

PROGRAM REVIEW Fall 2021

Program: International Student Program

Division: Enrollment Services

Date: October 8, 2021

Writer(s): Cindy Balero

SLO/SAO Point-Person: Cindy Balero

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
International students represent a critical population in higher education. Their perspective helps to globalize our Campus and provides a significant source of revenue. The program accomplishments address immigration regulation compliance, recruitment, student success, and updating processes to better serve students.			
1 Successfully applied for and received Student and Exchange Visitor Program (SEVP) Recertification which enables the College to issue Forms I-20, "Certificate of Eligibility for Nonimmigrant Student Status," to admitted prospective international students.		X	
2 Collaborated with Chabot International Student Program to support proposed initiative to include international students in College Priority Group Registration.		X	
3 Expanded proof of English language proficiency options to include Pearson Academic Test and Duolingo English Test.		X	
4 Utilized internal data to track Transfer and Goal Completion rates of international students.		X	
5 Participated in SPAN Magazine interview titled Opening Doors to Global Education. This magazine is distributed through the U.S. Embassy and Consulates in India. https://issuu.com/spanmagazine/docs/july-aug_2021_-_english_span/s/13251019 Las Positas College was one of four institutions highlighted in the article and the only Community College.		X	
6 Continued to scan completed files into BDMS.		X	
7 Created systems to better serve students in a remote environment. For example, program specific forms were updated and converted to fillable PDF format.		X	

8 Continued to provide personalized student support services from admission through graduation/transfer.		X	
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
Las Positas College International students face unique challenges as they navigate a new educational system in a foreign country. They experience culture shock, homesickness, financial instability, housing insecurity, xenophobia, loss of a local support system, etc. Further, program enrollment is impacted by unique external challenges documented below.			
1 International students have been disproportionately impacted by Covid -19. For example: • Current students have experienced food and housing insecurity and do not qualify for government assistance programs. • Sponsors affected by COVID-19 were no longer able to provide adequate funds for students to pay for living and school expenses. • Students experienced loss of on-Campus and/or off-Campus employment. Students participating in Post Completion Optional Practical Training (OPT) experienced extended unemployment and potential loss of their visa status. Many students who rely upon on-Campus employment to provide for basic living needs faced new challenges. • Xenophobia led many students to feel unwelcome and unsafe. • A substantial number of students were unable to register for Fall in a timely manner because they still owed fees for Spring and did not have the means to pay their outstanding tuition. Several lost their student status and are now in the U.S. illegally.		X	X

• U.S. Embassies and Consulates remain shut down or operate on a limited appointment basis making it difficult for prospective students to obtain student visas. • Travel restrictions continue to negatively impact students.			
2 The current SEVP requirement for new students to have at least one on Campus course severely impacted Spring 2021 enrollments due to the limited number of on Campus offerings.			
3 Prospective students currently applying for a change of status to F-1 student are experiencing significant delays in USCIS application processing (previously 5-8 months, now 2+ years). These students are unable to begin their programs and remain in a “holding” pattern while they wait.			
4 CLPCCD out of country tuition is now significantly higher than most other area community colleges. Further, the tuition increase created additional hardship for current students already struggling due to the pandemic.			
5 Inability to accept out of country payments is an ongoing issue. Students and/or their sponsors continually ask to be able to pay online in their home country currency or to wire transfer tuition payments directly to the College.			
6 Currently, Class Web does not allow students to make partial payment of their fees. Students have the option to contact Admissions & Records and make a partial payment “over the phone,” however, this is not an advertised option and it creates additional work for overburdened A & R staff.			
7 Lack of affordable housing options and housing referral system.			
8 Bay Area community colleges with large, established programs, large budgets and dedicated recruitment staff draw most international students (e.g., Foothill/De Anza; Peralta CCD; Ohlone College; DVC; CCSF).			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
1. Develop and institute a plan for ISP staff to safely return to Campus in Spring 2022 and effectively serve students moving forward.	X		X	

2. Revise and update the International Student Supplemental Application and simplify the application process.		X	X	
3. Create online workshops for topics specific to international students. For example, "How to Apply for OPT" and "Tuberculosis Testing and Health Insurance."		X		X
4. Continue to develop online services to virtually assist international students.	X		X	
5. Collaborate with Institutional Research to track goal completion of international students.	X			X
6. Develop post-pandemic outreach efforts to collaborate with local high schools and area language schools that admit F-1 international students.	X			X
7. Maintain effective practices learned to serve students during the pandemic.	X		X	
8. Create brief "Who Is an International Student" document for Student Services to enable Student Services staff to better serve all immigrant and non-immigrant students.		X		X
9. Continue to scan completed International Student Files into BDMS.		X		X

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D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
ISP continues to work closely with the ESL (English as a Second Language) Department as students with a lower language proficiency score are required to enroll in the ESL program. In addition, the ESL Department is often the first point of contact for potential international students and refers these students to our program.	The collaboration between ISP and ESL is crucial for student success. ESL professors are aware of F-1 status requirements and work closely with the ISP Coordinator to resolve individual, potential student issues. International students in the ESL program require a more "hand's on" approach and benefit from the close working relationship between the departments.

