

Being an International Student in the Age of COVID-19

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Over the past twelve years, there has been a consistent increase in international student attendance at U.S. postsecondary institutions, with approximately 6% (1.1 million) of all enrolled higher education students being international (Institute of International Education [IIE] 2020). The push to increase the number of international students is largely driven by administrators and government policy, as international students are known to significantly benefit their schools and domestic peers (International Association of Universities 2014). Specifically, faculty report that international students contribute to research, establish international ties, provide different perspectives, and create multicultural environments that benefit domestic students (Trice 2003). International students also provide a consistent source of revenue for their institutions, paying double or triple the tuition of in-state students in addition to room and board (Cantwell 2015) and additional fees (Lewin 2012). Despite the scholarly, cultural, and economic contributions international students make to their institutions, they are underserved in the best of times and unprotected in times of crisis (Cluett 2002; Rose-Redwood and Rose-Redwood 2017; Wu, Garza, and Guzman 2015). Our goal for this paper is to utilize quantitative and qualitative survey data to capture and elevate the voices and experiences of international students in the U.S. as they endure the COVID-19 pandemic.

Who Are International Students?

International students are incredibly diverse, representing over 229 countries and territories (U.S. Immigration and Customs Enforcement [ICE] 2018), with the majority coming from China (369,548), India (202,014), South Korea (52,250), and Saudi Arabia in the 2018/2019 academic year (37,080; IIE 2020). Although the majority of international students pursue degrees at the graduate level and often in STEM or business fields, hundreds of thousands earn their undergraduate degree, and tens of thousands major in the social sciences, fine arts, education, or other fields (IIE 2020). Although their motivations for pursuing higher education at U.S. institutions are diverse, prestige of the institution, assistantships or financial assistance, and special education programs appear to influence international students' choices to study in the U.S.

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(Lee 2008). However, the process of entering the U.S. to study can be cumbersome and expensive.

The majority of international students hold a F-1 visa for completing full-time academic programs at any level of education, while others may hold a M-1 visa for completing vocational programs or a J-1 visa for participating in a visitor exchange program for full-time study in higher education (ICE 2018). Each visa has specific legal requirements and limitations. Those with F-1 and M-1 visas must provide proof of funding for their first year of study, whereas those with J-1 visas must provide proof of funding for their entire length of study, the majority of which must come from outside sponsorships (U.S. Department of Homeland Security 2020). After being accepted to a school and proving they can pay for their educations, international student visa holders typically must also pay a SEVIS fee for a visa interview appointment (\$220 to \$350), a visa application fee (\$160), and any SEVIS or international student administrative fees from their school (ICE 2020a; Purdue University 2020). Restrictions with these visas include needing to maintain a residence abroad while living in the U.S., limitations on employment and internship opportunities, and staying enrolled full time (U.S. Citizenship and Immigration Services 2020). However, this is not the only hurdle that international students face. In fact, although international students are clearly not a monolith, they nonetheless experience common barriers when studying at U.S. institutions, such as financial difficulties, lowered employment opportunities, and lack of culturally acceptable resources.

International Students Challenges

Research has shown that international students are consistently underserved by their U.S. higher education institutions (Wu et al. 2015; Rosser et al. 2007). Across campus, resources are tailored to serve domestic students, with little to no alternatives that may be more accessible or culturally acceptable for international students. For example, international students are less likely to access services through university counseling centers because those centers are designed for domestic students and do not provide services that are culturally acceptable to international students (Kim, Oh, and Mumbauer 2019). International students also describe feeling ignored, overlooked, or ostracized by professors and peers, which they attribute to the lack of cultural inclusivity in the structure of courses and extracurriculars (Wu et al. 2015). Because the majority of schools (75%) certified to host international students enroll less than 50 international students, individual schools may not feel pressured to meet the needs of these students (ICE 2018). Moreover, programs with the potential to support students, such as international student offices, function more like immigration gatekeepers (Rosser et al. 2007).

This lack of culturally acceptable resources for international students is especially problematic given the additional challenges and inequitable accommodations these students face. As a result of discrimination, difficulties adjusting to an unfamiliar country, and immigration concerns, international students may experience academic challenges, social isolation, low access to internships or employment, and financial difficulties (Choudaha and Schulmann 2014; Rose-Redwood and Rose-Redwood 2017; Wu et al. 2015). These concerns show that even at the best of times, international students are too often left to navigate U.S. higher education systems and immigration procedures on their own (Choudaha and Schulmann 2014).

