Program: International Student Program
Division: Enrollment Services
Date: October 1, 2019
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 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

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

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Meet with your dean to review this document before October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:
Program Review Home Page: https://bit.ly/2Y0j7fW
Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM
Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

The International Student Program (ISP) is dedicated to facilitating the inclusion of International Students into the wider Las Positas College (LPC) population and promoting student retention by providing them with a positive educational and life experience. Our goal is to enrich the entire campus climate by promoting tolerance and mutual respect among all students through the understanding of diverse cultures. To this end, ISP strives to reach out to our global community, ensuring a rich student body that represents different cultural perspectives. Finally, it is our hope that the educational experience of individual international students culminates in each student taking a positive image of our American culture home to their respective countries.

The mission of the ISP is to facilitate the successful transition of International Students to LPC and the American educational system. Program staff takes pride in offering strong student support services at every level, beginning with preadmission advisement and continuing through to graduation or transfer. Staff strives to counsel students on academic, career and personal issues to facilitate their progress toward successful completion of educational goals. Additionally, ISP staff advises students on USCIS (United States Citizenship and Immigration Services) rules and regulations related to maintaining international student status.

B. **IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may**

also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

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Data packet not available.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

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C. **Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

- o **Data generated by your program**
- o **CEMC Data**
- o **Labor Market Data**

Overall International student enrollments in the United States, including students participating in Optional Practical Training (OPT), increased by 1.5%; however, new student enrollment decreased by 6.6% (Institute of International Education). Total ISP enrollment decreased by 0.8% from Spring 2018 to Spring 2019. The number of students actually enrolled in Spring 2019 decreased by 6.6%. This is in line with external data that indicates more students are electing to participate in OPT after earning a degree and prior to transferring to a University or returning home, which effectively increases the length of the students program. USCIS mandates that ISP monitor these students; however, they do not generate revenue for the College. The number of students requesting OPT continues to increase each semester which is reflected in the overall student population.

Internal program generated data indicates students are achieving their educational goals. As in prior years, data supports successful goal completion of ISP students. For example, in Spring 2019 there was a significant increase in the number of students who transferred to a University: 17% of enrolled ISP students transferred to a University compared to 12% following Spring 2018.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW		
X Community Partnerships/Outreach	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
Course Offerings	Financial/Budgetary	LPC Collaborations		SLO/SAO Process
Curriculum Committee Items	Human Resources	Pedagogy		Student Equity
X External Factors	Learning Support	Professional Development		Technology Use

D. **Accomplishments: What plans from the 2018 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.**

The Program Coordinator continues to foster relationships with local high schools and area language programs. For example, the Coordinator participates in semi-annual outreach events hosted by Stafford House (English Language Program) in San Francisco. In addition, the Coordinator continues to develop and maintain relationships with local private high schools and area ESL programs to promote the College and increase enrollments.

Over the past year, the Coordinator has worked closely with International Student Placements (ISP) to provide students access to safe and secure housing with vetted host families. In addition, the Coordinator met with Dean Law, Dean McElderry and Paul Sapsford to discuss and prepare a Studen-Centered Funding Formula (SCFF) proposal for a feasibility study for student housing. The proposal was shelved when Dean Law was informed by VP Whalen a similar proposal was scheduled for the October Board meeting.

Program staff worked closely with multiple faculty members across disciplines to celebrate International Education Week. International Education Week is sponsored by the U.S. State Department and Department of Education to "celebrate the benefits of international education and exchange worldwide. . . . [they hope to] promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences." Savanna Alliband-McGrew hosted a screening of the French film *The Untouchables*. Multiple faculty members encouraged their students to share their experiences and thoughts regarding the importance of international education. These testimonials were displayed along campus boulevard throughout International Education week. In addition, the cafeteria served meals showcasing different cultures each day.

The International Student Club strove to be more active on campus over the past academic year. The officers worked tirelessly to secure permission to screen the movie *The Foreigner* starring Jackie Chan. More than 40 students attended this event which also included pizza and popcorn.

ISP partnered with PTE Academic to provide prospective international students with an additional means of demonstrating English language proficiency. This partnership also enabled LPC to be included on the US Registration List, social media channels and official website of PTE Academic.

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	Course Offerings	X	Financial/Budgetary	LPC Collaborations			SLO/SAO Process
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X	External Factors		Learning Support	Professional Development			Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

1. Rehire the Admission Specialist position – The position was rewritten and submitted to RAC as an International Admission Specialist. Although the position scored #2, the President elected not to fund the position at this time.

2. Establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College – The Coordinator will make this a priority in AY 19/20. The Coordinator conducted initial research and will present findings to the VPSS and Dean of Enrollment Services.

3. Expand local outreach efforts with high schools and area language programs – This is an ongoing goal that requires cultivating and maintaining relationships with key personnel at the high schools and language programs.

4. Continue to seek housing assistance and develop a more comprehensive housing referral service – Although progress was made in this area, housing remains a significant challenge for the program and ISP students. Therefore, this goal will be ongoing.

5. Work with Institutional Research to extrapolate data regarding goal completion. Currently, program staff is manually obtaining and interpreting data – Coordinator continues to manually compile data and will make this a priority in AY 19/20.

6. Purchase a tablet to use during area recruiting events – