

Program: International Student Program

Division: Enrollment Services/Student Services

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

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

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2023 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

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

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) 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, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**
 1. To check on the status of courses and programs to see if any updates are required
 - a. Log in to CurricUNET
 - b. Select "Course Outline Report" under "Reports/Interfaces"
 - c. Select the report as an Excel file or as HTML)
 2. If updates are needed, submit these updates to the Curriculum Committee
 3. Then, 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 during certain semesters.
 - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
 - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Achievements

- The Program Coordinator successfully applied for and was granted Recertification of the College's Form I-17 through the Student Exchange Visitor Program (SEVP), part of U.S. Immigration and Customs Enforcement (ICE) effective through 11/26/2025. As a result, the College is certified to continue to enroll non-immigrant international students with F and M visa status.
- ISP experienced a significant increase in enrollment over the past year. In Spring 2023, program enrollment increased by nearly 27% over Spring 2022. The program enrollment increased by more than 54% from Fall 2022 to Fall 2023 and has surpassed pre-COVID numbers. For reference, in Spring 2020, ISP had 92 total students. In Fall 2023, the program has 99 students.
- The Fall 2023 application period (which technically began in January 2023) experienced a tremendous increase in completed applications. Prior to Fall 2023, the most completed applications the program processed for a single term was 71. This was at a time when the Program had two full-time staff members – an Admission Specialist and Program Coordinator. In Fall 2023, 98 students submitted complete application packets. In addition, more than 40 students submitted partial applications. Currently, this is a one-person office and the Coordinator is responsible for all of the duties performed by the Admission Specialist in addition to those of the Program Coordinator. Ensuring that prospective students meet all of the requirements for admission as outlined by SEVP is labor intensive and it is critical to maintain proper records in accordance with Department of Homeland Security (DHS) regulations. Providing students with acceptance documents, including a Form I-20, in a timely manner is critical to ensure that students have the necessary time to apply for an F-1 student visa. Therefore, the increase in applications processing should be viewed as an achievement as well as a challenge due to staffing issues.

Challenges

- Effective May 11, 2023, the Student and Exchange Visitor Program (SEVP) ended its Coronavirus Disease (COVID-19) guidance, consistent with the end of the COVID-19 Public Health Emergency, following the end of the COVID-19 National Emergency on April 10, 2023. Beginning Fall 2023, F and M students are no longer allowed to count more than one online class as part of their full course of study (12 units) as stated in 8 CFR 214.2(f)(6)(i)(G) and 8 CFR 214.2(m)(9)(v) for the 2023-24 academic year.

Multiple students were faced with the inability to enroll in the proper on-Campus classes. For example, disciplines such as Interior Design offered the majority of their courses online only and many Business courses were offered solely online. Students who were nearing completion of their programs found that required courses were only available online and several students were forced to take unnecessary classes on Campus to maintain their F-1 student status.

The Coordinator was required to monitor enrollments weekly to ensure that students were in the requisite number of on-Campus classes or, alternatively, to report students who were out of status as a result of enrolling in online classes as opposed to on-Campus classes.

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.

Currently, SEVP recognizes hybrid classes as being “on-Campus”, but this may change moving forward. At this time, international students are allowed to pursue all associate degree programs the College offers. If it is determined that programs do not offer sufficient classes on-Campus, ISP will be unable to accept students into these specific majors.

- In July 2023, the International Student Counselor who supported the program for over 10 years was reassigned, leaving the program without a dedicated counselor. This was particularly challenging because of the nearly 50 new students who needed guidance. Counseling staff worked diligently to serve these students, but it still presented unique challenges due to the rules and regulations international students must abide by.

Barriers

- The majority of international applications submitted through Open CCC are identified as fraudulent. This has resulted in missed opportunities for enrollment at the College. In Spring 2023, Admissions & Records staff began monitoring the SPAM files in Open CCC and reaching out to students who were identified as having submitted a fraudulent application. As a result of their outreach, bona fide applications are now being identified and these applicants are referred to ISP.
- The most significant barrier faced by prospective international students is the inability to obtain an F-1 student visa. Prospective students from the African continent in particular are denied student visas at disproportionately higher rates than students from other world regions.
- The wait time for visa appointments at American Embassies and Consulates has increased dramatically since the pandemic. It is not unusual for students to wait several months, or even over a year, for a visa appointment. The U.S. State Department recognized this challenge and now allows students to apply for a student visa 365 days in advance of the start of their program. Previously, students could only apply 180 days in advance of the program start date.
- The cost of attendance increased significantly and has impacted the ability of some students to attend or continue their attendance at the College. For reference, in AY 23/24 the cost of 12 units of instruction increased from \$4,374 to \$4,914.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

- Students with an F or M visa are required to enroll in, and complete, a minimum of 12 units during the Fall and Spring semesters. Only one course, or up to 3 units, may be online. In order to avoid taking unnecessary courses, it is important for international students to take advantage of their inclusion as a College Priority Group by completing the 3 core services and enrolling in classes at the earliest possible date allowable.

Program staff monitors completion of the 3 core services and advises students what service(s) have not been completed. This has resulted in a significant increase in the number of continuing students who enroll early.

- Prior to the start of each semester, the program hosts a New Student Orientation. Due to the challenges faced by students in obtaining a visa in a timely manner, the program has continued to offer this Orientation via Zoom. The Orientation provides valuable information regarding the rights and responsibilities of international students and an overview of the programs and services offered by the College. Anecdotal evidence demonstrates that students who attend the Orientation are much more likely to maintain their student status and complete the 3 core services during their first semester at the College.
- In the past year, there was a significant increase in the number of applicants to the program from African countries – primarily Zimbabwe. These students face unique challenges as they often struggle financially and they are dependent upon a private sponsor with a finite amount of funds available for their education and living expenses. These students are referred to the Umoja program and encouraged to connect with other students and services available in the Black Cultural Resource Center.

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3. Got anything new planned for 23-24?

- Due to the prevalence of visa denials from African countries, the Program Coordinator is working with students who successfully obtained F-1 visas and using their experience to develop country specific workshops to aid students in preparing for visa interviews. The Coordinator will also explore the possibility of hiring current international students as student assistants to help prospective students navigate the visa application and interview process.
- The Coordinator will continue to work with Chip Woerner to develop strategies, including contracting with compensated agents, to increase international enrollment at the College.
- The Coordinator will explore the feasibility of offering the New Student Orientation in a hybrid modality to accommodate students who are not able to physically attend the orientation while providing the on-Campus experience to students who have already arrived in the United States.

CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

2. What is the median income for occupations within your program?

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____YES _____No

2. If not, please explain.

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

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CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

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Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?