International Students During Crises

In times of crisis, international students are often disproportionately impacted while simultaneously being forgotten by their institutions. For example, after the terrorist attacks on September 11, 2001 (9/11), Muslim, Middle Eastern, and South Asian international students faced discrimination and all international students faced uncertainty about their legal status within the country (Cluett 2002; Harvard Civil Rights Project 2003; Lee and Rice 2007; Owens 2002). Such uncertainties proved prescient as changes to visa-specific regulations and paperwork made it more difficult for foreigners to study in the U.S. after 9/11 (Rosser et al. 2007).

However, instead of serving as safe havens during times of heightened xenophobic rhetoric and policy, higher education institutions often replicate racist and ethnocentric policies and practices ranging from discriminatory academic restrictions to ostracization by peers (Yakaboski, Perez-Velez and Almutairi 2017).

In addition to failing to protect international students during crises, U.S. institutions have often used international students for economic prosperity or to further their multicultural standing. For example, following the 2008 global financial crisis, international student enrollment and recruitment, particularly from wealthier nations, increased as institutions took advantage of international student tuition to defray financial losses (Fischer 2019; Macrander 2017). Prior to this, Cold War U.S. policy increased international education to gather the best minds to improve U.S. scientific and economic progress while also promoting American ways of life globally (Bu 1999). However, many international students who were enrolled in U.S. higher education institutions during the Cold War failed to graduate due to insufficient academic and social support (Bu 1999).

Half a century later, another global crisis is illuminating how many of the aforementioned issues have not been rectified and how, in some ways, neglect of international student wellbeing has worsened. Since the 2016 U.S. election, international student populations have continued to rise (IIE 2019). However, the “America First” policies of the administration, including the “Muslim travel ban” (Rose-Redwood and Rose-Redwood 2017), travel restrictions since COVID-19, and the recent ICE decision regarding online enrollment restrictions have left international students with increased stress about their status and future in the country (Johnson 2018; Mitchell et al. 2017; Rose-Redwood and Rose-Redwood 2017). Despite this, it does not seem that U.S. higher education institutions have done much to support their international students. Rather, in a moment when international students are being uniquely targeted, institutions have again siphoned away the limited resources supporting these students and forgotten international students in responding to the crisis (Fernandez and Shaw 2020; Kelsay 2007; Mitroff, Diamond, and Alpaslan 2006).

Current Study

Since the start of the COVID-19 pandemic, xenophobic “America First” policies (Anderson 2020) have likely created additional hurdles for international students studying in the U.S. However, the particular ways international students have been affected by the pandemic, and what could be done to best support those students, is still unclear. The purpose of the current study is to understand and explain the experiences of international students during this pandemic and give voice to their perspectives on how higher education institutions can better support them.

Methods

After obtaining IRB approval, the authors posted the survey link to social media groups focused on international student issues. This was done so that international student experiences from across the country could be captured without the involvement of their university officials in the study. In addition, the study was distributed via the Office Institutional Data and Analytics, Office of the Provost, to 300 international students at Purdue, selected at random, which yielded a low response rate ($N = 9$). Participants were solicited by posting a description of the study and a link to an online Qualtrics survey that was open from April 20-May 17, 2020 and no incentive was provided to complete the survey. The survey (Appendix A) consisted of open- and close-ended questions asking respondents about concerns they may have experienced during the pandemic as well as how the pandemic impacted them personally. Respondents were asked to share the kinds of support they received from their university versus what they needed from their university. Finally, students were asked to rate how anxious they felt about some of the common worries international students may experience as a result of the pandemic.

Participants

Participants included 120 international students enrolled in either graduate (45%) or undergraduate (55%) programs at U.S. institutions across the country. The undergraduates were distributed fairly equally across years, with 12.5% identifying as first years, 15.0% as sophomores, 10.8% as juniors, and 16.7% as seniors. Nearly two-thirds (63.3%) of participants self-identified as women and 36.7% as men. The home countries of the majority of respondents were located in Asia (46.7%), followed by countries in Europe (14.2%), Africa (11.7%), the Middle Eastern Region (10%), Central America and the Caribbean (10%), South America (5.8%), and North America (1.7%). Racially, 45% self-identified as Asian (45%), with the remainder self-identifying as White (16.7%), Hispanic (12.5%), Black (11.7%), Middle Eastern (9.2%), or Biracial (5%). Participants were overwhelmingly F-1 visa holders (95%), with the remainder stating they were on J-1 (0.8%) or some other form of visa (4.2%).

