Female international students expressed heightened challenges adjusting to host culture because of new identity formation and differences in gender roles (Lee, Park & Kim, 2009). These challenges may be exacerbated by negative perceptions held by American students who have limited understanding of cultures outside of those found in the U.S. (Hsieh, 2007; Rose-Redwood, 2010; Zimmerman, 1995). The intersectionality of international student status and gender creates a unique student experience, yet limited research exists on this subject (Bigelow, Childs, Diamond, Dickerson & Haaken, 2000). By interviewing eight female international students at a Midwestern university, the researcher attempted to shorten the gap in research. Major themes connecting the female international students’ experience included expectations of gender roles, relationships, and indicators of cultural change. This research also offered suggestions for professionals in applying this research to practice.