Comprehensive Program Review

SKY SS - International Student Program

Student and Learning Support Services Comprehensive Review

Submitter Name:
Clair Yeo-Sugajski

BACKGROUND

1.A. DIVISION:
Enrollment Services (ES)

PROGRAM NAME:
International Student Program

1.B. YEAR OF REVIEW:
2025 - 2026

1.C. PROGRAM REVIEW TEAM
Carlos Romero (Academic Counselor), Thanh Nguyen (Program Services Coordinator), Will Minnich (Dean)

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:
i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."
The International Student Program (ISP) supports the mission of Skyline college and the goals of the Enrollment Services division by promoting diversity and by enabling students to reach their fullest potential regardless of economic, educational, or physical disadvantages and/or cultural differences. The international student population currently consists of students from 32 different countries, which helps diversify the campus community. In addition, international students bring a global perspective to the campus community, add to the country's scientific and technical research, create an atmosphere of global learning and inter-cultural understanding, and improve the learning experience of domestic students. The International Student Program is devoted to fostering student learning and to enabling international students to reach their fullest potential by providing guidance and support in the following areas:
• Academic: The International Student Support Program strives to ensure that students reach their academic goals by monitoring their attendance, units, educational goals, and academic performance and by helping students to set realistic academic and personal goals and to seek out resources, which will help them to accomplish their goals.
• SEVIS Compliance: The International Student Program ensures that students comply with college regulations as well as regulations governing F-Visa holders by informing students of the regulations governing F-Visa holders, by conducting arrival orientations and student workshops, by monitoring students' legal status, and by complying with the SEVIS reporting requirements and maintaining accurate student records.
• Cultural: The International Student Program assists students with the cultural adjustment process and to connect international students with domestic students on campus.
• International student recruitment: In order to increase the enrollment of the international student population and to build a self-sustaining program, the ISP holds many outreach events nationally and internationally.

ii. Alignment with the College Values:
Campus Climate
Student Success and Equity

For each chosen Value, provide a concrete example of how each connects to your program.
Campus Climate: We respond to all students within 2- 3 business days of their initial contact. For non-F1 students, we practice a warm hand-off by bringing them to the department that can best help them. Our field trips and campus events are open to all students. We have also been collaborating with various on-campus partners such as the Transfer Center, Associated Students of Skyline College, and Center for Student Life and Leadership Development to create more opportunities for international students and domestic students to connect with each other outside of the classroom setting.

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Student Success Equity: All students meet with the academic counselor at least once a semester to create or update a student education plan and all new students meet with an ISP staff member in their first semester to complete a Student Success Checklist. We email all professors regarding international students in their classes each semester and we check the Early Alert Report in Salesforce daily. We also send all international students a weekly newsletter that summarizes important announcements and campus events for them.

1.E.   PROGRAM PERSONNEL

i.   Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:
1

Adjunct Faculty FTE:
0

Classified Professionals FTE:
1

Manager/ Director FTE:
1

Dean FTE (if applicable):
1

ii.   Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Since the last CPR, the program manager and the program services coordinator have both moved on to other roles within the district. The retention specialist is now the program manager, getting the position permanently in October 2023. There were a series of interim retention specialists (4), the most recent is now currently the permanent retention specialist as of August 2024. There was also a series of short-term program services coordinator (1 interim, 3 short-term), but the position has been vacant since March 2024, with a permanent finally filling the position in August 2025. This permanent resigned in November 2025. The position was then offered to the second finalist (current retention specialist) who accepted the position and started on December 11, 2025. The President's Cabinet has not allowed the retention specialist position to be filled at this time due to low student numbers.

The delay in finding permanent staff to fill the position is largely due to the domino effect of the incumbents first needing to become permanent in their interim positions that were elsewhere within the district. There were also changes to the Executive Director and the Director for International Education at the district. The staff changes have impacted the program in the following ways:
1. Recruitment: There was a pause in overseas recruitment before the Executive Director and Director positions were filled.
2. Workload: The retention specialist and the program manager had to split the duties of the program services coordinator, even when a short term was in place since they needed to be trained before they could properly take over the duties and responsibilities of the role.

