out this type of information is an enormous disappointment for transnational students because it adds to their sense of isolation.

Megan offered advice about the placement testing to new transnational students, saying that, they must be prepared to fail, even if the student has exceptional abilities in mathematics and physics. Megan explained that some of the exams were culturally

biased; the math exams included mathematical computations with symbols that are not common in some countries, and many of the words on the English exam do not have the same meaning in the United States as they do in other countries.

Future Academic and Career Goals

Megan had not decided on a program of study for her degree - she had not received career counseling since entering the community college - but Megan was certain that she wanted to obtain a degree. Megan explained that most of the things she learned about the community college came through her friends from classes and co-workers, so when she had questions she counted on those friends to have the correct answers. Megan mentioned that she did not know how to go about choosing a major. The following is Megan's account of how she obtained information about the community college. She stated,

> "I think for me, when I came here I didn't know anything, so I think they have to ask a lot of questions about the school and you know. I asked some of my co-workers and friends and you know, I asked them what school is the best and what school is the most appropriate school for me and I can afford it. Something like that, I ask my friends and co-workers."

Megan indicated that her friends, who were also transnational students, had similar experiences.

Protea

Protea, a male student under the age of 24, was starting his fourth semester at the community college and chose Business Administration as his major. Protea was

recruited at the International Students Association meeting during a Christmas event that was held for the students. Protea inquired about the researcher's project and expressed an interest in it, so a time and place was scheduled for the interview. We met for a late breakfast at a restaurant near the community college campus. Protea walked from the college to the restaurant, which was a couple of blocks away. He arrived around the same time that the researcher entered the parking lot of the restaurant. Protea was polite and very respectful; he appeared easy going, and he had an aura of shyness. When asked what he would like to eat he hesitated, contemplated, and then ordered a Coke. We spent a few moments making small talk. When asked about the activities he had planned for the afternoon, Protea said he would be returning to the campus for an afternoon class.

Protea grew up in Daoukro, which is a small town in the Central Region of the Ivory Coast. In talking about his hometown, Protea explained that the Ivory Coast has two seasons; a dry season and a rainy season. He recalled the difficulties he had getting accustomed to the four seasons in the United States. One of Protea's fondest childhood memories were the times when he would dream of making it to America. He talked about his formative years; when he was five years old his sister came to the United States, and whenever she returned to visit she would speak English to her girlfriends. He was very impressed with her ability to speak English. Protea's family spoke French in the home, but friends and others impressed him more when they spoke English, so he aspired to speak the language as well as others. Protea attended high school and took a few college courses in his country prior to going to the United States.

Challenges and Disappointments

. . . Desire to be independent

Protea mentioned that the tuition and fees were more than what he expected. He imagined most of his financial problems would diminish if he found employment. He reported that the tuition and other fees had increased each semester. Protea searched tirelessly for on-campus employment opportunities for students throughout the semesters in which he was enrolled in the community college; he inquired about the availability of work every week. He talked about the distress he felt because he had to rely on family members for financial support, and considered his financial needs to be his number one problem. Protea exclaimed,

> " . . . Yes, about jobs! That's something which [has] really been a problem for us international students. Sometimes you need to feel like you're independent and you don't have to ask for money. We've been told that we can only apply for jobs only on campus, but in my case I've applied since I got here but since then, nothing, so."

. . . *Teaching strategies*

Protea also mentioned concerns about the classroom environment, but he had no specific complaints. He briefly alluded to a concern that students were not respectful in the classroom, and explained,

> "I want to be in a classroom where people are respectful, they know what they came [to college] for and [they are] trying to help each other."

When asked what he wished his teachers knew about him, he replied,

> "That I'm not married or I'm not born in America. I'm not American, and so they [teachers] have to understand that I'm from a different background and sometimes it takes time to get along with the new way or style of teaching and I think they [teachers] should be tolerant of that."

Motivation and Factors Contributing to Resiliency

. . . A personal desire to have a better quality of life (fear of living in poverty)

When asked what motivated Protea to come to the community college, he replied,

> "I have big dreams, so I just want to have a better life, get the most higher education, so I mean talking about education, U.S. has the best features, I know I can make it here and get a good education."

Protea felt that most of his achievements should be attributed to the interactions that he had with his teachers. Until attending a community college he did not believe he would reach the math level required for a good career. Protea found he could deal with his deficiencies in math with the support and encouragement that he received from his teachers. He referred to his teacher from Honduras as 'a great teacher', one who was available to ensure that he learned. Protea said,

> " . . . So when he's teaching I noticed he was kind of pushing us, as American and foreign students, it didn't make any difference, he [the teacher] put us on the same level and he comes to work and sees to that class. He's a great teacher. He's been very helpful and you know he has

> office hours and so we're able to go there [to his office] and get the lesson we didn't get in class."

Advice to New Transnational Students

Protea's advice to new transnational students coming to a community college was that they should "get acculturated to the new culture" as quickly as possible. Protea cautioned students to find a way to become informed about and familiar with the classroom environment, and to realize that there will be problems they did not anticipate prior to coming to the United States. He believed most students do not understand the degree to which the cost of tuition and other fees will contribute to financial stress; they will need to take funding into account when they consider attending college.

Protea also advised new students to be prepared for long periods of solitude because of the difficulty he had making friends. He explained,

> "My only friends are from my class. I don't make that much friends because you know sometimes having too much friends prevents you from studying. I don't meet a lot of friends. I associate with my classmates and I sometimes try to meet my countrymen but not that much."

Future Academic and Career Goals

. . . using the community college to prepare for higher educational goals

Protea had no intentions of failing in his efforts to receive a degree. He said,

> "Actually, I just came here to get the knowledge and go back home to get [or do] a good service for my country. So that's my plans."

Protea believed that if his math skills had been better, his chances of success would have been greater. Protea was more concerned about the rising cost of tuition and school fees as his number one risk factor for dropping out, and he worried that the costs would become too expensive for him.

Aster

Aster, a female student under the age of 24, started her third semester at the community college and chose Business Administration as her major. Aster was recruited at the International Students Association meeting during an event for the students when she expressed an interest in the researcher's topic. After a few cell phone conversations we settled on a precise date for the interview, which was to take place after one of her morning classes. Aster did not have her own transportation, so the researcher offered to pick her up in front of one of the buildings at the community college. Aster was unfamiliar with restaurants and other places in the area, so the researcher suggested a restaurant close to the campus. Aster was very pleasant, well mannered and demure. She had a cheerful personality; it was easy to start a conversation with her. When asked about the activities she had planned after the interview, Aster said she needed to go back to the campus for an afternoon class.

Aster was born in Banjul, which is the capital city of The Gambia in West Africa. Her family moved to Fajara, a Bakau area, which she considered a good place to live. Aster spoke about her formative years as being fun; she exuded joy and affection when talking about her family. She considered herself lucky that her brothers and sister were much older than she, because they were in high school when she was a toddler, which made her feel like an only child. Growing up, Aster attended high school and then an

International School before coming to the United States. She attended the community college full-time, she had no children in the home to care for, and she was not employed.

Challenges and Disappointments

. . . Regret attending community college

Aster mentioned that she sometimes regretted going to a community college because she saw the environment as a gathering of people who had failed in life. Aster described things she observed occasionally at the college,

> "I think cause like there was a time when I get mad at myself for coming to a community college cause like I saw community college as a lot of people that like who had it all, [and] they messed up. Sometimes I'm in class with people who have kids, and they are like smoking, taking drugs, and all this stuff and sometimes I just look at myself and say, "How did I get here?" You know. "How did I get here?" But then that's what they say like [in] America [you] can go two different ways, you had [a choice] to go the good way or the bad way, so some of them took the bad way and some of us are taking the good way."

Aster mentioned that she would like her own transportation. She was concerned that the cost of tuition and fees at the college would begin to put a strain on her relatives' income.

Motivation and Factors Contributing to Resiliency

. . . Believe education is the key to success and

. . . Determined to finish what he or she started

Aster was convinced that education was her key to success, and she was determined to finish what she started. She did not think there would be anything that would cause her to give up her college career. She talked about family ties, the luxuries of life, and the fear of living in poverty as a motivator for her to continue to strive to reach her goals. She described her motivation in these terms,

> "It's my family and seeing what they did, and also like sometimes I look at pictures of people with fancy cars and beautiful dresses and houses and like I want that. I know it's weird, (she laughs), but I just look at that and it's like, "oh my god, she is holding a Chanel bag or Louis Vitton shoes, I'm going to do it!" (she giggled). And I see like mostly like I watch these TV shows where like I see people that have worked really hard and how they got what they got, like these executive people, and like I want to be like that one day. I know also that I come from a poor country and I see poverty and I know that education is the only way that's going to get me out of poverty. And that's another motivation."

. . . Strong support from family members living in the United States

Aster lived with her Uncle and Aunt who provided transportation for her to the community college campus every day. Aster had a strong educational support base from those around her in the United States. Aster's Aunt believed education was the most

important thing in life and she provided everything for Aster. Aster needed to propel herself toward achieving her academic goals; her Aunt did not require her to cook or do other chores around the house.

. . . To make family proud

Aster received a 4.0 grade point average, which boosted her morale and was a key factor that encouraged her to continue and accomplish her academic goals. In discussing her excitement over having been accepted into the honor society, her pride was evident,

> "I think . . . it is like just recently I got inducted into the Phi Beta Kappa, the honor society. Actually like cause when I first or before I came to America like, I was like oh my God, will I be able to deal with this . . . will I be able to adapt and everything. By keeping my grades up and just focusing it really paid off, and then I got this letter from the President of the Community College telling me they wanted me to join the Party, my parents were like so happy for me, they say, "It's a big deal, it's a big deal!" So, I think so far that is my achievement."

. . . To make family proud

Aster insisted that her accomplishments were the result of her previous school experiences, which prepared her prior to coming to the U.S. Aster described some of her pre-college experiences as follows,

> "I went to like the International School and I really loved it, even though I say that I really hated the school. I really

> think the school did a great job in preparing me, cause like the classes that I took there, they were like broad and not too easy and they were following like the British system. So like we were not following the African system. So we were more world wide and international. So I knew some things [before coming to America], that honestly speaking, the first semester, like I got all A's because like I had basically done most of the things back home. So when I came here it was like a revision, so I think I can say that. It really helped me in like preparing me for like globally and just internationally knowing things and being aware that it's not only your country but it's the other countries in the world with the knowledge."

. . . Strong support from family members living in the United States

Aster's support mechanisms from family and community were a big deal for her both here in the U.S. and from home in The Gambia. Aster spoke of another transnational student's circumstances with sadness. She said,

> "There was this other girl who told me that she lives with her Aunt but she pays rent there. And I was like, I don't understand. Because in Gambia, where we are from, we are like all one and we help [each other] and we don't ask for anything back. So when the girl said that she pays, I was like that took me back a second, because I live here, I

> don't have to worry about rent, I don't have to remember about food or anything."

Aster recognized the challenges she was going to face early in her first semester at the community college. She said she saw other students around her who failed to take advantage of the opportunities and their stories have been an example of what she does not want to happen to her. In recounting her contact with others she said,

> "There are different people [or students] I've met, actually I've met people who they always tell me that they had it all and they messed up and they keep telling me, you go for it, you don't give up, you do it while you're young. Then I know what they are talking about. Meeting people, that I would not have been if I was back home, that I would never have met before in my life, coming here and meeting them has opened my eyes more."

