



## Student Services Program Review Report International Students Program

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Names of people who contributed to this report: **Gina Marrocco & Deepa Tharani**

Date: **June 6, 2019**

Date of previous program review: **Spring 2015**

### Part 1. Satisfaction with Support Services Provided

*Review the results from core items in the Student Services Program Review Survey that are summarized the table below. See Appendix A for complete survey results.*

	% Responded "Excellent"	% Responded "Good"	% Responded "Excellent" or "Good" Combined	% Responded "Excellent" or "Good" Combined in Last Review	% Difference
Hours of operation	56.9%	29.4%	<b>86.3%</b>	89.0%	<b>-2.7%</b>
Timeliness of response	56.9%	39.2%	<b>96.1%</b>	91.0%	<b>5.1%</b>
Clarity of procedures	57.1%	30.6%	87.8%	91.0%	<b>-3.2%</b>
Quality of materials	56.0%	32.0%	88.0%	91.0%	<b>-3.0%</b>
Staff helpfulness	66.7%	23.5%	90.2%	94.0%	<b>-3.8%</b>
Staff knowledge	52.0%	40.0%	92.0%	89.0%	<b>3.0%</b>
Overall quality of service	60.8%	29.4%	90.2%	89.0%	<b>1.2%</b>

**Ave: 90.1**

**Ave: 90.6**

### Part 2. Changes since last Program Review and Evaluation of Previous Goals

*Provide a brief summary of the survey results (see Appendix A) and comparative analysis of the survey results with the results from the previous cycle (see table in Part 1). Document any accomplishments or*

*improvements and provide insight on any significant challenges or obstacles the department/program has faced since the last review, particularly in relation to the survey results. Additionally, describe whether the goals and objectives identified in the previous review were met or not, and please provide explanations if the goals were not met.*

Summary and Comparative Analysis of Survey Results: The combined percentage of student satisfaction responses for Excellent & Good increased since the last Program Review conducted in Spring 2015 in the following categories: Timeliness of Response (5.1% increase), Staff Knowledge (3.0% increase) and Overall Quality of Service (1.0% increase).

The following four categories, however, each saw a decrease: Hours of Operation (2.7% decrease), Clarity of Procedures (3.2% decrease), Quality of Materials (3.0 % decrease), and Staff Helpfulness (3.8% decrease).

Accomplishments, Improvements, Obstacles, and/or Challenges: Overall, the combined average of Excellent & Good Responses decreased only slightly and went down by 0.5 from 90.6 in 2015 to 90.1 in 2019.

Students were most satisfied with the Timeliness of Responses & Services provided (5.1% increase) and least satisfied (3.8% decrease) with Staff Helpfulness, which appear to be at odds with each other.

ISP strives to provide timely services to students and their inquiries made in person, via email or over the phone. However, some students may feel their inquiries are not addressed and answered to their satisfaction, especially if they are inquiring about obtaining financial aid and SSNs (Social Security Numbers). Given their visa and immigration status, international students are not eligible for financial aid (federal or state) and SSNs are issued by the SSA only if students are legally employed on campus or off-campus with immigration authorization. So this may explain the 3.8% decrease in Staff Helpfulness.

Interesting to note is that student satisfaction for Hours of Operation decreased by 2.7% from 2015. This decrease may be attributed to the current office location. Unlike in Spring 2015 when ISP Office was located in the Student Activities Center, in its current location, the ISP Office is not housed within the same building as Student Activities and is closed during lunch when the program manager is off-campus and there is no other permanent employee to supervise its hourly employees if on duty. Students may find this daily practice of office closure to their dissatisfaction. The issue will be resolved soon, however, after the current Administrative Assistant II has retired (who is a 50% employee) and is replaced by a 100% employee.

Comments on Previous Goals: In Spring 2015, ISP identified the following two (2) Goals in its Program Review. Goal #1 was to Improve the Quality of Staff Helpfulness, strengthen student success/retention and help students feel connected to Cypress College. As pointed out earlier, student satisfaction for Staff Helpfulness decreased by 3.8%, from 94% in 2015 to 90.2% in 2019, and will, therefore, be identified and re-addressed as a new goal included in the current Program Review.

Goal #2 was to Improve the Overall Quality of Service by expanding/re-configuring the current office area or relocating. This area saw an increase of 1.2% in student satisfaction from 2015 to 2019. The ISP Office has relocated to its temporary location while the existing Student Activities Building is being

renovated. It is hard to assess, however, whether or not the 1.2% increase in 2019 in the Overall Quality of Service is due to the office's new location.