1.F.   PROFESSIONAL DEVELOPMENT

i.   Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

ISP staff attend at least one NAFSA: Association of International Educators conference once a year. The NAFSA conferences cover all areas of international education (IE) from recruitment to transfer. It provides ISP staff with knowledge to stay abreast of the most recent changes in IE and to pass relevant information on to our students.

ii.   Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

N/A

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

- Cultural Immersion President's Innovation Fund Approval for the last three years which allowed us to run field trips and campus tours.
   - This has now become a collaboration with Associated Students of Skyline College and Center for Student Life and Leadership development and the Transfer Center since PIFs are no longer being institutionalized.
- In-reach efforts: Have been regularly visiting local language schools to inform their students about our program as a transfer option for them.
- Staple yearly events that provides opportunities for students to share their culture with the greater Skyline College Community. For Global Extravaganza in April, we showcase arts, performances, games, and fashion. For International Food Festival in November, we feature foods from different cultures and countries.
- Outreach efforts: Have been participating in outreach programs assigned by District International Education team.
- At least 90% of new students complete their student education plan in the first month of their first semester since we began tracking this in 2022.
- Added Student Success Checklist in 2019: All new students meet with an ISP staff in a one-on-one setting to go over a list of items that will help them to be successful in college.
- Enrollment was growing steadily from 2016 to 2020 (283 to 307), before dropping during the COVID-19 pandemic in 2020 to 2022 (183/184), before climbing up again in 22-23 to 251, 23-24 to 322, and 24-25 to 269. However, for 25-26, it continues on a decline due to the current political climate and lack of diversity within the international student population.

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

The COVID-19 pandemic had a serious impact on our numbers as seen by the drop in the number of students from 2020-2023. Our numbers are in decline again due to the political situation in some countries and the current political climate in the US. For example, Burma (Myanmar) experienced a military coup in 2021 which is ongoing till today. About 50% of students from this country (which is roughly 60% of the ISP student population) will pursue an asylum case within their first semester of being in the US. Citizens from this country have now been banned from entering the US. This greatly impacts our enrollment numbers as students continue to switch statuses and we no longer have an influx of students from there.

Furthermore, the current political climate is not particularly favorable towards non-residents:
•   Students have experienced random termination of the F1 status with no notice (April -May 2025)
•   Visa appointments were closed for almost three weeks to expand on social media vetting (May 28- June 18, 2025 – Peak Fall application period)

More locally, our online class offerings have had an impact on our students' ability to maintain their F1 status. For example, our Physics and Math majors often have to travel to another campus (CAN or CSM) as at least 2 of the highest-level Physics and Math requirements are only offered online (PHYS 270 and Math 270/275). Lastly, we are only able to offer 3 certificate programs (Barbering, Business Management, Business Administration) to F1 international students as the rest of the certification offerings for Skyline College do not have enough units or in-person classes for the student to maintain their F1 status.

ACCESS

3.A. DATA COLLECTION OVERVIEW

What program data about usage or access is relevant to your program, and why? How is it collected?

SAP and Salesforce Reports - Copied into our own spreadsheets for tracking of retention, balances, enrollment, and transfer out.
Student Survey - Sent out to all students via email

3.B.   USAGE TRENDS

Provide student and/or community usage trends for all major programming over the last five years, by cohort, if applicable.

1. New Student Welcome: Helps incoming students get a familiar with the campus and available support services through a campus tour, they are then guided on the enrollment steps from completing orientation, assessment, academic counseling, class registration, and payment, and have the opportunity to connect with their peers.

   o   New Students Enrolled

Year	Fall	Spring	Total
2020-2021	20	10	30
2021-2022	48	52	100
2022-2023	82	88	170
2023-2024	99	92	191
2024-2025	66	80	146
2025-2026	36	22	58

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2. Student Success Checklist - Implemented in Fall 2019: All students new to Skyline College meet 1 on 1 with an ISP staff to go over this checklist to ensure that they are ready for the semester. (data collected from Spring 2023 to Fall 2025 only)

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Semester	F1	GOL	Total	Not completed		Completion rate
Spring 2023	82	2	84	2 F1, 2 GOL	4	95%
Fall 2023	84	3	87	10 F1	10	90%
Spring 2024	77	2	79	23 F1, 1 GOL	24	77%
Fall 2024	59	2	61	2 F1, 1 GOL	3	95%
Spring 2025	79	2	81	all completed	0	100%
Fall 2025	34	2	36	all completed	0	100%

3. Staple Events

   o **Global Extravaganza**: An annual celebration of cultures via arts, performances, games, and fashion.

