



Student Services Program Review

Program: **International Students Program**

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Part 1. Program Mission Statement

College Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Department Mission Statement

The International Students Program (ISP) strives to promote and enhance the representation of ethnic and cultural diversity of the student population at Cypress College by recruiting international students and integrating and supporting these students to succeed at the College by providing comprehensive programming, academic counseling and immigration advising services.

A. How does it align with Cypress College's mission?

The mission of the International Students Program aligns with the Cypress College mission by promoting student transfers and providing the support services needed for student success. The majority of international students attending Cypress College complete ADTs and transfer to 4-year universities in California, namely, CSUs and UCs, as well as private universities in and out-of-state. Many students also complete one or more certificates on their way to completing ADTs, and a small number of students complete associate degrees and seek legal employment opportunities in the United States after completing their academic programs. Providing a wide range of specialized support services tailored to meet the needs of international students so they can succeed in achieving their educational goals here at Cypress College and moving on to achieving their future educational, career and personal goals is the program's main mission and goal.

Part 2. Program Overview



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A. Briefly describe your program, including program components, function, and purpose.

The International Students Program is supported by the non-resident fees paid by international students and has currently a full-time program manager, one full-time international student services coordinator, two hourly counselors and two student hourlies.

The program is responsible for international student recruitment, admission and matriculation processes, timely and successful degree completion and university transfers. International students enrolled at Cypress College are F-1 student visa holders. Working closely with the Admissions and Records Office, the program also develops and applies admission policies and procedures for students in other visa classifications interested in enrolling at the college.

Cypress College is approved and certified by the US Department of Homeland Security (USDHS), Immigration & Customs Enforcements (ICE), and Student and Exchange Visitor Program (SEVP) to admit and enroll students who hold F-1 student visas. The program is, therefore, entrusted with ensuring compliance with federal immigration regulations for students holding F-1 visas enrolled at the college.

As an SEVP-approved school certified to enroll international students, the program is responsible for performing the following functions to meet federal immigration compliance requirements, utilizing the web-based Student and Exchange Visitor Information System (SEVIS, <https://egov.ice.gov/sevis/>).

- Create a Certificate of Eligibility for Nonimmigrant Student Status (ICE Form I-20) for each student admitted to Cypress College
- Track/report each semester the enrollment and registration status of each student who's been issued a Form I-20 to attend Cypress College
- Update/report changes in academic programs (majors, educational goals, program start- & end-dates) and personal & contact information of each student currently enrolled at the college
- Keep all records related to admission, academic programs, immigration status and, if applicable, employment authorization and details for each student who attended Cypress College as a full-time student.

To continue to utilize and access SEVIS, Cypress College and the International Students Program must undergo SEVIS Recertification every three years. First launched in 2013 nationwide, the SEVIS Recertification is required and conducted by ICE & SEVP. Cypress College was successfully recertified in 2013, 2016, 2019, and



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2022. The next SEVIS Recertification cycle for the college will begin in 2024 and conclude in 2025.

To assist its students with successful matriculation processes, timely degree completion and university transfers, the International Students Program provides a wide range of specialized support services tailored to meet their specific needs.

For example, for all newly admitted students each semester, ISP provides an array of onboarding services. These include:

- Group academic and immigration orientations
- 1:1 academic advising/counseling to develop an Educational Plan for their first semester at the college
- 1:1 assistance with myGateway registration

New students are also introduced to campus resources and other support services, such as ESL Department, LLRC, Health Center, and Campus Safety.

Each semester, the program also provides the following services to strengthen student retention, persistence and engagement:

- Development & completion of Educational Plans (formerly called Comprehensive Student Educational Plans)
- Academic major & career exploration
- Assistance with degree completion and university transfer requirements
- CSU/UC transfer presentations/application workshops/resource fairs
- Variety of social activities, held on- and off-campus

B. Describe on- and off-campus programs your program interacts or collaborates with.

The International Students Program interacts with most of the programs and departments on campus, including instructional departments, with a few exceptions that provide services and benefits for which F-1 visa students are not eligible under the federal and state regulations, namely, EOPS, Financial Aid, and some aspects of Charger Experience. Within the Student Services Division, the program interacts most closely with the following departments.

Admissions & Records: Although the International Students Program has its own application and admission processes, the program closely interacts with and relies on Admissions & Records Office for assistance in the following areas:



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- Student ID issues
- Registration and enrollment inquiries
- Out-going transcript requests/in-coming transcript retrievals
- Petition forms
- Special Admit & Dual Enrollment student status verification
- Degree completion and graduation requirement evaluations

Bursar's Office: Each semester, the Bursar's Office provides assistance in processing tuition refunds, International Student Program Scholarship check processing, and Purchase Requisitions for the International Club. With the recent implementation of payment plan and many international students having enrolled in the plan, the two departments' interaction and collaboration have increased to assist with student inquiries. At the time of this report, a final decision as to whether international students will continue to be eligible for payment plans has not been made.

Counseling: The program currently has two (2) hourly counselors solely dedicated to providing academic advising and counseling assistance to international students, and most of the counseling needs for international students are provided by the adjunct counselors. These include:

- Developing and completing both first-semester plans (formerly called Abbreviated Plans) and Educational Plans (formerly called Comprehensive Student Educational Plans)
- Reviewing courses completed at other colleges and universities and initiating Pass-Alongs
- Assisting with degree completion and graduation applications as well as CSU/UC/Common University applications for students who are ready to transfer
- Referring students to major, full-time counselors for course substitutions and any recent curriculum and catalog updates, recently approved or pending approvals by the CCCCCO.

Outside of the Student Services Division, the program collaborates and interacts regularly with the **ESL Department and Language Arts Division**. Most of the international students enrolled at Cypress College are ESL speakers and are required (or strongly recommended!) to begin their ESL coursework during their first semester at the college and complete the entire course sequence at Cypress. The ESL faculty, both full-time and adjuncts, have for many years worked collaboratively with the International Student Program manager and academic counselors to promote student persistence and success in ESL courses. Each semester, its faculty members regularly



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communicate with the ISP staff regarding proper course placement for newly admitted students, as well as any attendance and academic performance issues.