### Part 3. Mission Statement and Student Services Student Learning Outcomes (SSSLOs)

*Provide the mission statement of your department/program and summarize the student learning outcomes (SLOs) for the department/program.*

**Mission Statement:** Cypress College International Students Program strives to promote and enhance the representation of ethnic and cultural diversity of the college's student population by recruiting international students and integrating and supporting these students to succeed at Cypress by providing comprehensive programming, academic counseling and immigration advising services.

**SLOs:** ISP has two (2) newly identified SLOs. SLO #1 states that Cypress College International Students Program will provide the appropriate services and programs to recruit and integrate international students to Cypress College. SLO #2 states that Cypress College International Students Program will provide comprehensive programming, academic counseling and immigration advising services.

### Part 4. Student Services Student Learning Outcomes (SSSLO) and Program Student Learning Outcomes (PSLO) Assessment

*SSSLOs are assessed annually and are mapped to the college's PSLOs and ISLOs. SSSLO assessment provides an opportunity for dialogue regarding best practices and challenges in achieving outcomes. Review and summarize the results of the last two SSSLO cycles. Please include highlights from your SSSLO results and action plans, including best practices and challenges. What changes will be made to your programs and services, and/or the SSSLO process as a result of this assessment?*

**SLO Assessment Results from 2016-18 (theme: one-stop to non-stop) and 2018-20 (theme: guided pathways):** For 2016-18 SLOs, ISP continued to evaluate and assess the following theme, instead of the one-stop to non-stop theme: All international students must complete their Comprehensive Student Ed Plans (SEP)s during their first term at the college in order to complete the required coursework for AA/AS/ADTs and/or transferring to universities in six semesters/three years or less.

For 2016-17, the goal of ISP SLO was to evaluate and address any gender gap seen in academic performance and university transfers, with the following intended outcomes: as a result of the ISP requirement that every international student must complete a Comprehensive SEP during his/her first term at Cypress College, all students, regardless of gender, will be able to complete transfer-level English and Math courses, plus the required GE coursework and successfully transfer to 4-year universities in less than 5 semesters (or 2.5 years) at Cypress. The SLO assessments indicated that female international students accomplished this outcome in 4.33 semesters while male students

achieved the same outcome but in 4.56 semesters. International students, regardless of gender, however, were able to complete transfer-level English, Math and other GE courses and transfer to universities in 5.0 semesters or less. **See attached 2016-17 ISP SLO.**

In support of the Kinesiology & Athletics Department's Mission Statement as defined in the *Cypress College Accreditation Self-Evaluation Report* (pp. 212-214), the goal of the 2017-18 ISP SLOs was to evaluate the academic success rate among the international student athletes and address any performance gap seen in this group of students when compared to other, non-student athletes. The SLOs results clearly indicated that international students participating in the college's athletics programs (Swim/Dive, Baseball, Basketball and Men's Tennis) were academically successful at the same rate as non-athlete international students, even though they were required to maintain full-time status while engaging in daily practice and weekly tournaments/competitions. **See attached 2017-18 ISP SLO.**

For 2018-19, ISP is focusing on one of the two newly identified program SLOs: Cypress College International Students Program will provide comprehensive programming, academic counseling and immigration advising services. The new SLO must also be aligned with the goals of the Guided Pathways (GP), which focuses on improving the rates of college completion, transfer and attainment of jobs with value in the labor market. These goals are organized into the following four Guided Pathways Pillars: 1. Clarify the Paths; 2. Help Students Get on a Path; 3. Help Students Stay on Their Path; 4. Ensure Students are Learning.

In support of the College's commitment to meeting the Guided Pathways' goals, the current ISP SLO will focus on Pillar #3: Help Students Stay on Their Path and evaluate the support services and resources provided to international students to improve their academic performance and success rate and address any problems that surface during the evaluation process.

The focus of Pillar #3 is to keep students on track by providing the following support services: 1. Ongoing, intrusive advising; 2. Systems in place for students to easily track their progress; 3. Systems/procedures in place to identify students at risk and provide needed supports; 4. A structure established to redirect students who are not progressing in a program to a more viable path.

All international students enrolled at Cypress College are required to complete Comprehensive Student Educational Plans (SEPs) during their first term at Cypress College. This requirement will help students stay focused, track their academic progress and prepare well in advance for degree completion and/or university transfer. As a result of this requirement, international students are able accomplish the following outcomes: 1. To stay on their path 2. To complete the required major coursework and General Education courses; 3. To accomplish their educational goals of completing Associate Degree and/or transferring to 4-year universities.