Spring 2020	Did not run due to COVID-19 Pandemic
Spring 2021	First Asynchronous Virtual Event featuring the Water Festival
Spring 2022	Did not run due to staffing issues
Spring 2023	Sudanese (West Javanese) Dance
Spring 2024	Gamelan and Fashion Show
Spring 2025	Moved to Student Recognition Ceremony due to political issue

   o **Student Recognition Ceremony** (Previously End of Year Celebration): Celebrating the achievements of international students, honoring our transfers, graduates, scholarship recipients, and outstanding students!

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Spring 2020	Held virtually due to COVID-19 Pandemic
Spring 2021	Held virtually due to COVID-19 Pandemic + Student Performance (piano)
Spring 2022	1st in-person held in Building 12 + Renamed event
Spring 2023	1st themed Celebration (Traditional Cultures) + Student Performance (Vocal)
Spring 2024	Harry Potter Theme + Student Performance (Vocal)
Spring 2025	Traditional Cultures + Student Performance (Tongan Dance) and Fashion Show

- **International Education Week Opening Ceremony**: "Celebrating the benefits of international education and exchange worldwide" by honoring the international student and study abroad student experience and a faculty/staff member who has significantly contributed to supporting international students.

Fall 2020	Virtual, Student Performance (Piano), Recipient: Prof. Younga Choi
Fall 2021	Virtual, Study Abroad Student Panel, Recipient: Prof. Ariel Katz
Fall 2022	Study Abroad Student Panel, Recipient: Prof. Felicia Mazzi
Fall 2023	Study Abroad Student Panel, Study Abroad Photo Contest, Recipient: Prof. Erinn Struss
Fall 2024	Study Abroad Student Panel, International Student Panel, Study Abroad Photo Contest, Recipient: Prof. Jennifer Merrill
Fall 2025	Study Abroad Student Panel, International Student Panel, Recipient: Prof. Jon Freedman

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- **International Education Week Food Festival**: Giving students and the Skyline College community a taste of the world

Fall 2020	Virtual, Student produced cooking videos
Fall 2021	Virtual, Student produced cooking videos and recipe book
Fall 2022	Food from 8 different countries
Fall 2023	Food from 12 different countries
Fall 2024	Food from 12 different countries
Fall 2025	Food from 13 different countries

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Supporting Documents
Sample New Student Welcome Schedule.pdf;
Student Success Checklist - FL24 Updated.pdf;
Student Success Checklist - SU24 Updated.pdf;
Global Extravaganza Spring 2021 - 2024.pdf;
International Education Week Food Festival Fall 2020 - 2025.pdf;
International Education Week Opening Ceremony Fall 2020 - 2025.pdf;
New Student Welcome Fall 2020- Spring 2025.pdf;
Student Recognition Ceremony Spring 2020 - 2025.pdf

3.C.   DISAGGREGATION OF PROGRAM PARTICIPANT DATA
Disaggregate the data from 3.B. and compare it to the overall College population; choose disaggregations which are most relevant to programming decisions (e.g., ethnicity, gender, age, enrollment status, and/or modality). Work with PRIE to disaggregate any data collected via student IDs.

Students are coming to our offices for support, with no notable differences in gender or ethnicity. The majority of respondents are coming at least 4 times an academic year.

There were some differences between gender and ethnicity when it came to the primary reason for visiting. The top reason regardless of gender or ethnicity was Academic Advising. This can be attributed to ISP's practice of having all new students meet with the academic counselor in their first month of school for their 2-year SEP and encouraging all continuing students to meet with the academic counselor to update their SEP before registration for the next semester begins.

In terms of gender, male-identifying respondents were more likely to come for immigration advising, while female-identifying respondents came for general health concerns. As the program manager and the retention specialist are female, it is possible the male-identifying students may not feel comfortable discussing health concerns with them. ISP does go over health resources with each new student and also has it available on our website and on our Canvas shell.

It is interesting to note that the same difference was seen between Non-South East Asian-identifying respondents and South East Asian-identifying respondents. While both groups came for immigration advising and academic support, the former also visited more for general health concerns, followed by academic support, and then immigration advising. The reason the latter group may have visited more for immigration

advising is due to the large population of Burmese students whose country is currently in turmoil and are considering their options for remaining in the US.

It is also interesting to note that no respondent reported visiting the office to discuss a mental health concern even though we have supported students with getting mental health support at the Health Center, Skyline TimelyCare, or through their health insurance.

Respondents were either very satisfied or somewhat satisfied with the in-person support services they utilized and there was no difference based on gender or ethnicity. For virtual resources, most respondents found them to be at least somewhat helpful, but a handful of male-identifying respondents did not find them helpful. This was the same for ethnicity as well.

*Due to the small survey pool (40 out of a possible 147), the analysis above may not be a true and accurate representation of the International Student Program and should be interpreted with this in mind.

Supporting Documents
SKY_ISP_Student_Feedback_Results_by_Gender.pdf;
SKY_ISP_Student_Feedback_Results_Non-SE-Asian_Respondents.pdf;
SKY_ISP_Student_Feedback_Results_SE-Asian_Respondents.pdf

3.D.   EQUITABLE ACCESS TO THE PROGRAM
Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:
i.   What usage trends do you observe, and what may account for these trends?
We see that our students typically apply to Skyline College as an international student via a personal recommendation (family or friend). Our students access the services we provide in person at least once an academic year, but 80% will visit at least 4 times. They predominantly come for academic counseling, but have also come for immigration advising, academic support, and general health concerns. Students are at least somewhat to very satisfied with our services, with 1 student somewhat dissatisfied with our immigration advising. 65% of our students are also accessing us virtually via Zoom, Canvas, weekly email newsletter, email announcements and reminders, social media, online forms and our website. About 14% said they haven't used our virtual services because they haven't needed it, with 4% saying they were too busy to use virtual services. At least 73% of our students are involve on campus, with 55% of students who are in clubs/honor societies, taken on a leadership role.

Supporting Documents
SKY_ISP_Student_Feedback_Survey-2025_Results.pdf

ii.   How do your program demographics compare to that of the College as a whole, and what differences, if any, are revealed?
Applications: We see that our students typically apply to Skyline College as an international student via a personal recommendation (family or friend), which matches what students have told us verbally.
Accessing Services: Our students access the services we provide in person at least once an academic year, but 80% will visit at least 4 times.
Reason for accessing: They predominantly come for academic counseling, but have also come for immigration advising, academic support, and general health concerns.
Satisfaction: Students are at least somewhat to very satisfied with our services, with 1 student somewhat dissatisfied with our immigration advising.
How they access:
65% of our students are also accessing us virtually via Zoom, Canvas, weekly email newsletter, email announcements and reminders, social media, online forms and our website.
About 14% said they haven't used our virtual services because they haven't needed it, with 4% saying they were too busy to use virtual services.
Campus Activity: At least 73% of our students are involve on campus, with 55% of students who are in clubs/honor societies, taken on a leadership role.

Supporting Documents
SKY_ISP_Student_Feedback_Survey-2025_Results.pdf

iii. What are the implications for how you will provide services and conduct outreach for your program?
We will continue to provide services in-person and virtually, and try to increase the involvement in on-campus activities. For example, this year's International Education Week featured student leaders to encourage our students to become student leaders on campus, just like their peers.

EFFECTIVENESS

4.A. PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)
i. How frequently were PSLOs assessed for the last five years?
Data was collected, but not entered until 2024/2025, so once.

ii. What have you learned from reviewing the PSLO results? What may account for these results? What are their implications for your programming?
We are currently meeting the criteria for the following PSLO:
1. Annual Success Rate

2. Transfer rate within 2-3 years

3. Active Community Engagement

Results	22/23	23/24	24/25	Fall 2025
Annual Success Rate – 95% of students complete the student success checklist and 2-year SEP	Inconclusive – 96.7% of students met the criteria for Spring 2023. Fall 2022 numbers were not collected.	Not met – only 91.54% of students met the criteria. 15 students did not complete (13 no longer F1, 1 GOL student and 1 transfer from CSM)	Met – 99.3% of students met the criteria	Met – 100% of students met the criteria
Transfer rate within 2-3 years – 75% of students reach their education goal within 2-3 years	Met – 90%	Met – 91.7%	Met – 93.75%	Inconclusive – 100% for Fall 2025
Active Community Engagement – Informal Survey thru PRIE and Participation in Global Extravaganza and International Food Festival	An average of 17 students participated in the International Food Festival where food from 8 different countries were served and in Global Extravaganza where a Sudanese dancer performed.	An average of 40 students participated in the International Food Festival where food from 12 different countries were served and students performed the Gamelan and in a fashion show.	Met – 73.8% An average of 40 students participated in the International Food Festival where food from 12 different countries were served and students performed a Tongan dance and in a fashion show.	An average of 40 students participated in the International Food Festival where food from 13 different countries were served. Global Extravaganza takes place in the Spring.

Implication: Continue with what we are doing
We are not meeting the criteria for the following PSLO:
1. Maintaining status: Criteria not met due to students terminating F1 status for pending change of status to asylum.

	Fall 2023	Spring 2024	Fall 2024	Spring 2025
SAP Census	245	247	191	187
Terminated Students	79 (51 COS pending)	102 (62 COS pending)	74 (59 COS pending)	40 (29 COS pending)
Maintained Status	166	145	117	147
% met PSLO	63.2%		69.8%	

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The majority of the students filing for asylum are Burmese due to the ongoing military coup.
Implication: Need to diversify student population.

iii.   Are the PSLOs still relevant to your program? If not, what changes might be made?
Yes, they are all still relevant. We added on Active Community Engagement.

iv. Please check the boxes to indicate that the following tasks have been completed.
Submitted a current assessment calendar to the Office of Planning, Research, and Institutional Effectiveness
Yes

Updated the Improvement Platform with new and/or changed PSLOs after approval by the appropriate person(s).
Not Applicable

Updated the program website with new and/or changed PSLOs after approval by the appropriate person(s)
Not Applicable

4.B.   ADDITIONAL DATA DEMONSTRATING EFFECTIVENESS
i.   Briefly describe and upload additional data that is relevant to evaluating your program's effectiveness (e.g., reports to the federal or state government, grantors, etc.). Disaggregate when possible.
We register all F1 international students who have met the requirement for maintaining their status in the Student Exchange and Visitor Information System (SEVIS) each semester to confirm each student's enrollment and status. Requirements for maintaining F1 status:

1. Enroll and complete at least 12 units per semester

   o   Students can be granted a reduced courseload for medical reasons (up to 1 year), first semester academic difficulty (only the first semester), and last semester (only if they graduate with an associate or certificate).

2. Take at least 9 units in person

3. Work on campus only, unless they have approval to work off-campus

4. Report any change in address within 10 days of moving

If a student goes out of status, we are required to terminate their F1 visa status if they fail to take action to get back in status within 21 days of going out of status. A student who is found to be working off campus without authorization can have their F1 visa status terminated and be required to leave the U.S. immediately.

4.C.   STUDENT FEEDBACK
If student feedback was not addressed in 4.A. or 4.B., describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why. Upload feedback results.
The survey that was originally given to students in Spring 2022 was reviewed in Spring 2025 and updated. We then sent the survey out to current students and 41 students responded. From the survey, we have found that students typically apply to Skyline College based on a referral/recommendation from family or friends. We also found that most of our students have visited the ISP Office for in-person services, have met with me for their comprehensive student education plans, have been involved with on-campus activities, and have found a sense of community on campus.

Supporting Documents
SEVIS Reg.xlsx;
SKY_ISP_Student_Feedback_Survey-2025_Results.pdf;
SKY_ISP_Student_Feedback_Survey-2025_Instrument.pdf

4.D.   COHORT RETENTION, SUCCESS, AND/OR PERSISTENCE RATES
Identify cohorts and upload reports on the relevant success metrics for the program.   Provide analysis of the data. Specific questions to answer in your response:
i.   What have you learned from reviewing the cohort retention, success, and/or persistence data?
Our students have benefitted from our consistent support and communication for:
1. Their completion of a comprehensive student education plan and student success checklist

2. Class registration in a timely manner

3. Clearing their balances in a timely manner so that they can register for classes

4. F1 status compliance

Supporting Documents
2-Year SEP and Student Success Checklist Completion Rate.xlsx;
Sample New Student Welcome Schedule.pdf;
Student Success Checklist - FL24 Updated.pdf;
Student Success Checklist - SU24 Updated.pdf;
Transfer Data.xlsx;
Dashboard SP18 to FL 25.pdf

ii.   How do the cohorts' results compare to the overall College's results?