C. How is your program funded? Please include sources of funds such as categorical (e.g., SEA, EOPS, DSS), general, or grant.

The International Students Program is 100% funded and supported by the non-resident fees international students are required to pay. International students holding F-1 student visas are non-immigrants and cannot establish “residency status” to be eligible for in-state tuition. For AY 2023-2024, international students in NOCCCD are required to pay \$342/unit non-resident fee, plus \$20/unit capital outlay fee and \$46/unit enrollment fee, for a total of \$408/unit.

International students must enroll in a minimum of 12 units each term to maintain their lawful status and physical presence in the United States. In Fall 2023, the revenue generated from non-resident fees was \$773,316. For Spring 2024, the revenue collected from non-resident fees was \$745,218.

Each academic year, the non-resident fee increases upon approval by the Board of Trustees. For 2024-25, the fee will increase to \$372/unit, and it is anticipated there will be a corresponding increase in the program funding generated by the ISP.

Part 3. Student Satisfaction with Services

A. Summarize the survey results for the SSPR Survey (Appendix A). Please focus on trends and address student feedback/comments.

The Student Satisfaction Survey Results generated strong interest among currently enrolled international students. A total of 49 students completed the survey and participated in the program review process. The results show that students are in general satisfied with the services provided by the program and its staff members. In seven out of the eight standardized categories/services students were asked to rate in the Survey, the combined total percentage of student satisfaction rated as Excellent or Good ranges from 91% (lowest) to 96% (highest).

The one category rated below 90% is the Timeliness of Response. It's interesting to note that this particular category saw a sharp drop from 2019 when the last Program Review was conducted for the International Students Program. It went from 96% in 2019, which was the highest rating back then, to 89%, the lowest rating in 2024. More will be discussed on this topic in Section B below.

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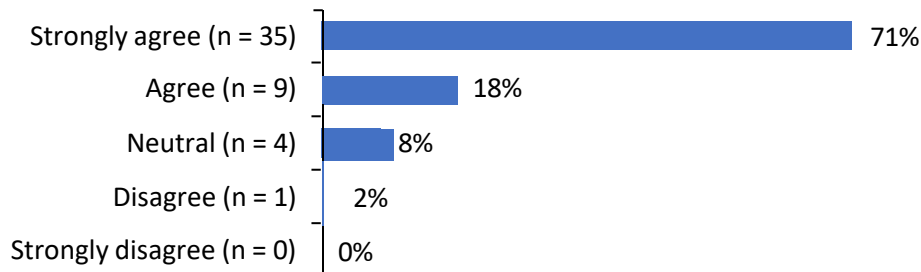
	Excellent	Good	Fair	Poor	Total	N/A or I don't know	Combined Total of Excellent or Good In 2024	Combined Total of Excellent or Good from 2019
Hours of operation	34 69%	13 27%	2 4%	0 0%	49 100%	2	96%	86%
Timeliness of response	33 67%	11 22%	5 10%	0 0%	49 100%	2	89%	96%
Clarity of procedures	26 54%	19 40%	2 4%	1 2%	48 100%	2	94%	88%
Quality of materials and resources	30 61%	15 31%	3 6%	1 2%	49 100%	2	92%	88%
Staff courtesy	32 65%	14 29%	3 6%	0 0%	49 100%	2	94%	Not Measured
Staff helpfulness	39 80%	7 14%	3 6%	0 0%	49 100%	2	94%	90%
Staff knowledge	36 73%	10 20%	2 4%	1 2%	49 100%	2	93%	92%
Overall quality of service	34 69%	11 22%	4 8%	0 0%	49 100%	2	91%	90%

Students were also asked to rate their satisfaction with the following statement:

The services provided by the International Students Program are helping me achieve my educational goals

The combined total percentage of students who answered Strongly Agree/Agree/Neutral to this statement is 97%. Overall, international students seem satisfied with the decision they made in coming to Cypress College to pursue their higher education in the United States and the support services they are receiving from the International Students Program while attending and studying at Cypress College.

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The Survey also included the following three open-ended questions for students to comment on and provide feedback.

Q. 1: What services provided by the International Students Program have been most helpful to you?

Out of the 49 students who completed the Survey, 33 students answered and commented on this question. The majority of the students singled out academic support, advising, counseling and assistance with Educational Plans.

Each semester, International Students Program requires that all *new* students complete their Comprehensive Educational Plans during their first semester at Cypress College, before they are permitted to register for their second semester. To encourage students to satisfy this requirement in a timely manner, ISP and its staff members make consistent and concerted efforts throughout each semester via emails, in person and sometimes with phone calls. Based on the answers and comments students provided for this question, it appears that students actually appreciate the importance and value of this particular requirement.

Q. 2: What has been your biggest challenge as an international student at Cypress College?

29 out of the 49 students who completed the Survey answered this question, and two topics stood out here: language and tuition.

For students to be admitted to Cypress College as international students, they must demonstrate the English Language Proficiency and provide financial sponsorship with availability of funds for their education and living expenses in the United States. The language proficiency and financial sponsorship are required by the Department of Homeland Security and Department of State. Students who are unable to meet these two requirements are not admissible as international students at Cypress College. The



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two requirements must also be satisfied to apply for a student visa at the US Embassy or Consulate Office in the student's home country.

Given that all international students who are currently enrolled at Cypress College were able to satisfy these two admission requirements, namely, the English language proficiency and financial resources, it is interesting to note that many of the current international students responding to the Survey singled out the difficulty with the English language and high tuition fees as their biggest challenges.

As for the English language difficulty, one possible explanation may be that this is a result, a lingering aftermath, of the COVID pandemic when students of all ages were forced to carry out their studies online, utilizing virtual learning platforms. For ESL speakers, in particular, who were attending high schools and ESL language schools here in the United States, the online and virtual teaching and learning modalities stunted their academic progress for about two years, beginning in Spring 2020 when the national lockdown began. By Spring 2022, most schools reopened and students returned to campus to resume in-person learning. Some of these students transitioned to Cypress College in Fall 2022 or later and are currently part of the International Students Program. For these students their language acquisition and vocabulary expansion would have significantly stalled during the pandemic years and may still feel challenged by the English language.

With respect to the financial challenge that students are experiencing, one reason may be related to the recent re-implementation of the Drop For Non-Payment (DFNP). Between December 2023 and January 2024, international students were notified of this policy being resurrected, after a hiatus of many years when all students enrolled at Cypress College were allowed to carry an unpaid balance of their tuition and fees. Even though international students are required to demonstrate sufficiency of the financial support prior to being admitted to the college, many current students are mindful of the precedent of not being dropped for DFNP.

Q. 3: What else can the International Students Program do to support you?

This question generated 16 responses with the following common themes.

More events/activities & more opportunities to connect with other international students with similar/same majors:



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Since Fall 2021 when all Cypress College programs, departments, employees and students returned to campus after a 2-year COVID lockdown, the International Students Program has been offering each semester a large number of activities and events to promote student engagement and enhance their overall positive educational experience and satisfaction with Cypress College.

For example, in Fall 2022, ISP offered a total of 8 activities/events. In Spring 2023, the program offered 9 activities/events. In Fall 2023, ISP planned and offered a total of 10 activities/events, and in Spring 2024, the program already offered 5 activities in February and March, and 5 additional activities/events are in the planning for April and May.

The nature and scope of each of these activities/events vary as does the number of students who attend and participate. Most of these activities are open to both ISP students and the International Club members, so international students have ample opportunities to meet and connect with other international students as well as domestic students who belong to the International Club.

However, in general, it's often the same students who attend these activities, so these responses may have been generated from those students who don't attend these activities regularly to meet and socialize with ISP staff members, other international students and non-international/domestic students.

More financial support:

Despite the fact that international students must demonstrate financial sponsorship and availability of funds to be admitted to Cypress College and to apply for a student visa, this has been a common theme and a concern among international students, especially since COVID. The recent re-implementation of Drop For Non-Payment (DFNP) has also magnified this concern. In Fall 2023, for example, many international students who had grown accustomed in the past to carrying a large unpaid balance of their tuition & fees were given a short period to settle their unpaid fees before they were permitted to register for Spring 2024.

The F-1 student visa is a non-immigrant visa, and students are, therefore, required to pay as non-residents and non-citizens. Additionally, F-1 visa students are not eligible to receive federal and state financial assistance. These include grants, student loans, Work Study program, housing assistance, enrollment in Medi-Cal, free-tuition for first 2 years of college education, etc.



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Surprisingly, only two students commented on the recent relocation of the ISP Office, from its original but newly renovated location in Building 8 to the back of the Admissions & Records area in Building 19. Both students lamented the loss of an important social space within the Student Life and Leadership in Building 8 that was available to international students for various purposes, such as connecting with one another and also with ISP staff members, studying individually or in groups, and participating in events and activities. The current location has no direct, unimpeded access to the ISP Office. Students must check in outside the ISP Reception window and are permitted to enter the ISP area by a staff person. In short, the new ISP location is neither inviting nor conducive to promoting daily interaction between international students and ISP staff members.

B. Compare these survey results with results from previous program review.

Compared to the Survey Results from 2019, the 2024 Survey Results show a solid improvement in all categories, except one.

In 2019, there were three categories that ranked below 90% for the combination of Excellent or Good:

- Hours of Operation (86.3%)
- Clarity of Procedures (87.8%)
- Quality of Materials (88.0%)

In the 2024 Survey, each of the three categories showed a remarkable improvement.

- Hours of Operation (96%) vs. to 86.3 % in 2019, an improvement of almost 10%
- Clarity of Procedures (94%) compared to 87.8% in 2019, an 6% improvement
- Quality of Materials (92%) vs. to 88% in 2019, an improvement of 4 %

Three other categories also saw an improvement.

- Staff Helpfulness improved by 4%, from 90% in 2019 to 94% in 2024
- Staff Knowledge showed a 1% improvement, from 92% in 2019 to 93% to 2024
- Overall Quality of Service improved by 1%, from 90% in 2019 to 91% in 2024

In 2024, there was a new category in the Student Satisfaction Survey, Staff Courtesy, which was not measured in 2019 and this new category received a solid 94% of student satisfaction in the 2024 Survey.

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Below is a table showing the results of Student Satisfaction Survey Results from Spring 2019 when the last Program Review was conducted, alongside the current 2024 Survey Results.

	% Responded “Excellent” in 2019	% Responded “Good” In 2019	% Responded “Excellent” or “Good” Combined in 2019	% Responded “Excellent” or “Good” Combined in 2024
Hours of operation	56.9%	29.4%	86.3%	96%
Timeliness of response	56.9%	39.2%	96.1%	89%
Clarity of procedures	57.1%	30.6%	87.8%	94%
Quality of materials	56.0%	32.0%	88.0%	92%
Staff helpfulness	66.7%	23.5%	90.2%	94%
Staff knowledge	52.0%	40.0%	92.0%	93%
Overall quality of service	60.8%	29.4%	90.2%	91%
Staff Courtesy	Not Measured	Not Measured	Not measured	94%

Overall, the 2024 Survey Results show that current international students appear to be highly satisfied with the support services provided by the International Students Program.

However, one category, Timeliness of Response, fell from 96%, which in 2019 was the highest rating, to 89%, the lowest rating in 2024. One possible reason for this sharp drop may be perhaps the 5 students (10% of students responding) who gave it a Fair rating may not have fully understood the meaning of the word, Timeliness. In fact, none of the students who provided answers to the **Question: What else can the International Students Program do to support you?** addressed this issue in detail. It is also possible that those five students were not 100% satisfied with the timeliness of the assistance provided by the ISP staff members but did not care to take the time to



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answer this question, elaborate or describe in detail their dissatisfaction with this particular category.