The results from the Fall 2018 degree completion and transfer data are summarized as follows. There were 16 international students who successfully completed associate degrees and/or transferred to universities. Of the 16 students, 5 students changed their majors, took an average of 7.4 semesters to complete their educational goals, and the average number of units completed was 84.

The other 11 students did not change their majors, and took an average of 5.2 semesters to complete their educational goals, and the average number of units completed was 64.

The group that changed majors spent 2.2 more semesters, equivalent to one full year, and took 20 more units than the group that didn't change their majors.

For the entire group of 16 students, the average number of semesters spent at Cypress College was 5.9 and the average number of units completed was 70.5.

It is clear that when students change majors, it takes them longer (2.2 more semesters or one full year) to complete their education goals and, consequently, they end up taking more classes (20 units more).

However, with a dedicated academic counselor and program manager providing intrusive advising, tracking student progress with SEPs, and guiding/redirecting students when necessary to a more viable path (for example, from Computer Science to CIS), international students are able to stay on their path, to complete the required major coursework and General Education courses and accomplish their educational goals of completing Associate Degree and/or transferring to 4-year universities.

For Spring 2019, the data collection and analysis were not completed until the end of July 2019, after the semester ended and all university transfer data were compiled. However, as expected at the time of submitting this report in June 2019, the results for this group were similar to those from the Fall 2018 group, that is, when students changed majors, not only did they stay at Cypress longer, but they also ended up taking more units to graduate and/or to transfer to universities. **See attached 2018-19 ISP SLO.**

For Fall 2019 – Spring 2020, ISP will focus on the other SLO: Cypress College International Students Program will provide the appropriate services and programs to recruit and integrate international students to Cypress College.

Changes as a Result of SSSLO Assessment:

Any necessary changes will be addressed once the data collection and analysis have been completed.

## Part 5. Faculty/Staff Involvement

*Summarize the involvement of faculty/staff in the review process.*

For the current Program Review process, the ISP staff members – Gina Marrocco (Administrative Assistant II) and Deepa Tharani (Adjunct Counselor for international students) assisted in formulating the three (3) open-ended questions included in the Satisfaction Survey.

The Survey results were reviewed by each staff member. Each staff member was also required to submit a list of ideas/suggestions/recommendations via email for future goals and objectives.

A group discussion of these goals and objectives took place at a monthly Staff Meeting in May 2019, and members identified and agreed on three (3) goals to be implemented for the next three years, one goal per year, until the next Program Review scheduled for 2023.

A draft report of the Program Review was prepared by the program manager, and each staff member was asked to review and provide comments and feedback to be incorporated in the final report.

## Part 6. Connecting Department Goals to Strategic Planning and Major Campus Initiatives.

*Identify general goals and specific, measurable objectives your department/program plans to achieve within the next four years and respond to the related questions for each goal. These goals must directly relate to at*

least one of our major campus initiatives (see list below). Departments/programs should identify at least one goal per year. If any of your goals require fiscal resources, please complete Part 7.

Major Plans and Initiatives: SSSLOs, District or College Educational Master Plan, Student Success and Support Program (SSSP) Plan, Student Equity Plan, District or College Strategic Plan, Distance Education Plan, Technology Plan, Guided Pathways, Promise Program, NOCCCD Pledge, Dual Enrollment, Strong Workforce, College Outcome Assessment and Review Cycle Plan, or another plan or initiative.

Please modify the number of goals and objectives outlined below as needed.

**Year 1: 2019-20**

**Goal: Improve Staff Helpfulness** (Student Satisfaction decreased by 3.8% from 2015)

Supports plan(s) or campus initiative(s): College Strategic Plan Direction A: Student Success; SSSLOs

**Objective 1:** Prepare and distribute ISP Monthly Bulletin via email & on social media (Facebook & Instagram). The Bulletin will include timely campus information and events, important deadlines and immigration news updates & reminders.

Person(s) responsible: ISP Counselor, Student & Temporary Employees

Timeframe: Begin Fall 2019 & Ongoing

**Objective 2:** Offer Monthly ISP Conversation Hour & Peer Tutoring and Collaborate with the International Club in planning & coordinating social events and activities

Person(s) responsible: Admin Asst. II, Student & Temporary Employees

Timeframe: Begin Fall 2019 & Ongoing

What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?

Response: With the new 100% Admin. Asst. II position in place, ISP will be able to develop and successfully implement these objectives.

What defines overall success for your goal and what metrics will be used for evaluating progress?

Response: Each semester, a survey will be developed by ISP and distributed to students utilizing new services and participating in events and activities. Each survey results will be evaluated and analyzed for areas of satisfaction and areas that require improvements.

Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):

X	Inclusion/Equity/Diversity
X	"One-stop to Non-stop" service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support

X	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

**Year 2: 2020-21**

**Goal: Improve Clarity of Procedures** (Student Satisfaction decreased by 3.2% from 2015)

*Supports plan(s) or campus initiative(s):* College Strategic Plan Direction A: Student Success; SSSLOs

*Objective 1:* Offer weekly office hours with ISP Manager (Tuesdays @Two). This will be a walk-in, Q&A session for students, in a 1:1 format.

*Person(s) responsible:* ISP Manager & Admin. Assist.

*Timeframe:* Begin Fall 2020 & Ongoing

*Objective 2:* Implement designated weekly walk-in office hours with ISP Counselor. This will allow students to ask and get answers to quick questions as opposed to regular, 30-minute counseling appointments

*Person(s) responsible:* ISP Counselor

*Timeframe:* Begin Fall 2020 and Ongoing

*Objective 3:* Offer academic & immigration workshops each semester to review and answer questions in a group setting. Academic topics will include SEP completion, foreign transcript evaluation, etc. These topics can also be covered during the Transfer 101 Workshops (given in spring) and CSU & UC Application Workshops (given in fall). Immigration topics will include review of F-1 visa regulations, financial aid, internships, on & off-campus employment and obtaining SSNs.

*Person(s) responsible:* ISP Counselor & ISP Manager

*Timeframe:* Begin Fall 2020 & Ongoing

*What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?*

*Response:* None

*What defines overall success for your goal and what metrics will be used for evaluating progress?*

*Response:* Each semester, a survey will be developed by ISP and distributed to students utilizing these new services and participating in the events and activities offered. Each survey results will be evaluated and analyzed for areas of satisfaction (strengths) and areas that may require further improvements.

*Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):*

X	Inclusion/Equity/Diversity
	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)
X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
X	Student Learning
X	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

**Year 3: 2021-22**

**Goal: Improve Quality of Materials** (Student Satisfaction decreased by 3.2% from 2015)

*Supports plan(s) or campus initiative(s):* College Strategic Plan Direction A: Student Success; SS SLOs

*Objective 1:* Create and maintain a page on the ISP Website for current students and include a PowerPoint with FAQs for a range of topics pertinent to F-1 students currently enrolled at Cypress

*Person(s) responsible:* Admin. Asst. & Student/Temporary Employees

*Timeframe:* Begin Fall 2021 & Ongoing

*Objective 2:* Create 1-page summary for distribution (in electronic & paper format) of the PowerPoint FAQs.

*Person(s) responsible:* Admin. Asst. & Student/Temporary Employees

*Timeframe:* Begin Fall 2021 & Ongoing

*What fiscal, personnel, facility, or technology resources are required for you to implement this goal and complete your stated objective(s)?*

*Response:* None, but implementing these goals will require assistance from the Communications Office in updating the ISP Website.

*What defines overall success for your goal and what metrics will be used for evaluating progress?*

*Response:* Each semester, a survey will be developed by ISP and distributed to students utilizing these new services and participating in the events and activities offered. Each survey results will be evaluated and analyzed for areas of satisfaction and areas that may require further improvements

*Which of the student services division themes and trends are supported by this goal? (Mark blank column with X for all that apply):*

X	Inclusion/Equity/Diversity
X	“One-stop to Non-stop” service
X	Completion (Transfer/Degree/Certificate)

X	Retention and/or Persistence
X	Student Engagement
X	Student Access
X	Student Support
X	Student Learning
	Student Advocacy
	Accessibility/Universal Design
	Other (please specify):

Part 7. Student Services Program Review Committee Comments

Reviewer Comments:

## Appendix A: Student Services Program Review Survey Results International Students Program

A survey was sent to students who are a part of the International Students Program and 51 students completed the survey. The results are summarized below.

