International students’ experiences with academic advising is worth studying because the number of international students is growing significantly in the United States of America (USA) even though studies show that, upon arrival, international students experience cultural, social, academic, and psychological issues including homesickness, anxiety, depression, and loneliness (Saha & Karpinski, 2016; Tseng & Newton, 2002). In 2016/2017, 1,078,822 international students enrolled in American colleges and universities to pursue higher education (Institute of International Education [IIE], 2017). Despite the growing number of international students in the USA, research has been limited in the areas of academic advising and international students. Thus, with the increasing number of international students coming to study in the USA, it is imperative for American colleges and universities to be aware of their issues and needs.

The purpose of this interpretive qualitative study was to understand and describe undergraduate international students’ experiences with academic advising. My primary research question was: What are undergraduate international students’ experiences with academic advising? Thirteen students from Asia, the Middle East, South America, and Africa participated in this study, and their country of origins included India, China, Malaysia, the Philippines, Saudi Arabia, Oman, Bahrain, Bolivia, Brazil, Tanzania, and
Somalia. The data analysis for this exploratory study was guided by the constant comparative method of analysis. Although a couple of the participants expressed dissatisfaction with advising, the majority of the participants were satisfied with academic advising. Overall, most participants appreciated the service and saw a need for academic advisors for international students.

Key Words: Academic Advising, International Students, Higher Education