Semester	International		Domestic	
	AVG GPA	Success Rate	AVG GPA	Success Rate
Fall 2017	2.72	81%	2.71	75%
Spring 2019	2.73	81%	2.76	76%
Spring 2020	3.07	81%	2.74	75%
Spring 2021	2.95	81%	2.93	74%
Spring 2022	2.72	81%	2.75	73%
Spring 2023	2.87	81%	2.81	76%
Spring 2024	2.65	81%	2.92	77%
Spring 2025	2.89	82%	2.94	79%

International students generally have a higher success rate that domestic students, however, their average GPA may sometimes be lower than that of domestic students (Spring 2019, 2022, 2024, and 2025).

iii.   What factors may be contributing to these outcomes?
The current political climate in the US, instability back home, not reaching out for help

ACTION PLAN

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.
5.A.   CHALLENGES AND CONCERNS
Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.
        We need to continue to provide international students with the support they are currently receiving, but try to provide more immigration advising or direct them to services that can support them in this area such as the new

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International Student Resource Center website by NAFSA (https://www.internationalstudent.us/). (Sections 3D, 4A, and 4C).

Diversify the population by participating in all district-mandated recruitment trip both locally and abroad. (Section 4A)

Goals & Resource Requests

Increase Enrollment

Increase international student enrollment by 10% for the next 3 semesters to reach at least 250 by Spring 2026. This will be accomplished by being responsive to applications/inquiries and attending recruitment events. The more applicants that are admitted, the higher the number of visa approvals and in turn, leads to increased enrollment.

Year Initiated
2016 - 2017

Goal Status
Inactive

Implementation Step(s) and Timelines
- Schedule and attend at least 3 recruitment events each semester for local language schools, study fairs, etc.
- Recruit students from abroad by attending at least 3 virtual and in-person college fair each semester.
- Process applications that have been submitted within 5-7 business days.
- Communicate with prospective students/agents within 2-3 business days of receiving their communication.
- Ensure that students are aware of their options such as the F1 program, University Access Program, and Global Online Learning Program.

Mapping
- SKY Strategic Goals: *(X - Highlight Selected)*
  - **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
  - **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
  - **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (**X**)
- SKY College Values: *(X - Selected)*
  - **Campus Climate:** undefined (**X**)
  - **Open Access:** undefined (**X**)
  - **Student Success and Equity:** undefined (**X**)

UPDATE

Goal Update Date
01/15/2025
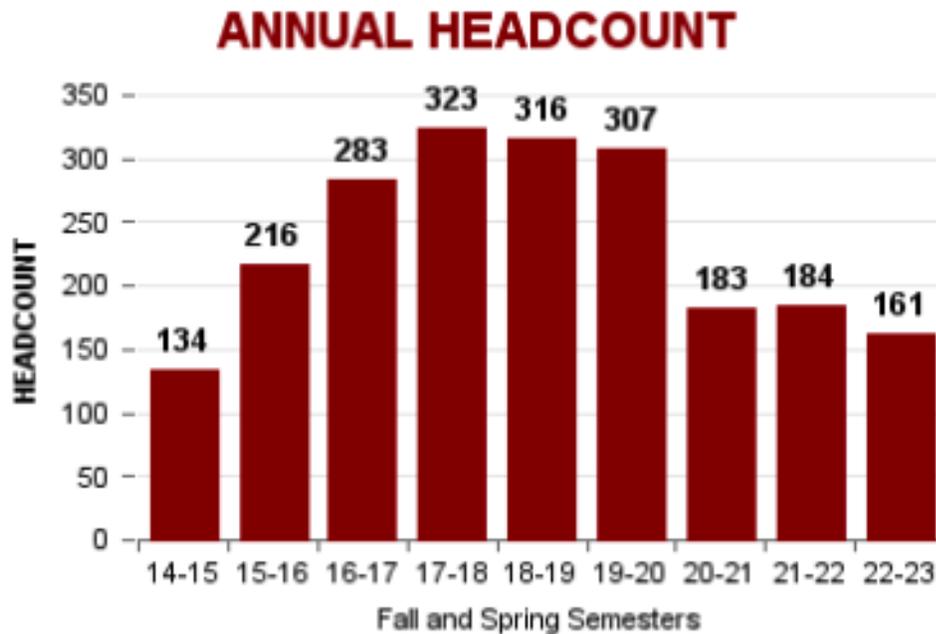
Academic Year Updated
2023 - 2024

Goal Update
On Schedule

Goal Update Narrative
Prior to the COVID-19 Pandemic (March 2020 - Aug 2021), the international student program at Skyline College had grown to 300+ students and maintained its numbers for about three years. During the COVID-19 pandemic, the international student population fell due to the inability to travel and/or obtain visas and the loss of income for students to be able to continue their studies. Please see the table below from the International Student Dashboard by PRIE for the numbers.

