

Program: International Student Program

Division: Enrollment Services

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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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

- Program enrollment increased substantially in AY 23/24. In Fall 2023 the program experienced an increase of more than 54% followed by an increase of 46% in Spring 2024. Program enrollments are currently slightly below pre-COVID numbers.
- To remove barriers to admission the Chabot and Las Positas College Coordinators jointly presented a Resolution to eliminate the tuberculosis test as a requirement for admission of international students. The requirement was removed as of Fall 2024.
- The Program has been tasked with increasing enrollments due to the implementation of the SCFF. The Coordinator prepared a Marketing and Retention Proposal designed to increase program enrollments.
- The Program hired a student from Zimbabwe as a student assistant. Primary duties include helping prospective students navigate the College and visa application and interview process. To that end, the Program hosted multiple Zoom “visa prep meetings” to prepare students for their visa appointments.
- ISP collaborated with learning communities, primarily Umoja, to provide additional support for international students. Zimbabwe is the Program’s fastest growing inbound country of origin for international students. Referring these students to the Umoja Program has helped them to ease their transition to the United States, enhance their college experience and help them to reach their academic goals. Moving forward, the Program intends to work more closely with other learning communities.
- The Coordinator worked with the Degree Works Coordinator to receive notification for all prospective international applications. This enables the Coordinator to proactively contact potential applicants to determine if they will apply as F-1 international students.

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

- Did your accomplishments support your program’s plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you’d like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A_____

B. Challenges, Pain Points, and Needs

Challenges

- 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).

Multiple students were faced with the inability to enroll in the proper on-Campus classes. For example, disciplines such as Interior Design offer the majority of their courses online only and many Business courses were offered solely online. Students have been forced to take unnecessary classes on Campus to maintain their F-1 student status.

The Coordinator is 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 due to enrolling in online classes as opposed to on-Campus classes.

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.

- The program no longer has a dedicated International Student Counselor to support students. Counseling staff works diligently to serve these students, but the lack of a dedicated Counselor presents unique challenges due to the rules and regulations international students must abide by.
- Lack of affordable housing continues to be a challenge. As the program grows, more students are applying to LPC without a community connection. These students are faced with a lack of housing and exorbitant rent.
- 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.

Pain Points

- 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.
- Almost all international applications submitted through Open CCC continue to be identified as fraudulent.
- The implementation of ID.Me created a significant barrier for prospective international students. It is difficult to navigate, and students struggle to submit the online application for admission.

Needs

- The Admission Specialist position was vacated in July 2018 and ISP became a one-person office with limited student assistant support. This position provided critical support services to the program and students and all duties

previously performed by the Admission Specialist shifted to the Coordinator. If the Coordinator is out for any reason (illness, vacation, committee meetings, recruiting, breaks, etc.) the office is closed.

With the current focus on growing the program, it will be essential to rehire this position and to update the job description to require the individual to be a Designated School Official (DSO) – an individual who is able to update and maintain student records in SEVIS and assist students with the required processes.

- Ability to accept out-of-Country payments directly to the College.
- Digital and print marketing materials that highlight the unique advantages of studying at Las Positas College.

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

- As noted in previous program reviews, the Admission Specialist position is critical to the program. This position must include the ability to be a Designated School Official (DSO). The program has been without an Admission Specialist since 2018, and all duties formerly performed by the specialist were transferred to the Program Coordinator.
- The inability of students to obtain student visas is an ongoing problem. Although applications have increased, the percentage of students who actually obtain a student visa has decreased.
- Moving forward, the program will need a dedicated recruitment budget.

N/A_____

C. Planning: What are your program's most important plans, either new or continuing?

- Restart the International Student Club to provide more opportunities to foster global relationships on campus and promote and promote the program to the campus community.
- Establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College.
- Continue local outreach efforts with high schools and area language programs.
- Continue to seek housing assistance and develop a more comprehensive housing referral service.
- Work with Institutional Research to track goal completion of international students.
- Collaborate with Global Engagement to promote the program locally and abroad.

N/A_____

D. Identify any college, district, or legislative barriers to your program’s equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A ___ X ___

E. Curriculum Updates N/A

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
Yes___ No___

2. Comments (Optional):

3. Please review your program [maps](#). Do you need to make any modifications?
Yes___ No___

4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
 - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
 - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.

Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that’s helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program’s survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

- IR data demonstrates that the majority of international students are full-time (12 or more units) and have a high Course Success Rate. It is unfortunate that immigration regulations will not allow a student to withdraw from a class if that drops them below 12 units. Students are allowed to fail classes and many are forced to fail in order to maintain their immigration status. This is reflected in their Course Success Rate data. ISP students continue to have a higher successful completion rate of Transfer-level English and Transfer-level Math than LPC Overall.

B. Program-Set Standard (Instructional Programs Only): N/A

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes____ No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college’s major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- 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) N/A

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes____ No____

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
 - _____%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

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

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)
Will all courses be assessed by June 2026?
Yes___ No___ N/A Both SAOs will be assessed.
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](#).
2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

ISP currently has two active SAOs. They are as follows:

- As a result of attending the ISP Orientation, new students will understand and identify services provided by the International Student Office and through other resources available on the LPC campus.

International students are overwhelmingly reporting that they find the orientation to be beneficial. Students receive an evaluation form of 10 questions, and the consensus is that the orientation provides useful information about available programs and services. Anecdotally, students who attend orientation are more apt to ask questions and to come to ISP prior to making decisions that could impact their immigration status.

In Fall 2024, ISP collaborated with the Career Center to provide information for new students during orientation regarding on-Campus employment. International students are only allowed to work on-Campus during their first year and have limited opportunities to work off-Campus after completing two semesters. In addition to providing information on-Campus employment, Ms. Vanderhoof provided valuable information on Academic and Career pathways. Moving forward, Ms. Vanderhoof has agreed to present similar information to new students during the orientation.

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

In Spring 2024, only one student fell out of status due to withdrawing from a course. This continues to be an important reminder for students who may receive incorrect information from peers and/or staff members who are not familiar with the rules regarding maintaining F-1 status for international students.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

The ISP Orientation plays a crucial role in helping students transition into a new academic and cultural environment. The Orientation information is continually updated to ensure relevancy and reflect student feedback. At the conclusion of the ISP Orientation, students are asked to complete a 10-question survey. While the responses are generally very favorable, many students struggle to comprehend the information. Those with a lower English language proficiency level report that the information is confusing.

The Program Coordinator uses detailed Banner reports to monitor student enrollment and immigration compliance. These reports are generated throughout the semester, including immediately following the “W” deadline. The number of students who drop below 12 units due to a “W” has decreased significantly since regular reminders are sent prior to the “W” deadline.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

The SAOs will remain the same. Moving forward, it may be useful to offer Orientation Refresher Workshops that address topics such as immigration compliance and academic success. It is also recommended that Umoja, Puente and Movement API provide a brief overview of their learning communities during Orientation.

5. 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

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year’s Program Review forms or process do you have? N/A