. . .Having a strong faculty advisor is important

During the times in which Aster was most concerned about her progress relative to class work, she would seek counsel from advisors in the International Students' Office. Aster found the advisors to be open to her needs. She referred to many of her experiences in which she had concerns about school and explained,

> "The advisor, she's just been amazing! Like I use to just go to her, we use to just chat. And then when she has people over [other students coming into the office], I would say, "Ok, excuse me". And when the people go, I would go

> back and she just made me like just come like pour all of my stress on her like and tell her all of my worries. And she would be like, "Don't worry you will do well!" And then I'd come back and I'd say, "You know that test I was complaining about? She was like, "Yes". I'd say, "I got a 90 on it", and she was like, "Get out of here!" (She laughs). And she'd say, "And you were coming in here crying about it". (She laughs again). She was really helpful. And because she was like American, I could tell her the questions that I felt embarrassed to ask people, I use to go to her and say, "What's that? Or something like that". But not on a work level, on a personal level she was very helpful to me."

Advice to New Transnational Students

Aster's advice to new transnational students was that the college experience they imagine prior to leaving their home countries would not be anything like the reality; the college environment will not be the way one would imagine it to be. When asked about the image that she had of the community college she was going to attend prior to coming to the United States, she replied,

> "I Googled it through the help of the Internet to just see what it was, because I didn't really understand what a community college was, cause like I thought it was like, I didn't really know what a community college is anyway, so

> I thought it was just like a high school or both high school and a college itself, I thought it was two years cause I thought college was four because I was confused. I didn't really know what a community college was. That's what I kept saying and I tried to Google it but I don't think it became clear until when I actually came here."

Aster said she was disillusioned to find that the college, the teachers, and the students in the classroom did not live up to her expectations. She explained,

> "Honestly, I thought it was like you know those four year colleges. Like I actually thought it was going to be everyone would know each other, people will be friends and all that . . . I expected everybody's open with each other, and free, calm and relaxed."

However, what Aster found was the opposite, a point she emphasized in talking about her experience in one of her classes,

> " . . . My chemistry class . . . maybe it was because [the class had] a lot of people, but it was like everybody was for themselves. (She repeats) Everybody was for themselves. I had some friends like we use to help each other but most of the people were like everybody is keeping to themselves, not helping. I noticed that, so."

Aster spoke of the confusion trying to learn about the career paths for various programs in the community college system, and the requirements for transferring credits

to a four-year institution. She did not know what a community college was prior to coming to the U.S. and she did not know what to expect of the course requirements in the classroom. She explained,

> "I think they [students] should know like exactly what a community college is, and that you can come here, do a two-year degree here, and then you transfer because it took me a while to figure that out. . . cause I actually thought I was going to do two years here and then do another four years you see. So that too really disturbed me, and I think you should tell them that . . . learning in America is not easy like what you are use to back home. Like the teachers are going to pressure you and give you a lot of work but you just got to be on top of your game."

Aster also believed it was important for the students to know what they will choose as a major at as early a point in their academic careers as possible.

. . . Possessing a strong will to succeed

When Aster was asked what things she would improve about her community college experience, she said she would have focused more in high school. She discussed her lack of preparation in primary and secondary school, for which she takes full responsibility. She wished she had focused more in the classes when the coursework became difficult. During the interview, whenever Aster started to speak of moments in her life for which she felt regret, she would immediately change her focus to positive situations. She did not dwell on the things that she did not do well in the past; rather she

preferred to talk about those items and issues she could improve. Aster possessed a good sense of achievement and self-confidence.

Future Academic and Career Goals

In Aster's opinion, the community college was preparing her well to transfer to a four-year college. She was adamant about her goal to matriculate into a four-year college after completing her degree at the community college. She said,

> "I know that when I finish here I just definitely want to transfer. I don't know where yet, but I just want to transfer to a good college or something like that."

Aster's plan for success was,

> "To do what you love, do it right and go for your goals".

She shared a story about her life-long educational interest in geography, and how getting accepted to the community college was the first step in the journey to achieve her goals. Her story began,

> "I was actually suppose to go to England. Great Britain, 'cause my sister was there, everybody [in] my whole family, that's where they went to school. That's where they went to University. But I couldn't go there because of the Visa issues. Like I went there 3 times to the Embassy and they denied me 3 times. So the third time, I was like, I'm not doing this, I told my Dad, like I'm not doing this again. So he was like, " Ok, we'll think of another place." So it was like it was in the evening, in the nighttime, I was

> watching TV with my Mom, and my Dad was just looking at the Internet and he typed in *Colleges in the United States* and he said the first thing that came up was the community college being studied and it's because of this GPS program, [no] GIS, Geographic Information Systems cause I was into geography and all that and when he saw that, he was like, "Aster" that's my name back home, "look at this", so that's how we got [the information], and when I looked at it, I was interested because, I was coming to America, I was happy. So, I think that's how, it was sure to interest me that I knew about this. And it was just my Dad, he was like, cause he knew that I had an Aunt here. So, he was like *Colleges in the United States* and the community college being studied was the first thing that showed up. I don't know how."

Calla

Calla, a 21-year-old female student, started her fourth semester at the community college and chose Business Accounting as her major. The researcher first met Calla at an International Students' Association meeting. The researcher was invited to one of the meetings to introduce the study. After Calla expressed an interest in the researcher's topic, a time and place was set up for the interview. Calla chose a restaurant located close to the community college campus for the meeting; the meeting was held within the week.

The researcher and Calla met at the restaurant immediately after Calla completed her morning classes. Since the restaurant was close to the campus, Calla did not have to drive. The researcher and Calla met promptly at the time planned. During the meeting, Calla appeared to be in good spirits, she was smiling and cheerful. Her attitude was very upbeat and extremely positive. Starting a conversation with Calla was very easy. When asked about the activities she had planned after the interview, Calla said she would be going back to the campus for afternoon classes.

Calla grew up in Vietnam, which she referred to as a small country in Asia. Calla spoke of some fond memories she had of her grandfather, whom she referred to as "Grandpa". She thought of him as being very nice and very smart; he taught her the right way to speak to others, how to be calm, and not to be angry. He instilled in her the virtues of respectability and her responsibility to help others. When she was in the 8th grade, she competed for placement in a special high school. Calla talked about her adolescent years with friends in high school. The high school provided a special curriculum for the highest scoring students, who had the potential to excel in studies abroad. She initially intended to finish high school and then go to a university in her country with her friends. Her plans changed because, as she said,

"A lot happen with girl friends in my country."

After attending high school in Vietnam, Calla completed one month of self-study in English, and within the year she travelled to the United States to attend a community college. She was very proud of her accomplishments since coming to the United States because she had not been confident that she would do well in school due to her language

deficiencies. Calla attended the community college full-time, and she acquired student employment at a fast food restaurant on campus.

Challenges and Disappointments

Prior to coming to the United States, Calla had several misconceptions about the college environment and community; she thought it would be like home because she had never travelled outside of Vietnam. She said she was shocked when the airplane was landing and she saw the trees and mountains. Although she imagined that both the United States and the college environment would look and be different, she thought it would be similar to the ways in which it was portrayed in the media. But Calla said it was not like what she saw in the media,

> "Actually, I think it going to be a big, like a big museum and you can study [with] a lot of people in the classes. But right now it's just like 25 or 30 [students in a classroom]."

. . . Prefer small classes

Calla imagined large classrooms; the small class size surprised her. Although Calla had no specific complaints about the community college during the first semester, she said she had expected to immediately begin with her accounting courses at the community college, but she found that she needed to study English first. Calla took more time to choose a program due to the challenges she met with learning to speak, read, write and listen to the English language.

Calla said that she had a difficult time finding out about the various resources the college provided to help students succeed. When asked what type of information students such as herself needed upon arriving at the community college, she said they should be

told where to find the library, the labs, the study centers and the tutors, as well as where they were located, because those were important resources to help students study and learn. She explained that students should be told personal computers were available for them to use and where they were located. She said many of her problems during the first two semesters would have been resolved had she known about these resources that were available.

Another challenge for Calla was not knowing how to access career counselors and academic advisors. She gave a sad account of her experiences seeking advice, and explained in her own words what she thought should be provided on an on-going basis for transnational students as they attempt to navigate through the college system,

> "I think they should provide for International Students about what careers they have in this school and what your major [programs of study are] about and what they should take for next class . . . like right now I have a friend and she didn't know what she's going on and then she say, "I want to be a teacher." And she asked me what's the different between Associate in Art and Associate in Science. And what are the elective transfer classes. I say, "It's important to asking the advisors", she says, "Where the advisor is?" And she come here also the same period [semester] with me. . . [she] watches [what] her friend [is] taking and she just keep taking the same classes as her friend taking. I say, "Do you know how do you pay the money for the school?"

> She says, “because I don’t know, my friend just told me, ok go with me and we apply for this class.”

Calla was a strong advocate for career counseling and academic advising. The researcher commended Calla for sharing this story, and for her courage in expressing her concerns to her fellow students, since it appeared that students were advising themselves.

Motivation and Factors Contributing to Resiliency

When asked what motivated Calla, she said,

> “I want just [an] education.”

She believed the teachers had great teaching skills, which helped students learn. Calla was asked to describe one of the teachers in the college who she believed had great teaching skills. She replied,

> “All of them. They [were] very helpful. Like, they always want to help you. . . [One teacher] is from Denmark. He’s also an international student. Yes . . . he teaching me grammar and reading.”

Calla also mentioned that the teachers inquire about her progress when they see her on campus, even when they are no longer her teachers; they also offer to assist her if she needs help. Calla elaborated on the teaching techniques that she liked the most, saying,

> “The way I like they teach, like when they give us the homework, right? They will go over with us the step by step how to do it, but they not show the spesfic [specific]

> answers. They just like infer about the question, infer about the answer for that question, it's very good . . . They [the students] have to thinking. The student has to thinking about ok, like if it [is] this question, I have to think it this way and if it [is] this question, I have to think it this way."

She trusted that the teachers taught the students how to think through the problems instead of forcing them to solve the problem in one particular way. Calla's interactions with her teachers motivated her to continue her academic studies.

. . . Strong support from family members living in the U.S.

Calla received support from her Uncle and Aunt who live in the United States. Transportation was provided to Calla to and from college every day. Although Calla was disappointed that she did not have her own transportation, she was grateful for the family support. She made a concerted effort to overcome all of the barriers and challenges to her success. Education was the primary motivating factor for Calla in her efforts to overcome the odds and succeed. Getting an education was the motivator for her because she had the sense that an education would enable her to scale the socio-economic ladder; for Calla it appeared that a higher economic status would come once she completed her degree.

Advice to New Transnational Students

When asked about the types of things new transnational students should be aware of before coming to the United States, Calla advised students not to waste time studying English in Vietnam. She cautioned transnational students not to spend much time trying to learn English in their country because, in her words,

> "If your English is not good right now don't waste your time, just come here, study, because the environment in here like everybody speaking English every time so it's a good way [to learn English], so it's [not like] just in my country [where] you speak it [English] rarely."

Paradoxically, when Calla was asked what she would change about her college experience if given the opportunity, she indicated that her biggest mistake had been not learning English before coming to the United States, as she felt that language had become her greatest barrier to success.

Calla also said that she would advise students to secure more funds for school because the tuition and fees were higher than they calculated before coming to the States. Calla felt there should be scholarships available for transnational students who are doing well in their studies.

For students who find making friends difficult, Calla's advice was to try to overcome their reticence. One strategy she used was to sit in the same seat in the classroom everyday to get to know those who sat around her. She said,

> "When I go to class the first day I usually sit in the same seat. When I go to every class, so I have Indian friend, I have American friend, where I'm sitting, I'm just asking them like, yes, "Where are you from? Nice to meet you." And I say great meeting with them, and I don't want to stop [talking to people], just don't [be] shy, just do it?"

