

PROGRAM REVIEW Fall 2022

Program: International Students

Division: Enrollment Services

Date: October 3, 2022

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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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
The accomplishments of the ISP directly supported the program's plans identified in 21-22 PR. Obtaining priority registration for international students was a program goal that spanned many years. Simplifying the application procedure and updating the website were program goals to increase program enrollment. Continually developing virtual services based upon student feedback is critical to individual student success.
1. Developed and implemented a plan for ISP staff to safely return to Campus in Spring 2022 that focused on effectively serving students both in-person and virtually.
2. Beginning Spring 2022, International Students were included as a College Priority Group for registration purposes. This provides increased motivation for ISP students to complete the three Core Services to enroll at the earliest possible date.
3. Revised and updated the International Student Supplemental Application to simplify the application process.
4. Collaborated with Financial Aid to provide International Students with an opportunity to receive Care Grants in Fall 2021 and Spring 2022.
5. The Student and Exchange Visitor Program (SEVP) extended the March 2020 COVID guidance to cover AY 21/22. This enabled international students enrolled pre-COVID to take all of their courses online while those enrolled post-COVID were required to take one on-Campus or hybrid class.
6. Updated the ISP website to conform with the College's redesigned format. All website content was reviewed for relevance and accuracy.
7. Converted internal ISP forms to pdf fillable format.

8. Continued to develop online services to virtually assist international students. The program utilizes Zoom to connect with students outside the Country as well as to provide virtual appointments for students who do not come to Campus.

9. Continued to scan completed International Student files into BDMS.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

International students face unique challenges as they navigate a new educational system in a foreign country. They must comply with strict immigration regulations or be faced with losing their F-1 student status. For example, international students must enroll in, and complete 12 units each primary semester. Further international students are not allowed to work off Campus and there are very limited opportunities for on-Campus employment. This contributes to financial instability, housing insecurity and food insecurity for many international students. Additionally, international students experience homesickness, culture shock, loss of a local support system, xenophobia, etc.

Further, program enrollment continues to be impacted by unique external challenges documented below.

1. International students continue to be 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 are no longer able to provide adequate funds for students to pay for living and school expenses.
- On-Campus employment opportunities are limited. Previously, many international students were employed by the Bookstore and Cafeteria. These opportunities are no longer available.
- Xenophobia led many students to feel unwelcome and unsafe.
- Many students are forced to register late due to overdue tuition. Students will take unnecessary classes just to maintain their student status. This perpetuates a costly and vicious cycle.

• 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.
2. International student applications submitted through CCC Apply continue to be sent to SPAM. This results in a delay in application processing, or possibly entirely missing out on potential students. New students are not able to request visa interviews until they have been accepted by the College and issued a form I-20 which makes the delays even more impactful.
3. U.S. Embassies and Consulates are backlogged and it is difficult for students to get visa appointments. Prior to COVID-19, international students were typically able to obtain a visa appointment in 15 days or less. Appointments now range from 30-450 days.
3. International and out-of-state tuition increased from \$290 per unit to \$315 per unit. Cost of full-time enrollment increased by \$600 per year. This increase came at a time when international students and their sponsors were struggling due to the COVID-19 pandemic. Further, CLPCCD tuition was the highest in the Bay Area.
5. The inability to accept out of country payments is an ongoing issue. LPC charges a \$100 application fee that must be paid prior to issuing immigration documents. Students struggle to find a way to pay the fee because Class-Web often denies out-of-country credit cards. Additionally, students struggle to pay tuition because of the high currency exchange rate and/or due to the limit on the amount of money many countries allow to be transferred out.
6. Class-Web does not allow students to make partial tuition payments. Students have the option to contact Admissions & records to 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/DeAnza; Peralta CCD; Ohlone College; ;DVC; CCSF).

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C. Reflecting on your program’s experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

Scheduling Zoom virtual appointments is a great benefit for prospective and continuing students. The biggest challenge is time zones. While working remotely, the program coordinator would schedule meetings during non-work hours to accommodate students, however, this is no longer a viable option. The program will continue to have set “drop-in” Zoom hours and the coordinator continues to make appointments during regular business hours.