Optional Tables & Graphs

Goals & Resource Requests

ANNUAL HEADCOUNT

UPDATE

Goal Update Date
10/03/2024

Academic Year Updated
2024 - 2025

Goal Update
Discontinued

Goal Update Narrative
While we have been ramping up recruitment, the current political climate in the US has not been friendly to international students. In April -May 2025, students experienced random termination of their F1 status with no notice to schools or the students. From May 28 to June 18, 2025, visa appointments were closed as the government worked to expand their social media vetting procedures. Lastly, our largest student population, Myanmar, were banned from entering the US as of June 9, 2025, unless they had a valid visa. They are now unable to apply for visas to come to the US. - This goal is being discontinued in favor of a new goal: New Student Recruitment.

Related Documents

Academic Success

Ensure that at least 80% of international students reach their academic goal of graduating with a certificate (within 1-1.5 years), graduating with an associate degree (within 2-2.5 years), or transferring to a 4-year university (within 2-2.5 years).

Year Initiated
2016 - 2017

Goal Status
Inactive

Implementation Step(s) and Timelines

Goals & Resource Requests

- Monitor students' drop status daily. Initiate Drop Protocol for any student who goes below 12 units.
- Drop Protocol: Reach out to the student to find out why they have been dropped/dropped the class. Work with them to get back to 12 units within 21 days of initial drop.
- Remind students to meet with the academic counselor at least once a semester.
- Communicate with professors about the support services that ISP provides to international students at least once a semester. Initiate the Early Alert Protocol for any student who needs more support.
- Early Alert Protocol: Reach out to the student to find out more about their situation and provide the relevant student support service/follow up.
- Meet with all new students one-on-one for the student success checklist by the end of their first semester. -> list what we talk about in this checklist
- Schedule all new students for 1-hour student education plan meetings with the academic counselor by the end of their first semester.

Mapping
- SKY Strategic Goals: *(X - Highlight Selected)*
  - **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (**X**)
  - **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
  - **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
  - **Thriving Environment:** Foster a thriving learning and work environment (**X**)
- SKY College Values: *(X - Selected)*
  - **Campus Climate:** undefined (**X**)
  - **Open Access:** undefined (**X**)
  - **Student Success and Equity:** undefined (**X**)

UPDATE

Goal Update Date
02/10/2025
Academic Year Updated
2024 - 2025
Goal Update
Discontinued
Goal Update Narrative
This goal is being discontinued as we will combine it with Student Retention Rate as Student Persistence Rate.

UPDATE

Goal Update Date
11/15/2019
Academic Year Updated
2023 - 2024
Goal Update
On Schedule
Goal Update Narrative
The annual success rate of international students is above the stated goal of 75%. Also, the annual success rate improved by almost 3%, from 81.1% in 18-19 to 83.9% in 19-20.

Goals & Resource Requests

Student Retention Rate

90% of enrolled international students maintain their F1 statuses each semester.

Year Initiated
2016 - 2017

Goal Status
Inactive

Implementation Step(s) and Timelines
- Monitor students' drop status daily. Initiate Drop Protocol for any student who goes below 12 units.
- Drop Protocol: Reach out to the student to find out why they have been dropped/dropped the class. Work with them to get back to 12 units within 21 days of initial drop.
- Communicate with professors about the support services that ISP provides to international students at least once a semester. Initiate the Early Alert Protocol for any student who needs more support.
- Early Alert Protocol: Reach out to the student to find out more about their situation and provide the relevant student service support/follow up.
- Hold at least 1 big event each semester for students to showcase their culture (Fall - International Food Festival, Spring - Global Extravaganza)
- At the end of the academic year, hold a recognition ceremony to recognize the students' achievements.
- Have at least 1 field trip and 1 4-year college campus tour each semester.
- Ensure that students are aware of their options should they need to stop being F1 students (Global Online Learning Program).