Future Academic and Career Goals

. . . Using the community college to prepare for higher educational goals

Calla aspired to be educated; she firmly believed she would accomplish her career goals and become successful. In describing how she planned to achieve her goals she said,

> "When I were [in] high school I really wanted to study like
> . . . I want to get a master degree when I were high school.
> I want to finish the university four years, right? A
> bachelor, and then I want to get a master, doctor, or
> something like that."

Despite the imperfect use of the English language, Calla maintained a positive attitude about completing the requirements to receive an accounting degree. In fact, accounting was not Calla's first choice for her major; she wanted to be a pharmacist, but her family thought the tuition would be unaffordable. She said she didn't know everyone paid the same tuition at a community college according to the number of credit hours they take, as opposed to the type of program they are studying. Calla continuously spoke about how she encouraged other students to do the best that they could, and how she would tell them to keep trying even if they did not get *A's*; she assured them that they could do a good job. Before the interview ended Calla said her getting a pharmacy degree was still her goal, explaining,

> "I'll get a two-year degree first then go to work and collect
> money and then I go to the university for getting
> engineering like a pharmacist because I love pharmacy, I

told you, I want to be a pharmacist to achieve a new medicine, yes so."

The transcribed interviews were analyzed primarily using the constant comparative analysis method. The students' experiences in the community college setting included feeling the need to succeed as a result of respect for their parents' expectations and directions. The students began their journey with different levels of access to resources and supports, which was influenced to a degree by the financial resources they had at their disposal.

All of the students exhibited a high level of anxiety because of their struggles with English language proficiency. There were primary challenges and disappointments that were related to how dissimilar and conflicting the messages from the students' home countries were compared to the structure and conditions they encountered in the United States. The spontaneous memo writing later proved to be of consequence in describing the ideas and reasons for the students' experiences. Throughout the data collection and data analysis process, the researcher used informal short notes and categories to help capture any and all ideas generated from the interviews. A summary of the findings is presented in Table 3.

Table 3: Summary of grounded data

Research Question	Themes
What are the students' perceptions of the experiences that produced academic resilience?	To make family proud Determined to finish what they start Possessing a strong will to succeed A personal desire to have a better quality of life (fear of living in poverty) A belief that an American education will be most beneficial to help meet their goals Believe that education is the key to success Desire to have the material things Americans have Desire to be independent Establishing friendships with other international students who resemble them and have the same challenges Strong support from family members living in the U.S. Having a strong faculty advisor is important – the International Students' Office is a valuable resource
What are the commonalities and differences between and among student-interviewees?	The change is inherently stressful – long periods of loneliness and missing family back home Prefers small classes Prefers group interaction in class Poor preparation prior to entering the U.S. - Uninformed about the college - Uninformed about transfer credits - Did not know about the program of study that was best for the student - Lack of preparation in secondary school Language Barrier - Slow in learning to speak, read, write and listen to English - Difficult to interact with other students - Difficult to reach out to teachers - Poor preparation in secondary school Teaching strategies - Teachers may not know the student's challenge Difficult to establish support mechanisms Regret attending a community college - Belief that most students at the community college failed in life and gather there because they didn't take advantage of the opportunities Using the community college to prepare for higher educational goals

Transnational student enrollment data at the college

The secondary source of data included document searches in local, state, and national databases to support the trends in enrollment, retention, transfers and completion in community colleges. Longitudinal data of international student retention, the number of students who graduated with associate degrees, and the number of students who transferred to other institutions was collected for analysis. Much of the report on international students in community colleges failed to evaluate the issues and challenges of transnational students, and made no report on the causality of problems when it comes to the study of academic resiliency, student success and persistence. However, the data retrieved from the College's Institutional Research (International Student Retention report prepared by C. Bonds, 2013) regarding international student retention rates provided robust figures about student success and persistence in the community college. The figures reported should be of real interest for the educational administrators who are charged with questions and decisions related to international student enrollment and student development. The educational practitioner's concept of retention through completion for transnational students was not a pressing concern for the community college as most believed these students represented too small a minority of the student population.

International student data was provided by the staff employed in the Office of Institutional Research at the community college under study. Included in the data collection were statistics about the most popular programs of study for international students. The list of popular programs of study and the number of international students enrolled is found in Table 4. During the Spring term of 2013, 532 full-time and part-time

transnational students declared the Associate in Arts degree as their program of study, 288 declared the Associate in Science degree as their program, 207 were working toward a General Occupational Technology degree, and 153 selected Special Interest classes as their program. Table 4 indicates the programs where there were more than 20 international students enrolled.

Table 4: Popular programs of study for international students (More than 20 students enrolled)

Program of Study	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Associate in Arts	454	471	457	461	544	532
Associate in Science	216	228	287	313	321	288
General Occupational Technology	184	193	204	210	139	207
Special Interest Classes	152	143	142	143	n.d.*	153
Accounting	37	42	41	47	48	49
Business Administration	34	34	26	33	35	43
Computer Technology Integration	n.d.*	n.d.*	28	29	36	42
International Business Concentration	n.d.*	24	29	28	30	26
Early Childhood Education	32	33	28	24	24	22

Note. *No data was available for this term.

Table 5 provides a count of the number of international students graduating with Associate degrees from Fall 2008 to Spring 2013. The years' data reflected a continuous increase in the number of international students who graduated.

Table 5: International students who graduated with Associate degrees

Year	Fall	Spring	Summer	Total
2008	27	n.d.*	n.d.*	27
2009	50	69	23	142
2010	37	58	27	122
2011	48	60	19	127
2012	44	83	29	156
2013	87	n.d.*	n.d.*	87

Note. * No data was available for this term.

Table 6 represents the differences in student retention between international students attending full-time and those attending part-time, as outlined in Table 7. Of the 922 full-time international students attending from Fall 2012 to Spring 2013, 84.8% (782) of the international students remained engaged and integrated within the college. Alternatively, only 63.8% (680) of the 1066 part-time international students persisted during the Fall 2012 through Spring 2013. All of the students were commuter students; many were working students with full-time jobs and living with families.

Table 6: International student retention for those with full-time status (Fall 2008 to Fall 2012)

Academic Term	Students Enrolled	Students Retained	Percent Retained
Fall 2008 to Spring 2009	799	661	42.73
Fall 2008 to Fall 2009	799	454	56.95
Fall 2009 to Spring 2010	774	635	82.04
Fall 2009 to Fall 2010	774	459	59.30
Fall 2010 to Spring 2011	801	685	85.52
Fall 2010 to Fall 2010	801	465	58.05
Fall 2011 to Spring 2012	890	766	86.07
Fall 2011 to Fall 2012	801	570	71.16
Fall 2012 to Spring 2013	922	782	84.82

Table 7: International student retention for those with part-time status (Fall 2008 to Fall 2012)

Academic Term	Students Enrolled	Students Retained	Percent Retained
Fall 2008 to Spring 2009	967	618	63.91
Fall 2008 to Fall 2009	967	426	44.05
Fall 2009 to Spring 2010	962	620	64.45
Fall 2009 to Fall 2010	962	452	46.99
Fall 2010 to Spring 2011	1033	691	66.89
Fall 2010 to Fall 2011	1033	442	42.79
Fall 2011 to Spring 2012	995	656	65.93
Fall 2011 to Fall 2012	1033	473	45.79
Fall 2012 to Spring 2013	1066	680	63.79

The National Survey of Student Engagement surveys were useful because it provided an assessment of the college's first support programs. This information allowed colleges to relate student engagement data to a variety of learning outcomes, including academic performance and retention. Other data collection activities involved searches through the national, state, and local data warehouses for institutional post-secondary

statistics. These sources also provide longitudinal information about the change in the enrollment of transnational students over a period of time.

The trends which emerged showed that there were similarities between the results reported nationally and at the local level for transnational students. The rate of enrollment for transnational students at the community college was rising at the same rate as the national level. The data also showed that upon matriculation, most of the transnational students transferred to the local university, which was in close proximity to the community college. The rate of enrollment at the community college was increasing on a trajectory that was similar to and aligned with the national increases noted in the literature review in Chapter II.

Summary

Chapter IV characterizes five transnational students' perceptions of success and resiliency in an American community college. The students were cooperative and presented genuinely heartfelt responses in the interviews. All of the participants seemed equally willing to share their experiences, and even appeared grateful that someone took the time to ask questions and to listen to them. The students indicated that the subject matter brought out in the interviews had helped them think more deeply about their future in the educational process. The participants had experienced minimal physical interaction with students in the United States, and had suffered some anxiety prior to coming to the U.S. Therefore, the focus of the findings was on academic adaptation and resiliency, rather than on the cultural adaptation issues of students in a foreign land. Many students who choose to study in an institution in the United States initially experience a disconnection between their home country's values and the customs, and the ways and

circumstances of students in the United States. This study found that all of the students who shared their experiences were forced to come to terms with their new environment and manage struggling to survive and adapt for a period of time.

All of the respondents agreed that exploring the perceptions of resiliency and success among transnational students in an American community college was a worthwhile endeavor. The information from the students revealed the details of their "lived experiences," which all pointed to factors that helped them gain resiliency and experience success. They all believed that the topic of this study touched on areas about the community college experience that were not openly discussed. They also felt their stories could be applied to other transnational students attending or planning to attend an American community college.

Atlas.ti was used to analyze the data in the construction of a theory, and to promote and convey the meaning and reasons for the transnational students' perceptions of their resiliency and success. The interviews took on the dominant role in the analyses, as part of an interpretative look at the students' commonalities and differences that was captured through the use of qualitative data analysis software, Atlas.ti. The researcher also used the transcribed interview data to manually perform a constant comparative analysis and conduct secondary data searching, from state data warehouses, to support the findings.

This study focused on the students' perceptions of their experiences relating academic resiliency and success in an American community college. Chapter V provides a discussion of recommendations and a conclusion.

CHAPTER V: DISCUSSION

This study examined transnational students' perceptions of academic resiliency in an American community college and described how those perceptions culminated with student success in college. The study focused on (1) five students who were performing successfully in a two-year degree program, (2) the students' experiences and their general challenges relating to adjustment and, (3) how the students persisted and became academically resilient in an environment that was racially, linguistically, and culturally different from that of their home countries. This study focused on academic adaptation and resilience rather than on the cultural adaptation issues of students in a foreign land.

The students attended an urban community college in the southeast region of the United States. Two research questions guided this study:

1. What were the students' perceptions of experiences that produced academic resilience?
2. What were the commonalities and differences between and among the students?

The sample population for the study was purposefully chosen in a way that included only transnational students, as opposed to foreign students who lived in the United States and were at the community college to study.

A transnational student was defined as one whose native country was far beyond the national boundaries of the United States; a student who had come by way of a trans-Atlantic or trans-Pacific journey to study in a United States community college. The aim was to elicit the most informative stories from the participants. Semi-structured interviews were conducted with the participants, at times and locations convenient for them, each lasting from 25 to 35 minutes. All of the interviews were audio-recorded and later transcribed by the interviewer for analysis. The information obtained revealed some of the prevailing issues the students faced, which were reported in Chapter IV. In Chapter 5, the conclusions and implications of this study for improving practice and future research was discussed.