Prior to COVID-19, SEVP required all documents to be “original” which necessitated mailing hard copies to a prospective student’s home country. SEVP recently notified schools that the amendment to temporarily allow the electronic submission of documents is now permanent and individual institutions could decide whether to issue hard or electronic copies. ISP will continue to issue all acceptance immigration documents electronically.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____N/A

The philosophy of the International Student Program directly reflects the College Mission. The program takes great pride in supporting students from admission to graduation and transfer. Internal program data supports that students are achieving their educational goals, whether it’s completion of an associate degree, transfer to a University or achieving career-technical goals.

For example, at the end of Spring 2022 10 students transferred. Nine transferred to University and one transferred to another community college out of state. The nine students who transferred to University indicated on their initial application to the program that their intention was to transfer to University.

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

_____N/A

Plan	New	Continuing	Short term	Long term
1. Provide online workshops for topics specific to international students. For example, “Tuberculosis Testing and Health Insurance” and “Employment Opportunities for International Students.”		X	X	X

2. Collaborate with Chabot College ISP to create a proposal that would allow out-of-country students to take online classes from their home countries.	X			X
3. Collaborate with Community Education to cross-promote our programs to prospective J-1 au-pair students.	X		X	
4. Continue to expand online services to virtually assist international students.	X		X	X
5. Collaborate with Institutional Research to track goal completion of international students.				X
6. Create a brief "Who is an International Student" document for Student Services to enable Student Services staff to better serve all immigrant non-immigrant students.		X	X	
7. Expand post-pandemic outreach efforts to collaborate with local high schools and area language schools that admit F-1 international students.		X		X
8. Create new "How-To" documents for USCIS applications to reflect post-COVID instructions.	X		X	
9. Identify potential advertising subscriptions to promote Las Positas College abroad and provide multilingual translations of the program's main webpage.	X			X
10. Continue to scan completed International Student files into BDMS.		X		X

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F. 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.	All outreach was either through individual conversations or email communications. The Program Coordinator continued to send emails to students to "check-in," apprise
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	them of current immigration regulations, provide College updates, and ask what services would be beneficial.
What did you learn?	Students continue to struggle with the after effects of the pandemic. Many have chosen not to return home because they are concerned they will not be able to return. This is especially true for students who have expired visas. Typically, this would be a non-issue, but with current Embassy appointment backlogs, students are concerned they will not be able to renew their visas in time to return for the upcoming semesters. Students also expressed concerns about the high cost of living in the Tri-Valley and the burden of the increased cost of tuition.
How will you use the feedback?	The Coordinator continues to advocate for students and to connect them with available services. For example, Care Grants were initially not available to international students, but the Financial Aid Director is supportive of their financial need and worked to make these grants available to students who demonstrated need.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

____X____N/A

Barrier	Suggestions

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

IR data supports that international students continue to have a high course success rate. The overall course success rate in Fall 2021 was 89%, with 71% of courses passed with an “A.” Further, International students have a significantly higher completion of College English and College Math than LPC Overall. This is directly attributed to the SEVP requirement that students must complete 12 units in primary semesters.

In Fall 2021, the Asian population of ISP increased slightly as travel bans were lifted. Anecdotal program data supports an increase in applications from China, which was previously the largest population of international students. This population declined significantly in Fall 2020 as students completed their program and transferred to University. Travel bans and Embassy closures made it nearly impossible for potential new Chinese students to come to the U.S. Additionally, potential Chinese students expressed concern that they were not welcome in the U.S.

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 are 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.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

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 continues to be important because 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 withdrawals is key to facilitating student success.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). X N/A %
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

Continual communication with international students is crucial to prevent students from unintentionally falling out of status. The program used internal data to track students who failed to maintain their immigration status. In Fall 2021 two students, representing 3.4% of the ISP population failed to maintain their status. Neither student responded to emails, telephone calls, or texts. Conversely, five students responded to emails to inquire what possible consequences would be faced as a result of a dropped class. Ultimately, these students completed their courses and maintained their F-1 status.

Program staff will continue to monitor each student's enrollment throughout the semester. Students will be contacted early and often to prevent status issues.

* If you used other sources of data, briefly explain below.

Banner reports are used to monitor student enrollment.

4. List changes that you plan to improve outcomes in your service area.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023? N/A

 Yes No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☒ X ☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

N/A

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____ YES _____ No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____ No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____ YES _____ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

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

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