Part 4. Program Analysis and Planning

A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc. How many students are enrolled in your program? How do your students compare to the overall student population at Cypress College? Include other qualitative or quantitative information about your population. If necessary, contact the Office of Institutional Research and Planning to obtain data.

At Cypress College, all international students served by the International Students Program are F-1 visa holders. An F-1 visa is a non-immigrant student visa that allows foreign nationals to study and pursue academic programs and degrees in the United States. Students must apply for F-1 visas at US embassies or consulate offices overseas, mostly in their home countries, to be able to enter the United States as international students to engage in academic or language programs.

Each fall and spring semester, the International Students Program accepts applications from two groups of international students applying to Cypress College for admission. One group consists of students applying for Initial Attendance at Cypress College, meaning, it's their first time applying to Cypress from their home countries. The second group consists of students who are already studying in the United States at another institution such as an ESL school, a high school, a community college, or a university, and wants to transfer to Cypress College.

Each international student must meet the following admission requirements to be admitted to Cypress College.

- Minimum of 18 years of age OR completion of US secondary education or equivalent
- English language proficiency demonstrated by a standardized English language test score OR previous English coursework completed at a US college/university
- High-school and, if applicable, college transcripts
- Certification of financial support and availability of funds
- Completion of online international student application with a \$40 application fee, a copy of valid passport, and if currently enrolled at a US institution, copies of the



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following documents: valid Certificate of Eligibility for Nonimmigrant Student Status (ICE Form I-20), I-94 (DHS US Arrival & Departure Record) and F-1 visa

To maintain their lawful presence and immigration status inside the United States, international students must engage in a full course of study each fall and spring semester. Summer enrollment is optional. In Spring 2024, there are 75 international students enrolled at the college, and all but four (4) are pursuing a full course of study and taking 12+ units. The four students are in their final semester and are authorized for Reduced Course Load to go below 12 units to complete their degree, program and transfer requirements.

Here's a demographic snapshot of the international student population currently enrolled at Cypress College.

Places of Origin:	-Asia: 78% (Vietnam, South Korea & India) -Europe: 5% -Africa: 5% -Canada & Mexico: 5% -Middle East: 5% -Central & S. America: 1%
Median Age:	-19
Gender Divide:	-Female: 55% -Male: 45%
Top 5 Programs:	-Business Administration/Marketing/Management -Biology -Computer Science -CIS -HRC
Ave. Number of Units:	-12.8

International students from the top three countries of origin specified above –Vietnam, South Korea and India – reflect the physical proximity of Cypress College to local immigrant communities, namely, Little Saigon, Koreatown and Little India. International students from these and other countries represent a diverse range of cultural backgrounds, languages, and educational experiences at Cypress College. This diversity further enriches the campus community and fosters cross-cultural exchange both in and outside the classroom settings.

The goal of the majority of international students attending Cypress College is to complete Associate Degrees for Transfer (ADTs) and transfers to CSUs & UCs, as well

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as private universities. For example, in Spring 2023, 15 students transferred to various CSUs and UCs, such as CSUF, CSULB, CSULA, SDSU, UCB, UCI, UCLA as well as Otis College. As shown in the table below, the average number of semesters these students studied at Cypress College prior to their transfers was 5.3.

End of Spring 2023: Transfers to 4-Year Universities

Last Name	First I.	Country	Major	University	# of Terms @Cypress
Chang	S.	Taiwan	Graphic Design	CSUF	7
Horani	F.	Pakistan	Computer Sci.	FL Int'l U.	4 (units from Purdue U.)
Huynh	T.	Vietnam	Business Admin.	CSUF	6
Ju	S.	Korea	Elec. Engineering	UCLA	5
Lam	H.	Vietnam	Business Admin	SDSU	4
Mai	N.	Vietnam	Chemistry	UCI	6
Mai	T.	Vietnam	Biology	UCB	6
Nguyen	A.	Vietnam	Mathematics	CSULB	6
Pastiney	C.	Canada	Kinesiology	Park U.MO	2
Tran	T.	Vietnam	Business Admin.	UCI	4
Truong	T.	Vietnam	Chem. Engineering	UCI	6
Vo	H.	Vietnam	Computer Sci.	CSUF	6
Yi	H.	Korea	Fashion Design	Otis	3
Yoon	Y.	Korea	Chemistry	CSULB	8
Average # of Terms					5.3



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Each semester, a small number of international students also complete terminal Associate Degrees and pursue lawful employment opportunities within the United States to gain work experience related to their academic field of study.

Since the onset of the COVID-19 pandemic in Spring 2020, the program has experienced a decline in enrollment. When the 2019-2020 academic year began, the program had 172 students enrolled at the college in Fall 2019. In Spring 2020, when the COVID national emergency was declared, the program saw a sharp drop in enrollment as students withdrew from the college and returned to home countries. The following year, ISP total enrollment dropped to 133 in 2020-2021 and continued to decline as the state of national emergency due to COVID persisted. By the time the national emergency for COVID-19 was lifted on May 11, 2023, there were 110 international students enrolled at Cypress College for the 2022-23 academic year.

Enrollment Status

Academic Year	Fall Semester	Spring Semester	Unduplicated Total for Year
2019-20	172 (new students:40)	145 (new students:20) <i>Covid semester</i>	172 + 20 = 192
2020-21	130 (new students:27) <i>Covid semester</i>	106 (new students: 3) <i>Covid semester</i>	130 + 3= 133
2021-22	100 (new students: 25) <i>Covid semester</i>	99 (new students: 17) <i>Covid semester</i>	100 + 17= 117
2022-23	98 (new students: 37) <i>Covid semester</i>	85 (new students: 12) <i>Covid semester</i>	98 + 12 = 110

Although the program has experienced a decline in enrollment since the pandemic, the success rate among international students has more or less remained unchanged. For example, in Spring 2016, four years prior to COVID, students who completed their associate degrees and/or transferred to 4-year universities had spent 5.46 semesters at Cypress College. In Spring 2023, students who transferred successfully to CSUs and UCs had stayed at Cypress College for 5.3 semesters.