Conclusions

The study's relevance cannot be understated, as it was deeply aligned with the general goals of programs in community colleges across the country. This study exemplified the type of research that effectively advanced the mission of community colleges. Not enough research has called for the implementation of measures to effectively serve the growing and underserved transnational student population in community colleges. The effective education of transnational students should be the topic of discussion in any college, and should serve as the catalyst for focused development designed to help students in this population matriculate into schools of higher learning, or to help them find their career goals.

Based on the findings from the participants' stories and the relevant literature, three conclusions were gleaned from this study. The first conclusion was that some transnational students experienced disappointments, challenges, and conflicting messages

in their new American schools. The second conclusion was that the students' respect for their parents' wishes, their cultural backgrounds, and the existing support mechanisms were important factors in achieving resiliency, adapting, and accomplishing their goals. Finally, in the students' educational experiences, the following factors exerted the greatest influence relative to eventual success: their willingness to participate in college events, making friends, interacting with teachers, acquiring proficiency in English, and maintaining the desire to fulfill their parents' expectations.

From the information gathered from the student participants about their community college experiences, the following recommendations emerged as key factors leading to resiliency and academic success for transnational students:

1) The college should provide regularly planned activities for transnational students through on-campus resources such as clubs, associations, etc. For the most part, the activities that were identified by the study, such as those organized through the International Students' Office, helped to initiate conversations among the students that helped them to explore the challenges they faced when confronted with the various educational divisions of the college. Since community colleges generally do not provide housing, transnational students are often left to fend for themselves. On-campus discussions about these issues could bring about change that would make the community college a more welcoming environment for transnational students.
2) The challenges for newly arrived transnational students during the first semester were frustrating, and the students were unable to navigate the process and procedures for enrollment and registration. Mentoring by

seasoned students, staff, and volunteers from the community college could ease the frustration transnational students faced during their first semester. Suggested activities a mentor could offer include: a) providing assistance to help students who were shy or unsure about their new living environments, and b) helping students address issues pertaining to everyday needs, i.e., how to get a driver's license, how to calculate currency exchange, how and where to shop for reasonable purchases, how to catch a bus, how to plan for the seasonal weather changes, and where to find food that the student is more accustomed to eating.

3) The study investigated the impact of factors that lead to resiliency; these factors should be developed as policy not only for transnational students, but also for all students. Resilience must be learned through lived experiences, and much like learning to cope with crisis through visits to a counselor or mental health practitioner, students should have access to a resiliency coach. Resiliency coaching could include informational lectures, facilitating group meetings with students in guided discussions, exploring ways to help students become engaged in activities in the community college and in their neighborhood communities, and connecting transnational students to their appropriate academic advisors and counselors. The resiliency coach's job would be different from the mentor's responsibilities, in that the resiliency coach would be present to advise all of the students in a professional setting while applying policies established by the institution.

Improving Practice

Learning works best when students are made to feel secure and more centered in who they are and what they are capable of doing, especially when they have to take on the high-risk adventure that is travelling to a different country. This study contributed to state and national conversations on ways in which to improve the classroom instruction for international students. Many community colleges in the United States have recognized a new challenge for curriculum development in consideration of the growing diversity of the student body that they aspire to serve. This study could be used to develop teaching strategies and instruction focused on guiding and educating transnational students.

Implications for Future Research

This study provided insight into the levels of support needed by educators to explore and have productive discussions of how students perceive their ability to cope and succeed. This study offered suggestions to help students adapt, and provided information to help teachers adapt to a globalized curriculum that has the potential of improving student learning. The creation of new courses is central to the process of including the transnational students' issues in the curriculum. The qualitative data revealed the transnational students' perceptions that were relevant to their academic success. These perceptions included (1) the community college organization was an influencer of academic success; (2) the classroom culture of learning influenced academic resilience; (3) the variation in resources for academic support influenced academic resilience; and (4) the globalized awareness of the teacher influenced academic resilience.

Additional research should be conducted on best practices that enhance diversity, programs, and activities for transnational students. Based upon the review of literature and the information uncovered by this study, the need exists for community college-wide articulation of a philosophy on diversity to support the academic needs of transnational students. Research should replicate best practices that promote recruitment and retention of transnational students. A comprehensive plan should be developed, implemented, and evaluated for recruitment and retention activities that focus on enhancing the resources for transnational students.

In many societies around the world it is the community that helps to shape and define the person. It is imperative for educational practitioners in community colleges to create partnerships with community members and organizations that offer expertise in supporting transnational students in their communities. This idea was expressed by all of the students interviewed in their discussions about the type of family-centered activities that took place in their home countries, activities that gave meaning to their future goals and direction.

Seeing what these experiences mean for transnational students solidified the researcher's assumption that too many educators enter the community college classroom knowing little about the challenges the transnational students face, and how it effects their academic success. While the goals that an educator may have for teaching are honorable, they often are underprepared when it comes to teaching diverse classrooms of students, especially where transnational students are concerned. Educators need to be aware of the various secondary school systems that are found in other countries, and should explore those curriculums that make them more relevant to the recruitment of

transnational students. It has been noted that universities that provide study abroad programs that expose future educators to international secondary and post-secondary schools and curriculums are more likely to understand the plight of the transnational student when they come to learn in their classrooms. Some students indicated that prior to coming to the United States they attended schools that operated under the British system; others attended the regular high schools. The type of high school each student attended engendered a different view of his or her level of preparedness for enrollment in the American community college. A study of secondary education in world communities could add valuable insight into what could be a recruitment tool for community colleges in America.

Future research should also attempt to conduct qualitative research using Atlas.ti and other software tools. The full extent of the Atlas.ti software capabilities where not explored in this study, as only the trial version was used. The full potential of the software remains to be discovered; for example, among the many ways in which the software could be utilized, further research could benefit from the application of code-PD cross tabulations, calculating inter-coder reliability using the Coding Analysis Tool kit (CAT), and Network Views (a heuristic "right brain" approach to qualitative analysis).

The results of this study could be disseminated during forums involving faculty and community partners when developing local strategies for curriculum development. The results can also be used to inform future faculty collaboration and training within and beyond the community colleges for educational practitioners who may be interested in pursuing similar studies or rewriting a larger study about transnational students. This study placed a special emphasis on making a positive impact on diverse populations of

students who have similar interests and goals. A positive impact can be accomplished through collaborations and community engagement with college-wide systems that are inclusive of faculty within and beyond the International Students' Department.

Summary

Transnational students play a significant role in the cultural foundation of educational institutions, in that they bring diversity to the student body of the institution. In community colleges, the enrollment of transnational students has begun to increase; consequently, it has become necessary for college administrators to endorse policies that are more welcoming of this student population. In past decades, community colleges were, as the name suggests, only for the immediate locale; in recent years, the phenomenon of globalization has opened up enrollment to include students from a much wider surrounding area. Community colleges constitute a sector of higher education that plays a unique role in ensuring access to postsecondary education and training in specialized technical fields. Transnational students desire the same opportunities as all community college students, i.e., to train for occupations that have high growth and are in high demand for workers, and to make the people they call *family* proud.

With the increase in enrollment of transnational students, it is essential for colleges to assess the extracurricular and educational activities of these students to insure that enough time and energy was invested in helping them attain their educational goals in a satisfying manner.

This study contributed to the field of education in the areas of academic resiliency, adaptation, retention, and student engagement. The study provided a model for encouraging educators to use research-based strategies that could improve academic

resiliency and achievement among transnational students. The study provided support to professional development models in community colleges, and supports teachers in acquiring new skills for better outcomes for adult learners from different cultural backgrounds. This study provided specific information about how transnational students viewed their college environments and the resources that promoted academic resiliency and positive learning outcomes for transnational students in an American community college.

REFERENCES

American Association of Community Colleges. (2012). *Community College Trends and Statistics. Institutional Post-Secondary Education Data (IPED) report.* Retrieved from http://www.aacc.nche.edu/AboutCC/Trends/Pages/default.aspx.

American Association of Community Colleges. (2010). *Washington, DC: U.S. Department of Education 2010 fact sheet.* Retrieved from http://www.aacc.nche.edu/AboutCC/Documents/factsheet2010.

Ammon, B. Bowman J. & Mourad R. (2008). Who are our students? Cluster analysis as a tool for understanding community college student populations. *Journal of Applied Research in the Community College, 16*(1), 32-44.

Antonovsky, A. (1987). *Unraveling the mystery of health: How people manage stress and stay well.* San Francisco: Jossey-Bass.

Astin, A. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development, 25 (3),* 297-308.

Astin, A. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development 40 (5),* 518-529.

Astin, A. (1993). *What matters in college? Four critical years revisited.* San Francisco, CA: Jossey-Bass.

Bailey, T. & Alfonso, M. (2005). Paths to persistence: An analysis of research on program effectiveness at community colleges. New Agenda Series. 6(1). Retrieved http://www.luminafoundation.org/publications/PathstoPersistence.pdf.

Berger, J., & Lyons, S. (2005). Past and present: A historical look at retention. In A. Seidman (Ed.) *College student retention: Formula for student success.* Westport, CT: American Council on Education.

Bista, K., & Foster, C. (2011). Issues of international student retention in American higher education. *The International Journal of Research and Review.* 7(2) 1-10.

Crosson, L. S. (2010). *How culture influences the experiences of international West African students enrolled in a two-year college degree program.* (Doctoral dissertation, The University of Georgia, 2010). Retrieved from http://www.libs.uga.edu/etd/.

De'Vita, Glauco. (2001). Learning styles, culture and inclusive instruction in the multicultural classroom: A business and management perspective. *Innovations in*

Education and Teaching International, 38(2), 165-174. doi:10.1080/14703290110035437.

Dorozhkin, I. & Mazitova, L. (2008). Problems of the social adaptation of foreign college students. *Russian Education and Society, 50*(2), 23-30. doi:10.2753/RES1060-9393500202.

Evivie, L. (2009). *Challenges faced by African international students at a metropolitan research university: A phenomenological case study.* (Doctoral dissertation, The University of North Carolina at Charlotte, 2009).

Ezzy, D. (2002). *Quantitative analysis: Practice and Innovation.* London: Routledge.

Foley, D. (2002). Critical ethnography: the reflexive turn. *Qualitative Studies in Education. 15*(2). 469-490. doi: 10. 1080/09518390210145534.

Feuerverger, G. (2011). Re-Bordering spaces of trauma: Auto-ethnographic reflections on the immigrant and refugee experience in an inner-city high school in Toronto. *International Review of Education,* 57, 357-375. doi: 10.1007/s11159-011-9207y.

Garmezy, N. (1991). Resiliency and vulnerability to adverse developmental outcomes associated with poverty. *American Behavioral Scientist, 34*(4), 416-43.

Gerdes, H., & Mallinckrodt, B. (1994). Emotional, Social, and Academic Adjustment of College Students: A longitudinal Study of Retention. *Journal of Counseling and Development. 72*: 281-288.

Geertz, C. (1973). *The interpretation of cultures.* New York: Basic Books.

Glaser B. & Strauss, A. (1967). *The discovery of grounded theory.* Chicago: Aldine.

Glesne, C. (2006). *Becoming qualitative researchers: An introduction.* New York: Pearson Education, Inc.

Gunnestad, A. & Thwala, S. (2011). Resilience and religion in children and youth in Southern Africa. *International Journal of Children's Spirituality, 16*(2), 169-185. doi 10.1080/1364436X.2011.580726.

Harper, S., & Quaye, J. (2009). *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations.* New York: Rutledge. Retrieved from http://works.bepress.com/sharper/9/.

Hadfield, J. (2003). *Recruiting and Retaining Adult Students. New Directions for Student Services*, 2003: 17–26. doi: 10.1002/ss.85.