	International students who are experiencing physical or mental health issues often come to the Program Coordinator for advice because they may not have a developed local support system. The Health Center Coordinator understands the unique needs international students and provides professional services in a compassionate, safe environment.
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E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	Throughout the pandemic, the Program Coordinator sent multiple emails to students to “check-in,” apprise them of changing immigration regulations, and provide College updates.
What did you learn?	International students are facing additional hardships related to the pandemic. They worry about their family and friends back home. Some have lost loved ones and were unable to travel home. Many have faced food and housing insecurity. A substantial number of students chose to move out of the Tri-Valley to more affordable areas. These students will be forced to transfer to new schools when the SEVP COVID-19 Guidance expires.
How will you use the feedback?	Early on, the Program Coordinator worked with the VPSS to provide students with information regarding benefits and services that would not impact their student status. The Program Coordinator continues to work with individual students and connect them to community resources related to health and safety, mental health and well-being, and academic success.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program’s data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the

response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Historically, about 75% of international students have attended college in their home country, with most having earned a baccalaureate degree prior to attending Las Positas College. The percentage of “continuing” students (those who have previously attended college) rose significantly in Fall 2020. This is most probably attributed to the fact that the majority of “new to Las Positas College students” transferred from other U.S. institutions.

International Student Performance is significantly higher than the College-Wide student performance and the withdrawal rate is significantly lower. International students must enroll in, and complete 12 units each primary semester, to maintain their F-1 student status. A withdrawal is not recognized by immigration as part of the 12-unit requirement.

Historically, international students tend to enroll primarily in F2F classes. Prior to the pandemic, international students were prohibited from taking more than one course online as part of their 12-unit requirement. The Student and Exchange Visitor Program (SEVP) instituted a temporary procedural change to allow current international students to take all their classes online due to COVID-19. This procedural change is set to expire in June, 2022 at which time international enrollment is expected to return to primarily students F2F classes.

In Fall 2020, 65% of international students completed College-level English and 80% of international students completed College-level Math. Historically, about 60% of students began in ESL. In 2014, immigration regulations changed and the program was mandated to require proof of English language proficiency. Although ISP can accept students with a lower language proficiency score and require ESL courses, the percentage of students beginning in ESL has dropped dramatically. Currently, less than 20% of students apply with lower language scores. This has resulted in a significant increase in the number of students who complete College-level English. Additionally, because these students have a higher language proficiency and do not require remedial coursework, they are completing their programs in fewer semesters.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
___yes ___no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

N/A

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments: **N/A**

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (Run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

(2) What percentage of faculty completed the planned assessments? (Run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

(4) Describe the pertinent findings. What, if any, equity issues emerged?

(5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

As a result of receiving reminder emails prior to the course add/drop withdrawal deadlines, international students will maintain their F-1 status.

This SAO was of particular importance due to the current Extraordinary Withdrawal policy. International Students must enroll in, and complete, 12 units each primary semester to maintain their F-1 immigration status. If a student drops a course with a "W," that course no longer counts

towards this 12-unit requirement. Therefore, closely monitoring enrollments and informing students/faculty of the consequences of Extraordinary Withdrawals was crucial during this time.

(2) What percentage of faculty completed the planned assessments? (Run Faculty Participation report from last year). N/A %

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Students benefitted from group reminder emails. In addition, it is evident that students also benefitted from individual communication (either via email or telephone) to resolve specific status issues.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

After communicating with students who either lost their status or were in jeopardy of losing their status, it is apparent that these students do not understand the consequences of a withdrawal. Because professors and/or other students may recommend that a student withdraws from a class that he/she is struggling in, the student sees this as a viable option.

(5) List changes that you plan on making to improve student learning.

Continuing to remind students of their status requirements is key. This is addressed in Orientation and through various email communications. The implementation of Ellucian Advise will enable the Program Coordinator to send messages to students via this platform.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.

 X YES No

A new SAO will be developed to monitor completion of the Three Core Services (Assessment, Orientation, and Student Educational Plan) to ensure that international students will be able to take advantage of their inclusion in the College Priority Groups and register as early as possible.

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

_____YES _____No

2) Does this program represent a training need that is not duplicated in the college's service area?

_____YES _____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

_____YES _____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

_____YES _____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?