Analysis

We ran basic descriptive statistics using the survey data. The open ended responses were analyzed by a team of four researchers – one faculty member and three doctoral students – using a thematic analysis (Braun and Clarke 2006). To begin, all four researchers independently read and identified themes in 20 randomly selected open-ended responses. The team discussed these themes and developed an initial coding scheme. Each researcher independently tested this initial coding scheme on responses from ten additional respondents, and then discussed and finalized the coding criteria and definitions. The final coding scheme was used to analyze all open ended responses, with two researchers analyzing each participant's data independently and then comparing and arriving at a consensus.

Results

Results revealed the respondents had a significant number and variety of concerns related to the pandemic. In addition to expressing “moderate” to “extreme” concern about a range of anticipated topics (see Table 1), respondents also identified additional, unanticipated concerns such as uncertainties about traveling home, worries about the COVID-19 situation in their home countries, feelings of “isolation” and “loneliness,” and a general sentiment of being forgotten by university and government officials. In addition, students also articulated the interconnectedness

between all of these concerns resulting in a sense of “uncertainty” that impacted their mental health and compromised their productivity, motivation, and academic performance.

Table 1
Numbers and Proportions of Respondents Rating Concerns as
"Moderately" to "Extremely" Worrying

Concern	Number of Endorsements	Proportion of Respondents
Future job	67	55.9%
Current income	64	53.3%
Health insurance	49	40.8%
Discrimination and racism	38	31.7%
Processing OPT application	37	30.8%
Housing	35	29.2%
Visa/passport expiration	35	29.1%
Food security	24	20.0%

Concerns About Finances

In their responses, participants made it clear that being an international student in the U.S. during the coronavirus pandemic has left them with significant financial concerns that hold calamitous consequences. For example, as one student described,

I rely on my [on campus job] to pay my bills since my parents cannot afford to help me out. Even though I can stay on campus I don't have much money left. I don't know how I will afford to pay my future bills such as my health insurance, my textbooks, and saving up to pay for my OPT bills (male undergraduate student from Libya).

For this student and many others, their financial situation during COVID-19 was closely tied to their positions on campus and their visa status. As another student explained, “international students have a uniquely hard time of not being legally allowed to apply for [off-campus] jobs even if we [are] desperate for financial support” (female graduate student from Singapore). This often means that international students are “depending on [their] campus job for money, but now that the campus is closed, [they] don't have that income” (male undergraduate student from El Salvador).

For international and domestic students alike, the loss of on-campus jobs due to campus closures can be devastating. However, because international students cannot work elsewhere for money as a result of visa restrictions, some have been left without the ability to support themselves, leaving them with significant financial struggles. One student shared: “I am severely struggling from economic hardship. I haven't been able to pay rent, college tuition, and am living on food aid given by a local organization” (female undergraduate from Nepal). However, international students are not only worrying about their own financial situations. As one graduate student explained, “I also usually send some of my assistantship money home to support my family, but

my university cut my assistantship for the summer and I am left without [that] extra money” (female graduate student from South Africa).

Concerns About Future Employment

In addition to facing current financial concerns, many participants described fearing future financial instability as a result of being unemployed after graduation. As one student explained,

It is also important to remember that jobs...had already become increasingly difficult for international students to find...largely due to the fear that many U.S. employers have with the thought of having to sponsor an employee in the future. With a pandemic, the job search process has only become harder (female graduate student from Singapore).

Another student echoed this idea, stating:

I am a graduating senior and I don't have a job lined up post grad. There are already few job positions available for my major and now I feel as though there are even fewer positions. I am worried I need to go back home after graduation because I won't be able to find a job (male undergraduate student from Israel).

These participants articulated how the challenges due to COVID-19 uniquely intersected with the challenges they already faced as international students. In particular, as a result of historic, newly implemented, and anticipated immigration policies and travel restrictions, international students are facing uncertainty about their finances, job prospects, and futures in the U.S.

Concerns About Housing

Another theme that emerged from the data was the displacement and uncertainty about housing which international students have experienced since COVID-19. While some students were allowed to stay on campus throughout the summer “for a fee,” others described feeling “worried” about where they would live because their “universities had not given any direction” to them as to whether or not living on campus would be possible during the summer and the following fall semester. Yet others described having immediate and current housing insecurity after their universities shut down, forcing them to move in with their friends, families, or into temporary housing off campus, sometimes in different states. As one student shared:

My campus closed right away when the pandemic was starting up, and I went to my friend's place to stay...now I have been here for so long ... and I don't even know if our campus will have classes in the fall (male graduate student from Palestine).