Heaney, A. and Fisher, R. (2011). Supporting conditionally-admitted students: A case study of assessing persistence in a learning community. *Journal of the Scholarship of Teaching and Learning, 11*(1), 62-78.

Heffernan, T., Morrison, M., Basu, P., & Sweeney, A. (2010). Cultural differences, learning styles and transnational education. *Journal of Higher Education Policy and Management, 32*(1), 27-39. doi: 10.1080/13600800903440535.

Institute of International Education. (2007). International student enrollment trends, 1949/50-2006/2007. *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors.

Institute of International Education. (2010). *International Student Enrollment Survey, Fall 2010.* Retrieved May 11, 2012 from http://www.iie.org.

Institute of International Education. (2012). International student enrollment trends, 1949/50-2011/12. *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors.

Institute of International Education. (2012). International student totals by academic level, 2010/11-2011/12 *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors.

Institute of International Education. (2012). International student totals by field of study, 2010/11-2011/12 *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors.

Institute of International Education. (2012). International student totals by place of origin, 2010/11-2011/12 *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors.

Institute of International Education. (2012). New international student enrollment, 2004/05 -2011/12. *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors.

International Institute of Education Enrollment. (2011). *International Institute of Education Enrollment Data Report 2011*. Retrieved June 11, 2012 from http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fact-Sheets-by-US-State/2011.

International Student Retention from Fall 2008 to Spring 2013 [Data file]. Charlotte, NC: Central Piedmont Community College.

International Students who Graduated with Associate Degrees - Graduation by Program Code and Graduation Term [Data file]. Charlotte, NC: Central Piedmont Community College.

Johnson, B. (2008). Teacher-student relationships which promote resilience at school: A micro-level analysis of students' views. *British Journal of Guidance & Counseling*, *36*(4), 385-398. doi: 10.1080/03069880802364528.

Johnson-Bailey, J. (1999). The ties that bind and the shackles that separate: Race, gender, class and color in a research process, *Qualitative Studies in Education*, *12*(6), 659-670.

Katsinas, S. & Friedel, J. (2010). *Uncertain Recovery: Access and funding issues in public higher education.* (A report by the Education Policy Center of findings from the 2010 Survey of the National Council of State Directors of Community Colleges) Retrieved from the University of Alabama, Education Policy Center website: http://www.eric.ed.gov/PDFS/ED542188.pdf.

Kazis, R., & Allen, L. (2007). *Building a culture of evidence in community colleges: Lessons from exemplary institutions.* Retrieved from Jobs for the Future website: http://www.jff.org/sites/default/files/cultureofevidence.pdf.

Khawaja, J & Stallman, H. (2011). Understanding the coping strategies of international students: A qualitative approach. *Australian Journal of Guidance and Counseling, 21*(2), 203-224. doi: 10.1375/ajgc.21.2.203.

Knowles, M., Holton, E., & Swanson, R., (2005). *The adult learner: The definitive classic in adult education and human resource development.* Burlington, MA: Elsevier Inc.

Li, M. & Nishikawa, T. (2012). The relationship between active coping and trait resilience across U.S. and Taiwanese college student samples. *Journal of College Counseling*, *15*(2), 157-171. doi: 10.1002/j.2161-1882.2012.00013.x.

Lincoln, Y. & Guba, E. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.

Lim, J. (Instructor). (2013). Class Lecture: *Advanced Qualitative Research*, UNC-Charlotte, NC.

Lin, M. (2012). Students of different minds: Bridging the gaps of international students studying in the US. *US-China Education Review*, *A*(3), 333-344. Retrieved from http://ehis.ebscohost.com.

Littleton, R. (2001, November). *African American student persistence at small colleges in Appalachia: A qualitative study*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Richmond, VA.

Marsh, K., Chaney. C, & Jones. (2012). The strengths of high-achieving Black high-school students in a racially diverse setting. *The Journal of Negro Education, 81*(1), 39-51. Retrieved from http://www.journalnegroedu.org/recentissues.htm.

Merriam, S. (1998). *Qualitative research and case study application in education* (2nd ed.) San Francisco: Jossey-Bass.

Merriam, S., Johnson-Bailey, J., Lee, M., Kee, Y., Ntseane, G., & Muhamad, M. (2001) Power and positionality: negotiating insider/outsider status within and across cultures, *International Journal of Lifelong Education, 20*(5).

National Center for Education Statistics (2010). *The Condition of Education 2010 in Brief: NCES 2010-029.* Retrieved from the NCES website: http://nces.ed.gov.

National Center for Education Statistics (2010). *Community colleges: Special supplement to the condition of education 2010: NCES 2010-05-00.* Retrieved from http://nces.ed.gov/pubs2010.

Nora, A., & Cabrera, A. (1996). The role of perceptions of prejudice and discrimination on the adjustment of minority students to college. *Journal of Higher Education,* 67(2), 119-148.

Patton, M. (2002). *Qualitative evaluation and research methods* (2nd ed). Newbury Park, CA: Sage Publications, Inc.

Popular Program Codes for International Students (more than 20 students enrolled) [Data File]. Charlotte, NC: Central Piedmont Community College.

Rienties, B., Beausaert, S. Grohnert, T., Niemantsverdriet, S., & Kommers, P. (2012). Understanding academic performance of international students: The role of ethnicity, academic and social integration. *Higher Education: The International Journal of Higher Education and Educational Planning. 63*(6), 685-700. doi: 10.1007/s10734-011-9468-1.

Ringmayr, T. & Friese, S. (2013). Atlas.ti 7 (7.1.0) Atlas.ti [User Manual]. GmbH, Berlin: Scientific Software Development.

Ryle, G. (1949). *The Concept of Mind*. London: Hutchinson Publications.

Russell, J., Rosenthal, D., & Thomson, G., (2010). The international student experience: Three styles of adaptation. *Higher Education: The International Journal of Higher Education and Educational Planning. 60*(2), 235-249. doi: 10.1007/s10734-009-9297-7.

Saenz, V., Hatch, D., Bukoski, B., Kim, S., Lee, K. and Valdez. (2012). Community College Review. Sage Publications.

Savicki, V. (2010). Implications of early sociocultural adaptation for study abroad students. *Frontiers: The Interdisciplinary Journal of Study Abroad, 19*, 205-223.

Scott, L. (2012). Invitational Theory and Practice Applied to Resiliency Development in At-Risk Youth. *Journal of Invitational Theory and Practice, 18*, 45-48.

Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and social science.* New York: Teachers College Press.

Siegle, D., & McCoach, D. B. (2005). Making a difference: Motivating gifted students who are not achieving. *TEACHING Exceptional Children, 38*(1), 22-27. Retrieved from http://www.gifted.uconn.edu/siegle/publications/publications.htm.

Siegle, D., Rubenstein, L., Pollard, E., & Romey, E. (2010). Exploring the relationship of college freshman honors students' effort and ability attribution, interest, and implicit theory of intelligence with perceived ability. *Gifted Child Quarterly, 54*, 92-101. Retrieved on from http://gcq.sagepub.com/ and DOI: 10.1177/0016986209355975.

Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Newbury Park, CA: Sage.

Sultana, Q. & Smith, R. (2011, November). *Evaluation of international students' perceptions of Eastern Kentucky University.* Paper presented at the Annual Meeting of the Mid-South Educational Research Association Oxford, MS.

Swail, W. (2003). *Retaining minority students in higher education: A framework for success*. (ASHE-ERIC Higher Education Report No. 2). Washington, DC: The George Washington University, School of Education and Human Development.

Thornton, B. and Sanchez, J. (2011). Promoting resiliency among Native American students to prevent dropouts. *Education, 131*(2), 455-464. Dept. of Educational Leadership, University of Nevada, Reno, Nevada.

Tinto, V. (1975). Dropouts of higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89-125.

Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education*, 68(6), 599-624.

United States Dept. of Labor: Bureau of Labor Statistics (2011). Asians in the U.S. labor force: profile of a diverse population. *Monthly Labor Review* Nov. 2011. Retrieved from http://www.bls.gov/opub/mlr/2011/11/art1full.pdf.

United States Dept. of State: Bureau of Consular Affairs (2012). *Student visas.* Retrieved from http://travel.state.gov/visa/temp/types/types_1268.html.

Vaughan, G. (2006). The community college story. *American Association of Community Colleges*. Washington, DC: Community College.

Vaz, K. (1997). *Oral narrative research with Black women*. Thousand Oaks, CA: Sage Publishers.

Wang, A., Chen, L., Zhao, B., Xu, Y. (2006). First Year Students' Psychological and Behavior Adaptation to College: The Role of Coping Strategies and Social Support. *US-China Education Review. 3*(5), 15-17. Retrieved from http://www.eric.ed.gov.

Yin, R. (2002). *Case study research: Design and methods* (3rd ed). Newbury Park, CA: Sage.

Zhou, Y., Jindal-Snape, D., Topping, K., & Todman, J. (2008). Theoretical models of culture shock and adaptation in international students in higher education. *Studies in Higher Education, 33*(1), 63-75. doi :10.1080/03075070701794833.

APPENDIX A: EMAIL RECRUITMENT LETTER

Department of Educational Leadership

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8730 f/ 704.687.3493 http://education.uncc.edu/eart/

EMAIL RECRUITMENT LETTER

My name is Nachette Classens. I am a doctoral student at UNC Charlotte's College of Education. I am completing a case study of five transnational students' perceptions of academic resiliency and success in an American community college.

My study will consist of interviewing international students who make up a small but significant part of the college environment for the campuses at CPCC. The interview will be kept confidential and private and your name will not be used in the study. Among other things, my study will focus on your thoughts and perceptions about how international students, who come to the U.S. by way of a trans-Atlantic or trans-Pacific trip, suffer some misfortune, and have adjusted, managed the change, and succeeded in community college. Your knowledge about how you adjusted to the change in an academic environment that is racially, linguistically, and culturally different from your native country, is information that can help in the development of community college events and activities that promote success for other transnational students.

I am asking if you are willing to participate in this study. If you are willing to participate or speak with me at greater length about the details of my study, please reply to this email at nclassen@uncc.edu. We can also discuss any questions that you may have at the time of the interview. Your consent to be interviewed is attached.

Thank you for your time, and I look forward to your response.

Nachette (Shay) Classens

APPENDIX B: INFORMED CONSENT

UNC CHARLOTTE
College of Education

Department of Educational Leadership

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8730 f/ 704.687.3493 http://education.uncc.edu/eart/

INFORMED CONSENT

"Perceptions of Resiliency and Success in an American Community College: A Case Study of Five Transnational Students "

Purpose of the Project:
This is a case study of five transnational students' perceptions of academic resiliency and success in an American community college. The information gained from students' interviews can help in the development of community college events and activities that promote success for students who come to study in the United States.

What is this study about?
This is a study that explores the students' thoughts of the challenges an international student encounters as they attempt to build academic resilience in an environment that is racially, linquistically, and culturally different from their native country. In other words, this study is interested in your understanding of how you came to the U.S. via a trans-Atlantic or trans-Pacific trip, may have suffered some misfortune, and had to adjust, managed the change, and succeeded in community college.

Who is running this study?
This research is being conducted by Nachette (Shay) Classens a doctoral student in the Department of Educational Leadership at the University of North Carolina at Charlotte.

Who can be in this study?
You can participate in this project if you are a transnational student and you are willing to answer some questions about your community college experience.