4-Year University Transfers

End of Academic Year	Number of Students Transferred	Average Number of Terms at Cypress College
2015-16	30	5.46

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2016-17	15	4.47
2017-18	15	4.70
2018-19	27	5.92
2019-20	21	6.75
2020-21	21	5.80
2021-22	20	5.80
2022-23	14	5.30

Part 5. Program Accomplishments, Improvements, Challenges, and Obstacles

A. Document accomplishments and/or improvements since your last program review.

Student Persistence & Success: As discussed in the previous section, the most notable accomplishment since the last program review conducted in spring 2019 is that despite the challenges brought on by COVID, the persistence and success among international students have remained unchanged. As previously described, in Spring 2023, students spent an average of 5.3 semesters at Cypress College before they successfully transferred to CSUs and UCs. In two previous years, Spring 2022 and Spring 2021, the average number of semesters international students studied at Cypress was 5.8 for both semesters, slightly higher than 5.3 compared to Spring 2023.

Streamlined Admission Process: Despite the unprecedented challenges and disruptions caused by COVID, the International Students Program has continued to provide services to guide and support its students, utilizing an array of delivery methods to meet various needs of the students. The pandemic necessitated a shift in our application processing, and the program moved away from paper applications and transitioned, first to all electronic PDF applications submitted via email, and then to real-time, online/digital applications. The transitions helped to improve and streamline the admission process, creating a more positive experience for prospective international students interested in applying to Cypress College, from any location in the world.

Enhanced Academic Support Services: The International Students Program has also enhanced academic support services for newly admitted students by adopting more flexibility for its onboarding services. Each semester, ISP conducts group academic orientation, followed by 1:1 counseling appointments for newly admitted students. Whereas prior to COVID, both orientation and counseling were conducted in person and only on certain dates, the program has been utilizing Zoom and its real-time videoconferencing capabilities to conduct multiple group academic orientations in order to accommodate various students' needs and their physical locations across different



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time zones if they are outside the United States and have yet to arrive in the country. For newly international admitted students, understanding and navigating through an array of the many requirements prior to course registration at Cypress College can be daunting and overwhelming, especially those who are new to the American higher-ed academic landscape. Being flexible to accommodate the needs of our first-semester, new students as they are onboarded also contributes to the program's success in meeting the goals of the Guided Pathways.

Expansion of Student Engagement Activities & Services: From Spring 2020 through the end of Spring 2022, the program's daily operations and services were interrupted by COVID safety measures, and ISP could neither plan nor offer any in-person activities and events on campus. The majority of the courses were offered online or via Zoom during this period, and students rarely came to campus to interact with the ISP staff and other international students. Although the national emergency for COVID-19 was not lifted until May 11, 2023, ISP began offering a wide range of in-person activities in Fall 2022 and has continued to do so each semester after that.

Here are some examples of the activities/events: Monthly Lunch, Halloween Night, Valentine's Day Event, Lunch with ISP Alumni, ISP World Tour Series, Bowling Night and San Diego Zoo Trip (off-campus events with Fullerton College international students).

Semester & Year	No. of On-Campus Activities/Events Offered by ISP
Fall 2022	8
Spring 2023	9
Fall 2023	10
Spring 2024	10

As stated in the program's Mission Statement in Part 1, one of the goals of the International Students Program is to provide comprehensive programming to support, promote and improve the academic success of its students, and this effort includes offering a variety of social activities and events that provide opportunities and a physical space for international students to gather, socialize and interact among themselves as well as with ISP staff members. After a 2-year hiatus of being unable to engage and connect with its students in person, ISP has actively devoted its personnel and financial resources to planning, coordinating and implementing large numbers of in-person activities. For international students, such social activities serve to not only promote student engagement among themselves, but also deepen their sense of belonging to a



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community at Cypress College, both of which contribute to their mental well-being, which further leads to better academic performance and learning outcomes.

ISP Scholarships: One aspect of the program that was never disrupted by COVID is the ISP Scholarships. Each semester, the scholarships are awarded to students completing their degrees (AA/AS/ADTs) and/or transferring to CSUs, UCs and other 4-year universities in- or out-of-state. Each academic year, the program sets aside \$5,000 to promote timely graduation/degree completion and university transfers and to recognize student achievements. Each applicant must have a minimum cumulative GPA of 3.0, submit an unofficial Cypress College transcript, an essay of 500 words describing their educational goals and personal aspirations, and an admission letter/email from a 4-year university OR an AA/AS degree completion confirmation from Admissions & Records.

B. Document program challenges and/or obstacles since your last program review.

COVID & Decline in Enrollment: As previously discussed in Part 4, the program has experienced a decline in enrollment since the onset of the COVID-19 pandemic in Spring 2020. For the 2019-2020 academic year, the program had 172 students enrolled at the college. In March 2020, after the COVID national emergency was declared, the program saw a sharp drop in enrollment as students withdrew from the college and returned to home countries out of fear and safety concerns. In Fall 2020, the ISP total enrollment dropped to 133 and continued to decline as the state of national emergency persisted. By the time the national emergency was lifted on May 11, 2023, more than three years later, there were 110 international students enrolled at Cypress College.

Enrollment Status

Academic Year	Fall Semester	Spring Semester	Unduplicated Total for Year
2019-20	172 (new students:40)	145 (new students:20) <i>Covid semester</i>	172 + 20 = 192
2020-21	130 (new students:27) <i>Covid semester</i>	106 (new students: 3) <i>Covid semester</i>	130 + 3= 133
2021-22	100 (new students: 25) <i>Covid semester</i>	99 (new students: 17) <i>Covid semester</i>	100 + 17= 117
2022-23	98 (new students: 37) <i>Covid semester</i>	85 (new students: 12) <i>Covid semester</i>	98 + 12 = 110



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Several factors contributed to this decline. The pandemic presented unprecedented challenges, delays, restrictions and difficulties in visa processing and obtaining student visas. Many of our embassies and consulate offices simply shut down or substantially downsized their personnel and didn't reopen or resume their normal visa processing until Fall 2022 – Spring 2023. International students also were subject to travel bans, restrictions and strict COVID safety protocols for US entry, all of which disrupted and discouraged their pursuit of higher education in the United States.