Another student shared his experience of moving into an Airbnb: “My campus is closed and I'm living in an Airbnb because I didn't know where else to go. I may have to move in with the family of one of my friends in the city” (male undergraduate student from Turkey). Here we see that international students are not only facing immediate housing insecurity, but future housing insecurity as well.

Concerns About Healthcare Access and Needs

An additional concern the participants spoke about was healthcare access. International students are often required to get health insurance through their universities, and they describe it as being “expensive” with very few benefits. As such, students in the study described being afraid of “getting sick,” which would require them to “navigat[e] a complex healthcare system which might not prioritize them” (female undergraduate student from India) and pay “fees [that] are so expensive [that] many [international students] cannot afford” (female undergraduate student from Zimbabwe).

Particularly concerning for the participants in the study was the lack of available mental health care due to insurance limitations and university closures. For example, one student stated, “from what I have observed, mental health services are very limited to those on campus and [the university is] not addressing [those concerns] fully” (female undergraduate student from Ukraine). This is especially alarming given so many of the participants described how their interconnected financial stressors, housing instability, and uncertainty about the future caused significant “mental health concerns” and feelings of “isolation,” “loneliness” and as if they have been “othered.” For example, one participant stated,

I think people don’t understand the *isolating* experience of being an international student. We have no support in this country, and it feels like no one really cares about us. Even though my professors are supportive, they don’t understand my experiences (female undergraduate student from Morocco).

Another student emphasized this idea, sharing: “there is also a greater feeling of helplessness and other-ness because we have no voice in any legislative or political decisions being taken to combat this crisis here in the US” (female graduate student from India).

As a result of these experiences of otherness, isolation, and stress, many of the students described an increased need for mental health support but no option to obtain that support. For example, one participant wrote “mental health support would be really nice because I feel really isolated and lonely away from my family with no one around” (female undergraduate student from Italy) while others stated that their “counseling center is closed” (male undergraduate student from Turkey) but they “want mental health support” (male graduate student from India).

Concerns about Discrimination and Racism

Participants also described feeling a sense of isolation and otherness as a result of discrimination. Although students described experiencing discrimination before the pandemic, they made it clear that since COVID-19, experiences and fears of discrimination have increased. For example, one student stated:

There is a lot of discrimination against Asians now because of the virus. Even though I have not personally experienced it, I am really worried people here [in the U.S.] will be racist towards me eventually (male graduate student from Korea).

For some students, increased discrimination made them fear for their future visa status as well:

Discrimination towards black and brown people in enforcing social distancing rules is much higher than discrimination towards white people. I am brown and I am worried that if I make a mistake, that it will jeopardize my status in the US (male graduate student from Palestine).

Relatedly, other students also expressed how feelings of “otherness” have increased since the start of the pandemic. Highlighting this sentiment, one student shared that “situations like this point out the inequality. If you are international you are not treated the same, even though we pay taxes and contribute just like everyone else” (female graduate student from Belgium). Others echoed this sentiment stating, “international students are obviously not the first priority for [the U.S.] government” (female undergraduate student from the Caribbean). These feelings of discrimination and otherness were compounded by the fact that many of the respondents felt they and their needs were not being acknowledged or addressed by their institutions. In fact, several of the respondents used the word “forgotten” to describe their institution’s treatment of international students: “I feel as though we are being forgotten, and our universities don’t care about us now that we have finished pay[ing] tuition” (male undergraduate student from Israel). As a result, students seemed to feel even more ignored, erased, and discarded by their institutions than they previously were, leading to considerable deterioration in their mental wellbeing.

Another theme that emerged from that data was that international students not only have to navigate their own worries around safety and wellbeing in the U.S., but also those of their families and home countries. As one student stated: “I always feel double [the] pressure; on the one hand, [I have to] be responsible for myself here in the U.S. and on the other hand [also] be aware of my family situation in my country” (male graduate student from Columbia). Students described feeling “worried” about their “elderly relatives,” while also “experiencing grief about not being able to be home at this time with family” (female graduate student from South Africa). One student heartbreakingly described losing her grandfather during the pandemic and not being able to mourn his death with family at home; many others shared fears of similar situations happening to their families in the future.