Mapping
- SKY College Values: *(X - Selected)*
  - **Campus Climate:** undefined (**X**)
  - **Open Access:** undefined (**X**)
  - **Student Success and Equity:** undefined (**X**)
  - **Community Partnership:** undefined (**X**)
- SKY Strategic Goals: *(X - Highlight Selected)*
  - **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
  - **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
  - **Thriving Environment:** Foster a thriving learning and work environment (**X**)
  - **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (**X**)
  - **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (**X**)

UPDATE

Goal Update Date
12/08/2025

Academic Year Updated
2024 - 2025

Goal Update
Discontinued

Goal Update Narrative
This goal is being discontinued as we will combine it with Academic Success as Student Persistence Rate.

UPDATE

Goal Update Date
11/15/2019

Goals & Resource Requests

Academic Year Updated
2023 - 2024

Goal Update
On Schedule

Goal Update Narrative
More than 98% of international students successfull maintained an active F-1 status. Only 3 students had their F1 status terminated for the 2018-2019 academic year.

New Student Recruitment

By the end of the Spring 2026 semester, 100% of submitted applications should be processed within 3-5 business days.

Why: This will enable applicants to apply for their F1 visa within a week of submitting an application to us.

Year Initiated
2025 - 2026

Goal Status
Active

Implementation Step(s) and Timelines
- Ensure that all staff (Program Manager and Program Services Coordinator) are trained in processing applications by the end of February 2026.
- The application submitted email for each application should be red flagged until someone has begun processing them.
- Once a staff member begins processing them, they should unflag the application submitted email.
- Have staff block out time each week for application processing – recommended 2 hours a day.

Mapping
- SKY Strategic Goals: *(X - Highlight Selected)*
  - **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (**X**)
  - **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (**X**)

Student Persistence Rate

By the end of each student's first semester, they will have meet with the academic counselor for their full student education plan and with an ISP staff member to complete their student success checklist.

Why: Completing these two meetings will help to ensure that students are able to attain their educational goals by connecting students to support services such as academic support, health insurance guidance, scholarship and work opportunities, mental and physical health support, transfer guidance, and connection to campus.

Year Initiated
2025 - 2026

Goal Status
Active

Implementation Step(s) and Timelines

Goals & Resource Requests

Student Support
- Remind students to meet with the academic counselor at least once a semester.
- Communicate with professors about the support services that ISP provides to international students at least once a semester. Initiate the Early Alert Protocol for any student who needs more support.
- Meet with all new students one-on-one for the student success checklist by the end of their first semester.
    o Student Education Plan
    o Classes: Registration, Payment, Textbooks, Understanding their schedules, Using Canvas (Syllabus, Assignments, Grades), Communicating with Professors, School Email
    o Health and Wellness: Health Center and Health Insurance
    o Transfer: Transfer Center and Transcript Evaluation (if applicable)
    o On-Campus Jobs
    o Scholarships
- Schedule all new students for 1-hour student education plan meetings with the academic counselor by the end of their first semester.
- Ensure that students are aware of their options should they need to stop being F1 students (Global Online Learning Program).
- Schedule and meet with all students under 2.0 bi-monthly.
- Check that students are making their tuition payments on time so that they do not end up with a big balance at the end of the semester.
- All new international students are required to take COUN 101 with the academic counselor to receive an overview of the U.S. higher education system and U.S. classroom expectations, and participate in community building amongst the new international students.

Maintaining F1 Status
- Monitor students' drop status daily. Initiate Drop Protocol for any student who goes below 12 units.
- Drop Protocol: Reach out to the student to find out why they have been dropped/dropped the class. Work with them to get back to 12 units within 21 days of initial drop.
- Early Alert Protocol: Reach out to the student to find out more about their situation and provide the relevant student service support/follow up.

Sense of Belonging
- Hold at least 1 big event each semester for students to showcase their culture (Fall - International Food Festival, Spring - Global Extravaganza)
- At the end of the academic year, hold a recognition ceremony to recognize the students' achievements.
- Have at least 1 field trip and 1 4-year college campus tour each semester.
- Send out weekly newsletter to update students with different opportunities and activities to get more involved on campus.

Mapping
- SKY Strategic Goals: *(X - Highlight Selected)*
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (**X**)
- **Fiscal Stability:** Ensure fiscal stability to support the College mission and maintain public trust (**X**)