The pandemic also impacted international students enrolled at local ESL language schools and high schools, both private and public. The International Students Program at Cypress College has partnerships with a number of local ESL language schools and high schools. As these schools experienced a similar decrease in enrollment, the number of students transferring to Cypress College from these schools saw a decline during the pandemic.

The shift to online and virtual learning during COVID posed new and significant challenges for international students, especially for ESL speakers enrolled in local high schools. Adapting to remote learning formats, managing asynchronous schedules, and navigating virtual classroom environments during the lockdown with no personal interactions and support services presented additional barriers to student engagement, academic success and, particularly, the English language acquisition. These challenges became apparent for many high-school students seeking admission to Cypress College as they couldn't satisfy the English language proficiency requirement for admission.

COVID-related economic downturns, the loss of business and employment also affected many families of international students, who were financing and supporting their children's education in the United States. Many students had to endure prolonged financial hardships that hindered their ability to afford tuition, housing, and other living expenses needed to study in the United States. When the economy finally began to recover, many aspiring international students still determined to pursue their higher education away from their home countries chose to go elsewhere in the world, with more affordable fees and expenses than in the United States.

ISP Relocation: In July 2021, after having spent three years in a swing-space office location in Gym 2, ISP moved back into its original location in Building #8 following a renovation project that began in May 2018. The newly renovated ISP Office was designed as a separate unit within Building #8 and had a designated Student Lounge area, plus ample storage space needed for office and activity supplies. It also offered students and visitors alike an easy and open access to the ISP Office and staff



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members. Since the program's inception in 2003, the International Students Program Office finally had a designated office that was inviting and conducive to person-to-person engagement for its student population on campus. Students could gather freely not only in the Student Lounge area inside the ISP Office, but also in the main social lounge area within Building #8. Students were able to socialize and interact on a daily basis with not only other international students but also with non-international students.

In October 2023, after having occupied the newly renovated space within Building #8 for only two years, the ISP was moved out of Building #8 and was relocated to the Admissions & Records area in Building #19. This is a restricted area for A&R, Bursar's Office and ISP employees and requires a key access to enter. International students are not permitted to enter this area freely and must first check in at the ISP Reception window before being escorted into the ISP area. Compared to its previous location in Building #8, the current location offers international students no open, free access to the ISP Office and staff and has no designated space for them to gather, interact and socialize. International students need and deserve their own physical space for personal engagement, growth and development while attending Cypress College, and sadly, the current location offers none of these.

Part 6. Ensuring Equity in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

The International Students Program admits and enrolls students from various countries around the world representing different cultures, languages, religious beliefs and customs and ensures that its services are delivered in an equitable manner to all students, regardless of gender, age, ethnic and religious backgrounds, as well as previous education history and academic aptitude. To promote the academic success of each individual student here at Cypress College, ISP works closely with the Associated Students, Counseling Division, Disability Support Services, Student Health Center, Library & Learning Resource Center (in particular, its tutoring services).

B. How do you serve students regardless of service location or delivery method? (i.e. distance education, after hours)



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The International Students Program ensures that its services are equitable regardless of location or means of delivery, that it provides equitable access and services to all of its students, and its resources are allocated to provide services in an equitable manner.

Pre-COVID, ISP provided most of its services in person on campus. During COVID, ISP delivered the majority of services remotely. Post-COVID, as international students are required by US immigration regulations to return to campus and enroll in in-person classes, ISP offers both remote and in-person services and will continue this practice in the future.

Each semester, ISP provides the following services to prospective and newly admitted students both in person and remotely to accommodate individual needs, any technology challenges and different time zones.

- Application processing and admission inquiries: ISP application forms are available online with all the supporting documents to be uploaded. An online application form allows students to complete the application form in real-time and directly upload all the supplemental documents. In rare instances where students cannot utilize the online application form, a PDF application form can still be emailed directly to ISP office together with all the supporting documents as attachments (academic transcripts, financial documents, English language proficiency test score, passport copy, etc.)
- Assistance with visa application inquiries
- Assistance with housing inquiries
- Group academic orientation
- Individual counseling & completion of 1st-Semester Educational Plan
- Assistance with myGateway registration
- Introduction to campus support services (Campus Safety, Student Health Center & LLRC)
- Immigration orientation
- Campus tours – not offered during COVID semesters
- Assistance with 12-unit enrollment requirement each semester to maintain lawful status (per US Department of Homeland Security regulation)
- Follow-up individual counseling for comprehensive Student Educational Plan completion

ISP further provides the following services to its continuing students both in person and remotely each semester. If a process requires completing a form prior to authorization, students can complete and submit the form in person, or in PDF and submit to the ISP Office electronically.