What will you have to do?
You will participate in a face-to-face interview. The interview will take place at a specific location which will be determined by the interviewer and interviewee considering both convenience and confidentiality. I will take a few notes and tape record the interview. During the interview you will be asked several questions about your experience at the community college. During the interview you can refuse to answer or skip any questions that you wish. You can also stop the interview at any time. There are no medical tests or drugs involved in this study.

How long will I be in the study?

The interview that will last about 45-60 minutes.

Is there anything good or bad about participating in this study?
There's no known risks to being in this study. It is believed that the results of this study will help us understand how transnational students cope and adapt to the community college environment. Some of the questions will ask about the things that you feel would make your college experience better, and how teachers can better support the diverse students in their classrooms.

If I choose to be in this study:
You are a volunteer. It is your choice to be in this study or not. If you decide to be in this study, you may stop at any time. You will not be treated any differently if you decide not to participate or if you stop once you have started.

Privacy:
Any information about you, such as whether or not you are in the study, or your answers to questions including your identity will be kept secret. To ensure your privacy, your name will not be used on any of the data that will be collected. The audio recording of your interview will be transcribed and stored on a computer file that is password protected and locked. When the project is over, all of the data will be destroyed.

Statement of Fair Treatment and Respect:
UNC Charlotte wants to make sure that you are treated in a fair and respectful manner. Contact Cat Runden at the University's Research Compliance Office at 704-687-1871, if you have questions about how you are treated as a study participant. If you have any questions about the actual project of study, please contact the Principal Investigator, Shay Classens by email at nclassen@uncc.edu or the Responsible Faculty, Dr. Mickey Dunaway at 704-687-8857 or by email at MickeyDunaway@uncc.edu .

Participant's Consent:
I have read the information in this consent form. I have had the chance to ask questions about this study and those questions have been answered to my satisfaction. I am at least 18 years of age, and I agree to participate in this research project. I understand that I will receive a copy of this form after it has been signed by me and the person conducting this study.

_____ _____
Participant's Name (Please Print) Date

_____ _____
Participant's Signature Date

_____ _____
Investigator's Signature Date

APPENDIX C: INTERVIEW PROTOCOL

Establishing rapport

At the start of each interview, I presented a self-introduction explaining who I am. I began by saying, *"My name is Nachette Classens from UNC-Charlotte and I would like to first thank you for completing the consent form and agreeing to participate in this study. I am a doctoral student working on a study that is looking for your understanding of how students come to the U.S. via a trans-Atlantic or trans-Pacific trip, may have suffered some misfortune, and have easily adjusted and managed the change enough to succeed in community college."*

Then I mentioned something to break the ice by sharing some information about myself. I also said, "*As stated on the informed consent, everything you say will be kept confidential and your name will not be used in this study. I also want to remind you that you are being audio taped, but no one will have access to these tapes except me, and they will be kept in a locked storage cabinet. Do you have any questions before we start?"*

Interview Questions for Students

Cultural background

1. Tell me a little bit about yourself? (*If I didn't get much response about the participant from this question, I asked the student to tell me a little bit about the geographic area/region of where they grew up.*)
2. Tell me about an achievement of which you are particularly proud.
3. What does success mean to you?

College experience

4. How long have you attended this community college?
5. Before attending a community college, what was the image you had about it?

6. What things did you not know about this community college prior to coming here?
7. Is this your first experience attending a community college?
8. How has your previous school experience prepared you for college?
9. What comes out in your mind when you think about a community college?
10. What was your idea of the college environment before coming here?
11. What motivated you to come to this college?

Experience with current teachers and staff

12. Tell me about one of your teachers in this college who you believe has great teaching skills.
13. How would you describe overall how your teacher treats you?
14. Tell me about his/her class and how he/she teaches.
15. Tell me about the type of class environment that works best for you.
16. Tell me about someone who works in the college who you believe has been very helpful to you.
17. Tell me about anyone who does not work for the college who's been helpful to you with college issues.

Suggestion questions

18. Tell me who provided the information to you or how you obtained information about this college.
19. What type of information do you think would be most beneficial for students such as yourself to know before entering a community college?
20. What type of information do you think students such as yourself should be provided once the student has started attending their first semester?

21. What type of information should the college provide as an on-going source of support to students?
22. What changes do you wish your teacher would make in the way that she/he teaches you?
23. How well do you think your teachers understand your academic needs?
24. What do you wish instructors who teach your classes knew about you?
25. Do you think your academic performance would be better or different if your teacher came from your home country?

Peer interaction

26. How do you go about making friends in college?
27. Who do you associate with?

Academic trajectories

28. What kind of plans do you have about your college education?
29. If you could change or improve anything about your college experience, what would it be?
30. Can you think of a reason that you would give up your college career?

College related community events

31. Do you ever participate in student life events that are provided to students on campus?
    - If yes, which event(s)?
    - If yes, what was that experience like?
    - If no, what are some reasons why you do not participate in student life events?

32. Do you ever participate in community events that happen in and around the area where you live?
    - If yes, which event(s)?
    - If yes, what was that experience like?
    - If no, what are the reasons why you do not participate in community activities?

Family

(Note: *Many students attending community colleges come from a non-traditional family background and family structure. Therefore, the following questions about "Family" were asked only if the participant had already mentioned specific "family-like" individuals to me during the interview.*)

33. Tell me about the most significant people in your life.
34. Is this person (people) helpful to you with any of your school needs?

Conclusion

35. If you could change or improve anything about your college experience, what would it be?
36. I know that you will complete your college career, but what is your highest risk factor that would cause you to give up the career?
37. What actually motivates you to keep going in college?

(Note: *I repeated questions 36 and 37 to capture the essence of the student's experience and attitude.*)

38. What was the absolute best thing that you will take away from community college?
39. Is there anything you want to share with me about your community college experience that I have not asked?
40. Do you have anything important you want to add?

APPENDIX D: CODING FOR COLLEGE AND COMMUNITY EVENT PARTICIPATION

APPENDIX D: CODING FOR COLLEGE AND COMMUNITY EVENT PARTICIPATION

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 04:34:31 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1: Albert	P 2: Aster	TOTALS:
College/Community Event Participation	0	0	0
participating in college events	1	2	3
Participating in community events	1	1	2
TOTALS:	2	3	5

APPENDIX D: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 16:40:22

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"participating in college events"

P 1: Interview with Albert_Pseudonym.docx - 1:53 [I've had the opportunity to pa..] (181:181) (Super)
Codes: [participating in college events]
No memos

I've had the opportunity to participate in some of those when I had time, I had the African (ASE) African Student Education Association. I went to eight nationalities and events through international office through local bound study abroad, I participate in some of those.

P 2: Interview with Aster_Pseudonym.docx - 2:50 [I mostly volunteer] (213:213) (Super)
Codes: [participating in college events]
No memos

I mostly volunteer

P 2: Interview with Aster_Pseudonym.docx - 2:51 [I take it as an opportunity to..] (213:213) (Super)
Codes: [participating in college events]
No memos

I take it as an opportunity to meet people cause I love meeting people and just finding out how they can help me or how I can help them

APPENDIX D: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 16:40:55

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"Participating in community events"

P 1: Interview with Albert_Pseudonym.docx - 1:54 [I have really wanted to partic..] (185:185) (Super)
Codes: [Participating in community events]
No memos

I have really wanted to participated in some of those but I've never had the right information of what's going on around the community so for the meantime, I've never participated in any community stuff.

P 2: Interview with Aster_Pseudonym.docx - 2:52 [Hum, no] (217:217) (Super)
Codes: [Participating in community events]
No memos

Hum, no

APPENDIX E: CODING FOR ACADEMIC TRAJECTORIES

APPENDIX E: CODING FOR ACADEMIC TRAJECTORIES

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 04:20:56 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1: Albert	P 2: Aster	TOTALS:
Academic Trajectories	0	0	0
change or improve college experience	1	1	2
plans for college education	1	2	3
reason for stop going to college	2	1	3
TOTALS:	4	4	8

APPENDIX E: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 16:27:23

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"change or improve college experience"

P 1: Interview with Albert_Pseudonym.docx - 1:51 [It wasn't really great. It was..] (169:169) (Super)
Codes: [change or improve college experience]
No memos

It wasn't really great. It was very difficult getting adapted to getting new friends and everything. Because when you come into a new life, everything is different.

P 2: Interview with Aster_Pseudonym.docx - 2:57 [I wish I could have my own tra..] (265:265) (Super)
Codes: [change or improve college experience]
No memos

I wish I could have my own transportation because I'm tired of taking the bus or wait for people to come pick me up and all that, so that's the only thing that I would change, I guess.

APPENDIX E: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 16:28:15

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"plans for college education"

P 1: Interview with Albert_Pseudonym.docx - 1:50 [I aim to, hopefully, I aim to ..] (165:165) (Super)
Codes: [plans for college education]
No memos

I aim to, hopefully, I aim to get done with THE COMMUNITY COLLEGE by December [2014]. When I transfer to a four-year college, I plan to take a year and a half to get my bachelor degree, when I get my bachelor degree I'll get a master. With my master I can get some years of experiences and hopefully go back home.

P 2: Interview with Aster_Pseudonym.docx - 2:47 [want to transfer] (185:185) (Super)
Codes: [plans for college education]
No memos

want to transfer

P 2: Interview with Aster_Pseudonym.docx - 2:48 [I just want to transfer to a g..] (185:185) (Super)
Codes: [plans for college education]
No memos

I just want to transfer to a good college or something like that.

APPENDIX E: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 16:29:12

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"reason for stop going to college"

P 1: Interview with Albert_Pseudonym.docx - 1:52 [No.] (173:173) (Super)
Codes: [reason for stop going to college]
No memos

No.

P 1: Interview with Albert_Pseudonym.docx - 1:58 [It might happen - Tuition. Tui..] (201:201) (Super)
Codes: [reason for stop going to college]
No memos

It might happen - Tuition. Tuition is very high in the United States.

P 2: Interview with Aster_Pseudonym.docx - 2:49 [Not unless I'm finished!] (205:205) (Super)
Codes: [reason for stop going to college]
No memos

Not unless I'm finished!

APPENDIX F: CODING FOR PEER INTERACTIONS

APPENDIX F: CODING FOR PEER INTERACTIONS

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 04:03:14 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1: Intervie	P 2: Intervie	TOTALS:
Peer Interactions	0	0	0
making friends	1	4	5
who they associate with	1	1	2
TOTALS:	2	5	7

APPENDIX F: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 16:13:59

Document filter:
No active filter - use 5 Primary Documents in query

5 Quotations found for query:
"making friends"

P 1: Interview with Albert_Pseudonym.docx - 1:48 [I must say for the first semes..] (157:157) (Super)
Codes: [making friends]
No memos

I must say for the first semester it was very hard. I had to take, when I came to school in the morning, I would be by myself, when I go to my classes by myself, and everything. It wasn't really easy making friends is pretty much when see someone you speak to someone who speaks the same language with you it's easy when you make friends. But getting new friends, like people that speak English that is very difficult because you don't know how and you try to choose the best words. Back home there's some words that you can use that mean different but yet it mean other stuff so it was a real challenge making friends here.

P 2: Interview with Aster_Pseudonym.docx - 2:42 [don't want to be with somebody..] (173:173) (Super)
Codes: [making friends]
No memos

don't want to be with somebody who I know is just going to waste my time

P 2: Interview with Aster_Pseudonym.docx - 2:43 [ust go walk up to people and m..] (173:173) (Super)
Codes: [making friends]
No memos

ust go walk up to people and make a conversation

P 2: Interview with Aster_Pseudonym.docx - 2:44 [have to have to have something..] (173:173) (Super)
Codes: [making friends]
No memos

have to have to have something mutually in common and which always has to be education for me right now because I don't want any other thing.