### 1. Please rate the following aspects of the International Students Program based on your experiences.

	Excellent	Good	Fair	Poor	N/A or I don't know	Total
<b>Hours of operation</b>	56.9% <b>29</b>	29.4% <b>15</b>	11.8% <b>6</b>	2.0% <b>1</b>	0.0% <b>0</b>	100.0% 51
<b>Timeliness of response</b>	56.9% <b>29</b>	39.2% <b>20</b>	3.9% <b>2</b>	0.0% <b>0</b>	0.0% <b>0</b>	100.0% <b>51</b>
<b>Clarity of procedures</b>	54.9% <b>28</b>	29.4% <b>15</b>	11.8% <b>6</b>	0.0% <b>0</b>	3.9% <b>2</b>	100.0% <b>51</b>
<b>Quality of materials</b>	54.9% 28	31.4% 16	9.8% 5	2.0% 1	2.0% 1	100.0% 51
<b>Staff courtesy</b>	66.7% 34	23.5% 12	7.8% 4	0.0% 0	2.0% 1	100.0% 51
<b>Staff helpfulness</b>	66.7% 34	23.5% 12	7.8% 4	2.0% 1	0.0% 0	100.0% 51
<b>Staff knowledge</b>	52.0% 26	40.0% 20	8.0% 4	0.0% 0	0.0% 0	100.0% 50
<b>Overall quality of service</b>	60.8% 31	29.4% 15	7.8% 4	2.0% 1	0.0% 0	100.0% 51

### 2. What has been most challenging for you as an international student?

- Transfer to university
- The tuition it is, every semester costs me 5 grand and that's making me worry the most
- The policy and language
- The most challenging for me is language since English is my second language. I have to study hard in order to help me to understand more better in studying.
- The most challenging this is understanding the professors in my classes sometimes.
- Taking care of everything by myself such as finding house
- Studying in English
- Studying any class with English
- Nothing I can think of. It has been a simple and easy process being an International student at Cypress College.
- No information available for status extension such as applying for social security number. Also, job opportunities in campus.
- My English skills.
- Listen professors lecture, sometimes no understand what said and ask in class.
- Language is the biggest challenge for me. Usually I don't know what is others speaking and there are many new word for me. But after the first month I feel better.
- Language barrier.

- Language is my biggest challenge.
- I would say it is language.
- I have to maintain 12 units. Even if I will fail the class or get the grade lower than C. I can't drop the class because I have to maintain 12 units.
- Getting used to the American college system
- Getting use to how things are done here
- Get all the requirements for each class
- Knowing what classes I should take
- For not having an opportunity to apply SSN.
- Finding a job, scholarships, or any kind of financial aids.
- Financial difficulties, In campus job opportunities
- English, new words
- English language
- English is a tactic barrier for almost students who attend college as international students.
- All environment around me is strange to me, so I was often anxious to adapt the environment. It is really rear to feel comfortable and relaxed.
- Adjust with the environment and culture
- Adapting the new education methodology

### **3. What services provided by the International Students Program have been most helpful to you?**

- Transfer fair emails.
- Help to transfer
- The assistance the staff provides
- They provide a lot of good information such as scholarship and the important event that benefits to international students.
- They are very informative.
- Help adjusting to the American college life
- Their cooperation in every aspect whenever needed.
- The program helps me to know what I should do to achieve educational goals as an international student.
- The library and the resources center
- The internet services. When I don't know the information about class or this campus. I can connect the professors or search the notifications from it.
- The helpful emails that the office sends me are great resources for me to keep up with what's going on at school
- The information about health insurance and immigration forms
- The emails they send that are helpful and informative
- The health insurance
- The counseling sessions with Deepa Thirani and the International Students office have always been very helpful.
- Help developing and educational plan
- The informational materials provided
- The help with documentation and paperwork
- Staff are helpful and knowledge to help me for any questions
- Provide information that I need as an International student
- Office hour
- My application documents.
- Staff helpfulness
- Help document for international for example insurance and VISA

- Everything they do currently
- Everything they have done has been helpful
- English club should be widely established for international students who come from many countries.
- Emails of events, workshops
- LRC and DLA courses
- Learning about the school policies
- The counseling sessions have been helpful
- Seeing the counselor to talk about my goals

#### **4. What else can the International Students Program do to help you be successful?**

- Please make orientation for immigration process such is H1B, SSN, internships, in campus job opportunities.
- More workshops
- More activities
- Make advanced my studying
- Provide more assistance learning the English language
- Everything is great
- Keep up the good work.
- Please offer more workshops geared towards international students
- It is important that program support or make seminars for visa status changes, applying for social security numbers and jobs.
- I want to know some information about scholarships that international students can afford to.
- I think that establishing the English club is one of the best choices for student, especially for international students, who are currently taking ESL classes. Thus, hopefully, ISP could make it happen.
- I appreciate the professional helping of all the staffs there. They help me to search for classes.
- Have student have a plan for their study
- Help teachers understand that we have a difficult time adjusting at first
- Have a scholarship that International can participate
- Help students plan ahead more with their classes
- Cypress College should offer international students the workshops such as how they can be eligible for Social security number, how students can apply OPT and internships after they get AA degrees.
- Create some scholarships for international students with good grades
- Be more understanding about certain things regarding health and mental health.