Academic Consequences

Finally, students discussed the massive toll that these complex concerns have had on their academic performance. Students that returned to their home countries at the beginning of the pandemic described multiple concerns related to managing time zone differences for synchronous classes: “I have zoom classes at 4 in the morning... [and have to] adjust [my] sleeping schedules to an inconvenient pattern to attend them” (female undergraduate student from Japan). Many other students described “decreased productivity” and a “lack of motivation” to perform up to normal academic standards, while others described feeling “pressured to maintain progress” in their graduate studies despite the many other concerns they have navigate.

Needed University Support

Because of the severity of their concerns and the fact that they felt abandoned to navigate those concerns on their own, the respondents called for their institutions to consider their unique needs during the pandemic. Less than half (48.3%) of the participants reported receiving support from their universities during the pandemic, which varied from receiving information about their legal status (27.5%), to being provided mental health support (25%), to being given some form of

financial support, mostly through on-campus jobs or partial tuition reimbursement (18.3%). As a result, many participants shared that they needed more from their institutions—more information, more resources, more guidance, and even just more consideration.

One point that the participants made abundantly clear in their responses, was that they are feeling “worried” and “confused” about the lack of “clear guidelines or regulations from the authorities/government” (female graduate student from Honduras) and that they want guidance from their universities’ international student offices that they are not getting. As one student said: “[The international student office] keep telling us to ‘ask a lawyer’ every time we ask them questions. I cannot afford a lawyer!” (male undergraduate student from Singapore).

Students also appealed for financial assistance such as on-campus jobs, payment of work study money, scholarships, and debt forgiveness. One student stated “the college cannot expect us to pay taxes or other loans in the current economic downturn, it was hard enough to do so before with an annual salary of about \$2,300, but in the current moment it is an impossible challenge” (male undergraduate student from Israel). Other students asked for a similar “reimbursement” that was provided to domestic students that could leave campus. Finally, other students spoke to the private, high interest loans that they had to undertake from the university to complete their studies, asking that repayments be “postpone[d] for 3-4 months.” Other resources that students asked for included a “promise of housing and food,” as well as “mental health support” and “counseling access.” Students also called for academic adjustments, including time difference adjustments, leniency on deadlines, and flexibility from professors. Finally, students asked that their universities advocate on their behalf of them by “lobbying for OPT extensions.” However, what it seemed the students were needing the most was a sense of “understanding” from their universities, their professors, their peers, and everyone around them.

Discussion

The findings of the study paint a disturbing picture of the ways international students have been impacted by the COVID-19 pandemic. Participants detailed multiple ways their finances, housing, health, and future security have been compromised; they also articulated what they need from their universities, professors, and peers to feel protected. Yet, the vast majority reported not receiving what they need from their institutions. For decades, international students have received insufficient support from their institutions (Choudaha and Schulmann 2014; Wu et al. 2015) to the extent that many stopped asking for assistance in order to protect themselves from disappointment and anxiety (Bradley 2000). In considering how to support international students during the COVID-19 pandemic, it is imperative to reflect on the ways higher education has failed them during past crises: capitalizing on their academic contributions and “multicultural” viewpoints while ignoring their specific needs, and even replicating the xenophobic, racist patterns of broader society (Yakoboski et al. 2017). Given all that international students bring to U.S. institutions in terms of economic gains (Mitchell et al. 2017), scholarly productivity, and global perspectives (Trice 2003), one would hope U.S. colleges and universities would have responded to the pandemic in ways that valued the human dignity, rights, and worth of these students. But, again, this has not been the case.

In general, many participants described feeling frustrated by and sad about how their colleges and universities responded to the pandemic, explaining that institutional responses made them

feel forgotten, othered, and discriminated against. Furthermore, they attributed this response to a systemic problem of universities consistently treating international students as nothing more than a “diversity statistic” that they can forget about “after tuition is paid.” Reading the experiences shared by the respondents, it is clear that their treatment during the global pandemic has been unacceptable. In the end, what emerged from the data is a story of students who, having already faced significant challenges before COVID-19, have been left on their own to manage a global pandemic while being isolated from their families and support networks.

Compounding the hurt and pain exposed in the participants’ experiences is the fact that none of the concerns raised by respondents are difficult to address. The Coronavirus Aid, Relief, and Economic Security (CARES) Act passed in March 2020 provided more than \$14 billion dollars in emergency funding to higher education institutions, more than \$6 billion of which was earmarked for emergency financial aid grants to students (NASFAA 2020). A portion of this funding should be allocated specifically to international students who are ineligible to receive government subsidies in times of crisis. A portion of every university’s CARES funding should be allocated to ensure secure housing and stable food for international students, who come to the U.S., in many cases, with the university community as their only support system in an otherwise foreign country.