APPENDIX F: (CONTINUED)

P 2: Interview with Aster_Pseudonym.docx - 2:46 [we know what we are going thro..] (181:181) (Super)
Codes: [making friends]
No memos

we know what we are going through. Like can I have some other friends, but I say that they are like lucky like they don't know what's it like leaving home or something like that, and all of the money that we are paying here and stuff like that, so I mostly hang out with international students

APPENDIX F: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 16:15:05

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"who they associate with"

P 1: Interview with Albert_Pseudonym.docx - 1:49 [I had a chance and meet some C..] (161:161) (Super)
Codes: [who they associate with]
No memos

I had a chance and meet some Congolese guys, I meet some Malian guys. Pretty much I meet some Americans too. So I can meet them but most like they are Congolese, Congolese and Malians.

P 2: Interview with Aster_Pseudonym.docx - 2:45 [the International Students] (181:181) (Super)
Codes: [who they associate with]
No memos

the International Students

APPENDIX G: CODING FOR PARTICIPANT SUGGESTIONS

APPENDIX G: CODING FOR PARTICIPANT SUGGESTIONS

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 03:27:03 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1: Albert	P 2: Aster	TOTALS:
Participant Suggestions	0	0	0
changes teachers should make in the way they teach	1	2	3
how they found out about the college	1	1	2
information students should be provided in 1st semester	1	3	4
information the college needs to provide on an on-going	1	1	2
what teachers should know about the students	1	1	2
what would be beneficial to know about community colle	1	2	3
would academic performance be different if teacher was	2	2	4
TOTALS:	8	12	20

APPENDIX G: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:37:45

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"changes teachers should make in the way they teach"

P 1: Interview with Albert_Pseudonym.docx - 1:44 [They should be open minded, th..] (137:137) (Super)
Codes: [changes teachers should make in the way they teach]
No memos

They should be open minded, think about graduation, people come from different places, view things in other ways.

P 2: Interview with Aster_Pseudonym.docx - 2:37 [spent the whole class working ..] (137:137) (Super)
Codes: [changes teachers should make in the way they teach]
No memos

spent the whole class working out the formula instead of using the formula to work out things

P 2: Interview with Aster_Pseudonym.docx - 2:38 [inform people] (137:137) (Super)
Codes: [changes teachers should make in the way they teach]
No memos

inform people

APPENDIX G: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:40:26

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"how they found out about the college"

P 1: Interview with Albert_Pseudonym.docx - 1:40 [My Uncle. My Uncle went to THE..] (120:120) (Super)
Codes: [how they found out about the college]
No memos

My Uncle. My Uncle went to THE COMMUNITY COLLEGE 6 or 8 years before me so he kind of knew his way around THE COMMUNITY COLLEGE.

P 2: Interview with Aster_Pseudonym.docx - 2:29 [the Internet] (101:101) (Super)
Codes: [how they found out about the college]
No memos

the Internet

APPENDIX G: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:41:16

Document filter:
No active filter - use 5 Primary Documents in query

4 Quotations found for query:
"information students should be provided in 1st semester"

P 1: Interview with Albert_Pseudonym.docx - 1:42 [they should be provided with g..] (128:129) (Super)
Codes: [information students should be provided in 1st semester]
No memos

they should be provided with good mentors, for the past students that have gone through, [he repeats this sentence].
Language, people that can help them with language. Because language is a very rich barrier if you don't get around people that speak a lot you won't be able to speak.

P 2: Interview with Aster_Pseudonym.docx - 2:32 [they should get more involved ..] (113:113) (Super)
Codes: [information students should be provided in 1st semester]
No memos

they should get more involved socially like come to club meetings.

P 2: Interview with Aster_Pseudonym.docx - 2:33 [go to their teachers if they n..] (113:113) (Super)
Codes: [information students should be provided in 1st semester]
No memos

go to their teachers if they need help

P 2: Interview with Aster_Pseudonym.docx - 2:35 [also just to get involved not ..] (113:113) (Super)
Codes: [information students should be provided in 1st semester]
No memos

also just to get involved not just don't think about your education, think of other things because all of that helps you in your transcript and resume

APPENDIX G: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:42:13

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"information the college needs to provide on an on-going basis"

P 1: Interview with Albert_Pseudonym.docx - 1:43 [They should let teachers be aw..] (133:133) (Super)
Codes: [information the college needs to provide on an on-going basis]
No memos

They should let teachers be aware not everyone in the classroom is a Native American. They should just based on that, they should let teachers know people in the class are coming from different cultures, they have children, they are native born people that have come here sometime ago.

P 2: Interview with Aster_Pseudonym.docx - 2:36 [career advising] (121:121) (Super)
Codes: [information the college needs to provide on an on-going basis]
No memos

career advising

APPENDIX G: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:43:15

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"what teachers should know about the students"

P 1: Interview with Albert_Pseudonym.docx - 1:45 [I wish they knew a little bit ..] (145:145) (Super)
Codes: [what teachers should know about the students]
No memos

I wish they knew a little bit about my language, that I'm with barrier issues. Yes, language barrier.

P 2: Interview with Aster_Pseudonym.docx - 2:39 [That I will, it will take time..] (153:153) (Super)
Codes: [what teachers should know about the students]
No memos

That I will, it will take time before I know something but eventually, I will know it.

APPENDIX G: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:43:56

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"what would be beneficial to know about community college"

P 1: Interview with Albert_Pseudonym.docx - 1:41 [I suppose they should really t..] (124:124) (Super)
Codes: [what would be beneficial to know about community college]
No memos

I suppose they should really think about their neighborhood. The type of language that's being addressed. Type of teachers they have back [home] they have there. The type of environment you can see a good one from, schools that offer study abroad, because when you go to schools that off study abroad all the children that go to other countries when they come back they really feel what it takes, they really feel what it takes to be different.

P 2: Interview with Aster_Pseudonym.docx - 2:30 [know like exactly what a commu..] (105:105) (Super)
Codes: [what would be beneficial to know about community college]
No memos

know like exactly what a community college is

P 2: Interview with Aster_Pseudonym.docx - 2:31 [tell them that America is not ..] (105:105) (Super)
Codes: [what would be beneficial to know about community college]
No memos

tell them that America is not like, learning in America is not easy

APPENDIX G: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:44:44

Document filter:
No active filter - use 5 Primary Documents in query

4 Quotations found for query:
"would academic performance be different if teacher was from same country"

P 1: Interview with Albert_Pseudonym.docx - 1:46 [I will be honest when I tell y..] (149:149) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

I will be honest when I tell you some type would be better.

P 1: Interview with Albert_Pseudonym.docx - 1:47 [Because they really find a way..] (153:153) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

Because they really find a way, the way for you to really understand, they will find a way.

P 2: Interview with Aster_Pseudonym.docx - 2:40 [No!] (161:161) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

No!

P 2: Interview with Aster_Pseudonym.docx - 2:41 [it depends on where they got t..] (169:169) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

it depends on where they got the degree from

APPENDIX H: CODING FOR TEACHER AND STAFF EXPERIENCES

APPENDIX H: CODING FOR TEACHER AND STAFF EXPERIENCES

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 02:50:50 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1: Albert	P 2: Aster	TOTALS:
Teacher/Staff Experiences	0	0	0
changes teachers should make in the way they teach	1	2	3
classroom dynamics	1	3	4
how the teacher taught	1	2	3
prefered classroom dynamics	0	1	1
reason for liking teacher	0	6	6
someone other than college employee who has been helpful	2	1	3
someone other than teacher who has been helpful	0	1	1
would academic performance be different if teacher was from same cc	2	2	4
TOTALS:	7	18	25

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:05:00

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"changes teachers should make in the way they teach"

P 1: Interview with Albert_Pseudonym.docx - 1:44 [They should be open minded, th..] (137:137) (Super)
Codes: [changes teachers should make in the way they teach]
No memos

They should be open minded, think about graduation, people come from different places, view things in other ways.

P 2: Interview with Aster_Pseudonym.docx - 2:37 [spent the whole class working ..] (137:137) (Super)
Codes: [changes teachers should make in the way they teach]
No memos

spent the whole class working out the formula instead of using the formula to work out things

P 2: Interview with Aster_Pseudonym.docx - 2:38 [inform people] (137:137) (Super)
Codes: [changes teachers should make in the way they teach]
No memos

inform people

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:06:03

Document filter:
No active filter - use 5 Primary Documents in query

4 Quotations found for query:
"classroom dynamics"

P 1: Interview with Albert_Pseudonym.docx - 1:37 [The type of class room environ..] (100:100) (Super)
Codes: [classroom dynamics]
No memos

The type of class room environment I would pretty much say people that will be open minded. I took some classes where I couldn't, while I would say it was not really taken for credit because they believe I don't know what I'm saying.

P 2: Interview with Aster_Pseudonym.docx - 2:22 [relaxed, calm, everybody's ope..] (77:77) (Super)
Codes: [classroom dynamics]
No memos

relaxed, calm, everybody's open with each other, and free,

P 2: Interview with Aster_Pseudonym.docx - 2:23 [but it was like everybody was ..] (77:77) (Super)
Codes: [classroom dynamics]
No memos

but it was like everybody was for themselves

P 2: Interview with Aster_Pseudonym.docx - 2:24 [everybody is keeping to themse..] (77:77) (Super)
Codes: [classroom dynamics]
No memos

everybody is keeping to themselves, not helping

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:07:03

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"how the teacher taught"

P 1: Interview with Albert_Pseudonym.docx - 1:36 [Some of our teachers, the fact..] (96:96) (Super)
Codes: [how the teacher taught]
No memos

Some of our teachers, the fact they haven't really gone around people that come from different places, I don't really know where they been or if they haven't been out of the country. They don't really understand what it takes to teach someone who didn't understand the language. I met some teachers that they didn't just care. They were like, "I don't care about it." Uhm, But I met some other ones who really cared, they wer like, "Oh I do understand you, I do know it's very difficult coming from another place you see things differently then I see. So I met some real good teachers that were open minded, helping and everything.

P 2: Interview with Aster_Pseudonym.docx - 2:20 [follow the book] (73:73) (Super)
Codes: [how the teacher taught]
No memos

follow the book

P 2: Interview with Aster_Pseudonym.docx - 2:21 [the times when it was difficul..] (73:73) (Super)
Codes: [how the teacher taught]
No memos

the times when it was difficult, he actually took his time, step by step, the whole class they all worked together

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:08:24

Document filter:
No active filter - use 5 Primary Documents in query

1 Quotation found for query:
"prefered classroom dynamics"

P 2: Interview with Aster_Pseudonym.docx - 2:25 [for me, you help everybody, ev..] (77:77) (Super)
Codes: [prefered classroom dynamics]
No memos

for me, you help everybody, everybody talks; everybody puts in the ideas together.