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- Assistance with 12-unit enrollment requirement each semester to maintain immigration status.
- Authorization to enroll outside of NOCCCD when warranted
- Counseling appointments for Student Educational Plan revisions/updates if changing majors or educational goals
- Timely updates, authorization and reporting in the web-based Student & Exchange Visitor Information System (SEVIS) in the following areas:
 - ❖ Personal information (US Address, Email, Phone Numbers)
 - ❖ Registration Status (active, terminated, transfer-outs, etc.)
 - ❖ Program of study
 - ❖ Educational goals at Cypress College (AA/AS Program Completion, ADT Completion for CSU Transfers, Non-Degree Completion for Transfers to UC/other universities)
 - ❖ Program Extension authorization: For students needing to stay additional semesters at Cypress to complete their degree/educational goals
 - ❖ Reduced Course Load (RCL) authorization: Students in their final semester at Cypress College are permitted by the US Department of Homeland Security to enroll in fewer than 12 units in their final semester prior to degree completion and/or CSU/UC transfer
 - ❖ Authorization for Early Withdrawal to return to home countries
- Assistance with graduation application, program & degree completion and transfers to CSU/UCs/other institutions
- Employment inquiries, authorization and assistance with application process
- Fee Payment Inquiries
- Student Health Center services & health insurance plan inquiries

For academic and personal success of both newly admitted and continuing international students, ISP allocates resources to provide services in an equitable manner regardless of location or mode of delivery. Delivering comprehensive and reliable services both in person and remotely to accommodate all students with varying degrees of needs, however, requires more human and financial resources. This is especially true of newly admitted students who are permitted to register while still outside the US, prior to physically entering the United States, to begin their course of study at Cypress College. To facilitate the necessary academic supports and advising services for these students, ISP continues to allocate and fund additional counseling hours during summer break (June, July and August) and winter recess (January). Since international students are required to take classes in person and they are physically coming to campus more

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often, ISP has resumed offering events and activities in person in order to enhance student re-engagement, satisfaction and experience at Cypress College. To facilitate in-person activities and events, ISP relies on student hourlies and currently employs two student hourlies, and will be hiring additional student hourlies if the need arises.

C. Do you receive funding from Student Equity and Achievement (SEA)? If so, explain its usage and effects on your program/department. (SEA funding allocation should also be included in Part 2C)

N/A

Part 7. Student Services Learning Outcomes (SSSLOs) and Assessment

A. Programs must assess SSSLOs annually. Provide your SSSLOs, assessment methods, results, and changes you will make based on your assessment results. (At least four SSSLOs should be listed.)

	SSSLO	Assessment Method	Assessment Result	Change
1	Fall 2022-Spring 2023: As a result of participating in and benefitting from in-person social events and activities provided by ISP, international students were able to engage and re-engage among themselves and with the ISP Office, which will further contribute to having positive experiences while attending Cypress College.	In Fall 2022, ISP offered 8 social activities/events. In Spring, ISP offered 9 activities. At the end of each semester, a survey for all events/activities was developed and sent out to those students who participated in these events to evaluate student experience and measure their satisfaction.	For Fall 2022, students who participated in the social activities rated their positive experience and satisfaction from the highest (100%) to the lowest (80%). For Spring 2023, students rated their satisfaction from the highest of 100% to the lowest of 89%.	None. Going forward, ISP will continue to plan and offer social activities for international students to promote and contribute to international students' satisfaction and positive experience.
2	Fall 2021-Spring 2022: As a result of the services provided by ISP in support of the College's Guided	In Fall 2021, all newly admitted students were expected to Enter the Path (GP Pillar #2) as they began their first	By Fall 2022 semester start-date, all newly admitted students enrolled in 12+ units and therefore	All students successfully Entered the Path in Fall 2021. Those students

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	Pathways (GP) goals, newly admitted international students were able to Enter the Path (GP Pillar #2) and also Stay on the Path (GP Pillar #3).	semester at Cypress College by successfully enrolling in 12+ units in ESL/ENG, Math and GE/Major courses. In Spring 2022, the same students were expected to Stay on the Path (GP Pillar #3) by continuing to enroll in 12 units and also completing their Comprehensive Student Educational Plans. ISP closely tracked and monitored each student's enrollment status and SEP completion status throughout the semester.	successfully Entered the Path. By Spring 2022, 80% of the students who began their first enrollment in Fall 2021 to successfully Enter the Path continued their enrollment in Spring 2022 to Stay on the Path.	who did not Stay on the Path in Spring 2022 all returned to their home countries after completing only one semester at Cypress College, citing personal and family hardships due to COVID.
3	Fall 2020-Spring 2021: By attending a Mid-Semester ISP Review Session each semester, international students were able to review and better understand a number of important academic and immigration topics that had been presented at the New Student Orientations.	Students were asked to complete a Pre- and Post-Tests, before and after attending the Review Session. Each Test consisted of 10 academic questions and 10 immigration questions.	Students' overall performance improved from Pre- to Post Tests. For academic topics, results improved from 46% on Pre-Test to 65% on Post Test, showing a 20% improvement. For immigration topics, results improved from 48% on Pre-Test to 75% on Post-Test, a 28% improvement. However, on both topics, the improvements fell short of the expectation and success rate set at 85% on Post-Tests.	Effective Fall 2021, implement the following measures to better assist students: 1. Offer Mid-Semester ISP Review Sessions twice a semester. 2. Create a PP Slideshow of the Review Session and post it on ISP Canvas 3. Create and disseminate a 1-Page <i>Important Dates</i> each semester.

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4	Fall 2019-Spring 2020: As a result of completing the Onboarding steps provided by ISP, newly admitted international students were able to Enter the Path (GP Pillar #2) each semester.	All newly admitted students were required to complete the following 5-Step Onboarding process in person with ISP to successfully enroll in 12+ units during their first semester at Cypress College. 1. Academic Orientation 2. ESL/ENG/Math Assessments 3. Academic Counseling 4. Campus Resources Orientation (Campus Safety, ESL Department, Health Center and LLRC) 5. Immigration Orientation	By the semester-start-date for both Fall 2019 and Spring 2020, all newly admitted students enrolled in 12-16 units.	In Fall 2019, 20% of the newly admitted students did not complete the Campus Resources Orientation. In Spring, 22% of the new students did not. ISP would explore creating or obtaining a video presentation from each of the departments to be sent to students.
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Part 8. Evaluation of Previous Goals

