

Program: International Students

Division: Enrollment Services

Writer(s): Cindy Balero

SLO/SAO Point-Person: Cindy Balero

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- International students continue to enrich our campus community by bringing diverse perspectives and cultural life to our campus. Their presence helps foster a global perspective among domestic students, preparing them for an interconnected world.
- AY 24-25 was a transition year. The Program Coordinator retired, and the position remained vacant. Fall 2024 was focused on creating a smooth transition for the program. Spring 2025 was focused on supporting existing students and navigating changing immigration regulations.

2. Please describe your most important **challenges** in year 24-25.

- ISP has been without a Program Coordinator or dedicated staff person since the Program Coordinator retired in December 2025.
- The program did NOT admit students in Fall 2025 which resulted in a 21.56% decrease in program enrollment following record growth cycles in Fall 2023 (54.69%) and Spring 2024 (46.48%). This decrease resulted in an approximate \$106,965 loss of revenue.
- Due to the aforementioned challenge of not having a Program Coordinator, several current students are now out-of-status and at risk of deportation.
- Proposed Student visa changes impacting international student enrollment:
 - Duration of status (D/S) replaced: The Department of Homeland Security (DHS) proposed a rule to replace the current, more flexible "duration of status" (D/S) system for F and J visa

holders with fixed, shorter admission periods. The current system allows students to remain in the U.S. as long as they are making academic progress.

- Fixed visa terms: The new rule will cap visas for most international students at four years, requiring them to apply for an extension to complete their program. This creates more uncertainty and could especially affect community college students who may need more time to finish their degrees or transfer.
- Shorter post-completion grace period: The grace period for F-1 students to depart the U.S. after completing their studies would be reduced from 60 to 30 days.
- New international students are subjected to heightened applicant scrutiny when applying for an F-1 visa. A January 2025 executive order mandated increased vetting and screening for individuals seeking admission to the U.S. on F-1 and J-1 student visas. This includes expanded social media screening for all applicants.
 - Visa processing times have increased, which may require moving the college's out-of-country application deadline to an earlier date.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- The following SAO was scheduled to be assessed in Spring 2025:
“As a result of receiving reminder emails prior to the course add/drop and withdrawal deadlines, international students will maintain their F-1 visa status”.
Due to the lack of a Program Coordinator or dedicated staff member, emails were not sent to remind students of the regulations regarding enrollment.
This SAO will be assessed in Fall 2025 and the effectiveness of the emails, and the effectiveness of the SAO will be analyzed in Spring 2026.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Hire a new International Student Program Coordinator to support current international students and enroll new international students. It is imperative that the program has a dedicated staff member that is well versed in current immigration regulations.
- Develop a marketing plan to recruit new international students.
- Reestablish relationships with organizations that send fully funded students.
- Successfully apply for Recertification of the International Student Program through the Student and Exchange Visitor Program (SEVP) / Department of Homeland Security (DHS) to enable the college to continue to enroll non-immigrant (F and M) students.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.