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:09:42

Document filter:
No active filter - use 5 Primary Documents in query

6 Quotations found for query:
"reason for liking teacher"

P 2: Interview with Aster_Pseudonym.docx - 2:14 [young] (65:65) (Super)
Codes: [reason for liking teacher]
No memos

young

P 2: Interview with Aster_Pseudonym.docx - 2:15 [felt relaxed] (65:65) (Super)
Codes: [reason for liking teacher]
No memos

felt relaxed

P 2: Interview with Aster_Pseudonym.docx - 2:16 [computers] (65:65) (Super)
Codes: [reason for liking teacher]
No memos

computers

P 2: Interview with Aster_Pseudonym.docx - 2:17 [was fun] (65:65) (Super)
Codes: [reason for liking teacher]
No memos

was fun

P 2: Interview with Aster_Pseudonym.docx - 2:18 [would sit with you and you do ..] (65:65) (Super)
Codes: [reason for liking teacher]
No memos

would sit with you and you do the things togethe

P 2: Interview with Aster_Pseudonym.docx - 2:19 [was laid back] (65:65) (Super)

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:10:50

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"someone other than college employee who has been helpful"

P 1: Interview with Albert_Pseudonym.docx - 1:38 [I would say a friend of mine. ..] (104:104) (Super)
Codes: [someone other than college employee who has been helpful]
No memos

I would say a friend of mine. Really been a great support, helping out through giving me advices, telling me tomorrow is going to be a better day.

P 1: Interview with Albert_Pseudonym.docx - 1:39 [my Father.] (112:112) (Super)
Codes: [someone other than college employee who has been helpful]
No memos

my Father.

P 2: Interview with Aster_Pseudonym.docx - 2:28 [I could say my family but they..] (93:93) (Super)
Codes: [someone other than college employee who has been helpful]
No memos

I could say my family but they don't

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:11:43

Document filter:
No active filter - use 5 Primary Documents in query

1 Quotation found for query:
"someone other than teacher who has been helpful"

P 2: Interview with Aster_Pseudonym.docx - 2:26 [the advisor] (81:81) (Super)
Codes: [someone other than teacher who has been helpful]
No memos

the advisor

APPENDIX H: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 15:12:39

Document filter:
No active filter - use 5 Primary Documents in query

4 Quotations found for query:
"would academic performance be different if teacher was from same country"

P 1: Interview with Albert_Pseudonym.docx - 1:46 [I will be honest when I tell y..] (149:149) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

I will be honest when I tell you some type would be better.

P 1: Interview with Albert_Pseudonym.docx - 1:47 [Because they really find a way..] (153:153) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

Because they really find a way, the way for you to really understand, they will find a way.

P 2: Interview with Aster_Pseudonym.docx - 2:40 [No!] (161:161) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

No!

P 2: Interview with Aster_Pseudonym.docx - 2:41 [it depends on where they got t..] (169:169) (Super)
Codes: [would academic performance be different if teacher was from same country]
No memos

it depends on where they got the degree from

APPENDIX I: CODING FOR COLLEGE EXPERIENCE

APPENDIX I: CODING FOR COLLEGE EXPERIENCE

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 12:05:02 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1:Albert	P 2: Aster	TOTALS:
College Experience	0	0	0
image of community college	3	4	7
motivation to go to college	1	1	2
the secondary education system exposed to	2	1	3
what was known about the community college	1	1	2
TOTALS:	7	7	14

APPENDIX I: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 12:30:24

Document filter:
No active filter - use 5 Primary Documents in query

7 Quotations found for query:
"image of community college"

P 1: Interview with Albert_Pseudonym.docx - 1:28 [I always saw it different, but..] (37:37) (Super)
Codes: [image of community college]
No memos

I always saw it different, but TV was a little bit, everything was so fun there

P 1: Interview with Albert_Pseudonym.docx - 1:29 [community college was what med..] (49:49) (Super)
Codes: [image of community college]
No memos

community college was what media showed me. Media showed me it was a very beautiful place, a good environment to study, a little bit more different than back home.

P 1: Interview with Albert_Pseudonym.docx - 1:32 [It's a great place where you a..] (76:76) (Super)
Codes: [image of community college]
No memos

It's a great place where you are able to study. You can really get through the two years program if you really focus on it, you can get through it in a year or a year and a half or a year. So long as you focus, you can make it through.

P 2: Interview with Aster_Pseudonym.docx - 2:3 [didn't really know what a comm..] (33:33) (Super)
Codes: [image of community college]
No memos

didn't really know what a community college is anyway

P 2: Interview with Aster_Pseudonym.docx - 2:4 [just like a high school or bot..] (33:33) (Super)
Codes: [image of community college]
No memos

APPENDIX I: (CONTINUED)

just like a high school or both high school and a college itself

P 2: Interview with Aster_Pseudonym.docx - 2:12 [I thought it was like, hum, yo..] (57:57) (Super)
Codes: [image of community college]
No memos

I thought it was like, hum, you know those four year colleges

P 2: Interview with Aster_Pseudonym.docx - 2:60 [Hum, oh, well I think cause li..] (293:293) (Super)
Codes: [image of community college]
No memos

Hum, oh, well I think cause like there was a time when I get mad at myself for coming to a community college cause like I saw community college as a lot of people that like who had it all, they messed up, sometimes I'm in class with people who have kids, and they are like smoking, taking drugs, and all this stuff and sometimes I just look at myself and say, "how did I get here". You know. "How did I get here? But then that's what they say like America can go two different ways, you had to go the good way or the bad way, so they some of them took the bad way and some of us are taking the good way.

APPENDIX I: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 12:44:45

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"motivation to go to college"

P 1: Interview with Albert_Pseudonym.docx - 1:34 [I wanted to get a better educa..] (84:84) (Super)
Codes: [motivation to go to college]
No memos

I wanted to get a better education for me, we got some college education back home but I wanted to get it much better, getting a degree from America. American universities are recognized worldwide; with that degree I can work anyway I want to go

P 2: Interview with Aster_Pseudonym.docx - 2:13 [I did not have to be motivated..] (61:61) (Super)
Codes: [motivation to go to college]
No memos

I did not have to be motivated because my family is from a family that education is number one.

APPENDIX I: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 12:46:38

Document filter:
No active filter - use 5 Primary Documents in query

3 Quotations found for query:
"the secondary education system exposed to"

P 1: Interview with Albert_Pseudonym.docx - 1:30 [ordinary level] (17:17) (Super)
Codes: [the secondary education system exposed to]
No memos

ordinary level

P 1: Interview with Albert_Pseudonym.docx - 1:31 [it didn't prepare me, I couldn..] (69:69) (Super)
Codes: [the secondary education system exposed to]
No memos

it didn't prepare me, I couldn't, I had the same problem as your husband, language barrier it was a huge, huge, huge, I couldn't really express myself, I was talking but people couldn't get me, I was really frustrated, I was like, "Oh this new world, do I really have to go through this to be successful in life, yeah, it kind of prepared me to admit that it is not going to be easy.

P 2: Interview with Aster_Pseudonym.docx - 2:8 [following like the British sys..] (49:49) (Super)
Codes: [the secondary education system exposed to]
No memos

following like the British system, so like we were not following the African system

APPENDIX I: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 12:48:11

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"what was known about the community college"

P 1: Interview with Albert_Pseudonym.docx - 1:35 [For me college was mostly, lik..] (80:80) (Super)
Codes: [what was known about the community college]
No memos

For me college was mostly, like I said media, it was a lot of fun, you get to meet a lot of people, you get to hang a lot around you can study in groups, people understand you and you understand other people.

P 2: Interview with Aster_Pseudonym.docx - 2:6 [the credit system] (37:37) (Super)
Codes: [what was known about the community college]
No memos

the credit system

APPENDIX J: CODING FOR CULTURAL BACKGROUND

APPENDIX J: CODING FOR CULTURAL BACKGROUND

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 01:15:48 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1: Albert	P 2: Aster	TOTALS:
Cultural Background	0	0	0
Proud Achievement	1	1	2
Success	1	1	2
TOTALS:	2	2	4

APPENDIX J: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 13:24:10

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"Proud Achievement"

P 1: Interview with Albert_Pseudonym.docx - 1:26 [I was proud getting my ordinar..] (17:17) (Super)
Codes: [Proud Achievement]
No memos

I was proud getting my ordinary level,

P 2: Interview with Aster_Pseudonym.docx - 2:1 [honor society] (17:17) (Super)
Codes: [Proud Achievement]
No memos

honor society

APPENDIX J: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 13:25:10

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"Success"

P 1: Interview with Albert_Pseudonym.docx - 1:27 [Success for me means, uhm, ach..] (29:29) (Super)
Codes: [Success]
No memos

Success for me means, uhm, achieving your goal dream, getting to the point where you say, "yes, I've made it!" Having a family, children, being able to give what your friends gave back to you. Pretty much that's what I think means success.

P 2: Interview with Aster_Pseudonym.docx - 2:2 [get you a goal and try to comp..] (21:21) (Super)
Codes: [Success]
No memos

get you a goal and try to complete it.

APPENDIX K: CODING FOR SUPPORT SYSTEMS

APPENDIX K: CODING FOR SUPPORT SYSTEMS

CODES-PRIMARY-DOCUMENTS-TABLE
Report created by Super - 03/02/2014 04:55:28 PM
HU: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]

Code-Filter: All [33]
PD-Filter: All [5]
Quotation-Filter: All [91]

	P 1: Albert	P 2: Aster	TOTALS:
Support Systems	0	0	0
Most significant person	3	4	7
supportive family member	2	0	2
TOTALS:	5	4	9

APPENDIX K: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 17:00:14

Document filter:
No active filter - use 5 Primary Documents in query

7 Quotations found for query:
"Most significant person"

P 1: Interview with Albert_Pseudonym.docx - 1:55 [My Dad, I would say my Dad bec..] (193:193) (Super)
Codes: [Most significant person]
No memos

My Dad, I would say my Dad because he has always been around, pushing me up, never give up on me even when I found myself in some difficult situations. He's always said, "that my child, he's always my child and I will stick to that".

P 1: Interview with Albert_Pseudonym.docx - 1:56 [The most significant people in..] (189:189) (Super)
Codes: [Most significant person]
No memos

The most significant people in my life are my Mom and my Dad.

P 1: Interview with Albert_Pseudonym.docx - 1:57 [He is the one that's provided ..] (197:197) (Super)
Codes: [Most significant person]
No memos

He is the one that's provided me for most everything about school.

P 2: Interview with Aster_Pseudonym.docx - 2:53 [I think my parents] (225:225) (Super)
Codes: [Most significant person]
No memos

I think my parents

P 2: Interview with Aster_Pseudonym.docx - 2:54 [my Uncle] (229:229) (Super)
Codes: [Most significant person]
No memos

my Uncle

APPENDIX K: (CONTINUED)

P 2: Interview with Aster_Pseudonym.docx - 2:55 [my Aunt] (241:241) (Super)
Codes: [Most significant person]
No memos

my Aunt

P 2: Interview with Aster_Pseudonym.docx - 2:56 [She doesn't even allow me to c..] (249:249) (Super)
Codes: [Most significant person]
No memos

She doesn't even allow me to cook in the house, like, and she made sure that I'm on time, she drives me all the way here, there is once when I was having an evening class. The first semester I was here, she would drive all the way downtown because she didn't trust the bus, I said, "I can take the bus", but she was like, "no", she is really helpful. They pick me up after school and all that, like the fact that they are spending all that time and I'm very lucky. I know.

APPENDIX K: (CONTINUED)

Query Report

HU: Academic Resiliency
File: [C:\Users\cpcc\Documents\Scientific Software\ATLASti\TextBank\Academic Resiliency.hpr7]
Edited by: Super
Date/Time: 2014-03-02 17:00:54

Document filter:
No active filter - use 5 Primary Documents in query

2 Quotations found for query:
"supportive family member"

P 1: Interview with Albert_Pseudonym.docx - 1:8 [Father] (114:114) (Super)
Codes: [supportive family member]
No memos

Father

P 1: Interview with Albert_Pseudonym.docx - 1:9 [Uncle] (120:120) (Super)
Codes: [supportive family member]
No memos

Uncle