Additionally, academic staff and faculty need to be made aware of the difficult situations international students are in and be urged to work with international students in their classes to create academic plans that meets their needs. The data made evident that international students are being held to the same academic standards as their domestic peers despite often being in different time zones, having to move to new and unpredictable housing, and worrying about their visa status in the country as immigration policies shift. No student should have to take classes at 4 am, and no student should need to prioritize their dissertation progress over the health, safety, and wellbeing of themselves or family members. Professors must work with their international students to ensure that this does not continue to occur. Finally, respondents also made clear the importance of mental health access during a time when they are feeling othered and forgotten, as well as experiencing overall lower levels of mental wellbeing than before. In the data, students explained that they do not have access to this mental health care, oftentimes because of poor health insurance, financial stressors, or reliance on now closed counseling centers. Universities can and should provide mental health services to their students. Telehealth services have been on the rise since the start of the COVID-19 pandemic (Warren and Smalley 2020) and universities can tap into these or other resources to provide much needed relief to their international students.

This study is limited by the timeframe and the methods in which the data was gathered. Even though the data speaks a very powerful message, there are some important limitations which must be addressed. Firstly, the sample collected was a convenience sample rather than a systematic probabilistic sample. The participants were primarily recruited through social media sources which could have excluded some international students that do not have social media accounts or could not access it in their home country. Additionally, the sample was gathered in a narrow time frame. As COVID-19 continues to evolve, the challenges faced by international students will continue to change, and the dataset is inherently unable to capture those changes.

Since this data was collected, international F-1 student concerns likely increased as they witnessed how their universities responded to the short-lived ICE policy that threatened to deport international students should their universities choose to teach fully online in the fall (ICE 2020b). As a result of the policy and their institutions' response to the policy, study participants are likely experiencing even more stress, greater feelings of isolation and otherness, and increased experiences of discrimination. Therefore, it is more urgent that postsecondary institutions respond to the concerns of international students and help them feel valued. As the results of this study show, international students know exactly what they need from their universities. Now it is time for universities to step up. It is not enough to recruit international students to U.S. universities. It is imperative that international students are supported and treated humanely and with respect.

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Appendix A

Survey Questions

1. What do you believe are some unique challenges that international students are experiencing during the Covid-19 pandemic?
2. What challenges have you personally come across due to the Covid-19 pandemic?
3. Has your university addressed international student specific challenges?
 - a) Yes
 - b) No
4. If yes, to 3: What types of resources have been offered to you from your university?
 - a) Financial Support
 - b) Mental Health Support
 - c) Information about Legal Status
 - d) Other (Please State) _____
5. If no to 3, jump to 5: What other resources or services would you like to have that have not been provided by your university?
6. How confident do you feel about the U.S.'s response to coronavirus?
 - a) Not at all confident, Slightly confident, Somewhat confident, Moderately confident, Extremely confident
7. Below are some worries that international students may have during this time. On a scale of 1-5 (with 1 being not anxious at all and 5 being extremely anxious) rate how anxious you feel about the follow issues: [[Not at all anxious, Slightly anxious, Somewhat anxious, Moderately anxious, Extremely anxious, Not applicable]]
 - a) Housing
 - b) Food stability
 - c) Health Insurance
 - d) Visa/Passport Expiration
 - e) Processing OPT Application
 - f) Job Security after Graduation
 - g) Current Income (Work Study)
 - h) Discrimination
8. On a scale of 1-5 (with 1 being not worried at all and 5 being extremely worried), how worried do you currently feel about the coronavirus spread in the U.S.?
 - a) Not at all worried, Slightly worried, Somewhat worried, Moderately Worried, Extremely worried
9. On a scale of 1-5 (with 1 being not worried at all and 5 being extremely worried), how worried do you currently feel about the coronavirus spread in your home country?
 - a) Not at all worried, Slightly worried, Somewhat worried, Moderately Worried, Extremely worried
10. On a scale of 1-5 (with 1 being not worried at all and 5 being extremely worried), how worried do you currently feel about the racist events towards Asians and Asian Americans in the United States?
 - a) Not at all worried, Slightly worried, Somewhat worried, Moderately Worried, Extremely worried
11. What else would you like to share about your experience as an international student in the U.S. during the pandemic?