A. List your goals and objectives from your last program review. Did you meet your goals? If not, please explain.

	Goals	Objectives	Accomplish Goals? (Y/N)	If goal was not met, please explain
1	Year 1: 2019-2020 Improve Staff Helpfulness (2019 Program Review Student Survey Results indicated a 3.8% decrease from the 2015 Program Review)	1. Prepare/distribute ISP Monthly Bulletin via email and on social media (ISP Facebook and Instagram) 2. Offer Monthly ISP Conversation Hour & Peer Tutoring 3. Collaborate with the International Club in event/activity planning	Fall 2019: Y Spring 2020: N	In Spring 2020, COVID lockdown, initial confusion and uncertainties impacted smooth daily operations and setting priorities.
2	Year 2: 2020-2021 Improve Clarity of Procedures (2019 Program Review Student Survey Results	1. Offer weekly office hours with ISP Manager (Tuesdays at 2), a walk-in, 1:1 Q&A 2. Offer designated walk-in office hours with ISP	Y by utilizing Zoom during COVID lockdown	

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	indicated a 3.2% decrease for this category from the 2015 Program Review)	Counselor, for quick inquiries (vs. 30-minute scheduled appointments) 3.Offer group academic and immigration workshops and Q&A session each semester		
3	Year 3: 2021-2022 Improve Quality of Materials (2019 Program Review Student Survey Results indicated a 3.2% decrease from the 2015 Program Review)	1.Create and maintain on the ISP website a PowerPoint presentation with FAQs for currently enrolled students 2.Create a 1-Page Summary of the same PPP	Y, but changed the posting location from the ISP website to ISP Canvas	

Part 9. New Program Goals

	Goals	Objectives	Timeline	Campus Plans and Initiatives Highlight plan/initiative to which your goal relates.
1	Increase enrollment by 20% each year from Fall 2024 through Fall 2027	1.Increase outreach activities with local feeder high schools and ESL schools 2.Participate in overseas recruitment & education fairs 3.Create/revise/update the ISP social media platforms and contents 4.Assist academically disqualified CSU & UC students transferring to Cypress College	Begin Fall 2024 and continue through Summer 2027	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other: ISP Mission Statement
2	Strengthen student retention and academic success rates	1.Strengthen academic support services to assist students' English language proficiency	Begin Fall 2025 and Ongoing	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan

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		and success in ESL course completion 2. Expand Peer-to-Peer support & networking opportunities and community engagement programs		Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other: ISP Mission Statement
3	Improve communication methods by adopting and utilizing new & evolving technologies	1. Explore text messaging as an alternative communication method 2. Start an ISP podcast of weekly bulletin & announcements to be viewed worldwide to attract prospective students	Begin Fall 2026 and Ongoing	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other: ISP Mission Statement
4	Address/improve student satisfaction for the Timeliness of Response (2024 Student Survey saw a significant drop in this category, from 96% in 2019 to 89% in 2024)	1. Design and conduct a survey to measure student satisfaction with various ISP services vis-à-vis Timelines of Response 2. Compile, evaluate and analyze survey results for the next ISP Program Review in 2028	Begin Fall 2027 and continue through Spring 2028	Educational Master Plan SEA Plan Strategic Plan Distance Education Plan Technology Plan Guided Pathways Promise/NOCCCD Pledge Strong Workforce/Perkins Other: ISP Mission Statement

Part 10. Resources/Needs Assessment

A. Please link all requests to the goals above. Include the goal reference number in the “Justification” section below. Prioritize your requested resources. (Example: If you have three resources listed, then you will prioritize #1, #2, and #3, with #1 being the most important.)

Personnel			
Position	Justification and Impact on Goals	Cost	Priority #

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Professional Development			
Activity	Justification and Impact on Goals	Cost	Priority #
Conference Attendance (e.g. NAFSA Annual and Regional Conferences): NAFSA Conferences provides opportunities for learning best practices to improve and enhance the programming aspects of ISP, up-to-date guidance & policies of the US Department of Homeland Security (CBP, ICE and USCIS) and networking with colleagues in the field.	Goal #1: Increase enrollment by 20% each year from Fall 2024 through Fall 2027 Objective 2: Participate in overseas recruitment & education fairs Objective 3: Create/revise/update the ISP social media platforms and contents Goal #3: Improve communication methods by adopting and utilizing new & evolving technologies Objective 1: Explore text messaging as an alternative communication method Objective 2: Start an ISP podcast of weekly bulletin & announcements to be viewed worldwide to attract prospective students	Unknown at this time; also cost varies depending on conference locations	#1
Facilities			
Repair or Modification	Justification and Impact on Goals	Cost	Priority #
ISP Office Modification or Relocation: As described in Part 5, Section B, the current ISP location is not at all conducive to the program growth. International students need and deserve their own physical space to interact freely with ISP staff and among themselves.	Goal #2: Strengthen student retention and academic success rates Objective 2: Expand Peer-to-Peer support networking opportunities and community engagement programs	Unknown at this time	#1
Technology/Equipment/Supplies			
Item	Justification and Impact on Goals	Cost	Priority #

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Part 11. Program Review Involvement

A. List the names of faculty and staff who participated in the program review process.

- Deepa Tharani, Adjunct Counselor
- Quinn Doan, Adjunct Counselor
- Vivian Kim, International Students Services (ISS) Coordinator
- Yongmi Han, International Students Program Manager

B. Describe the involvement of faculty and staff in the program review process.

The ISP Manager was the primary author of the current program review.

The ISS Coordinator assisted with the Student Survey completion process by sending out regular email messages to encourage students to participate in the process during the Student Survey period.

Based on the Student Survey Results, both Adjunct Counselors and ISS Coordinator participated in discussion of the Survey Results and assisted in identifying and finalizing the New Goals to be included in the current program review.

The ISS Coordinator and one of the Adjunct Counselors also submitted a draft response and feedback for Part 4: Program Analysis and Planning and Part 5: Program Accomplishments, Improvements, Challenges, and Obstacles.

Part 12. Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies identified as a result of the review, and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, Cari Jorgenson, Web Content Specialist at cjorgensen@cypresscollege.edu



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Part 13. Evaluation and Approval from Division Dean

Comments

Division Dean Signature: _____

Date Approved: _____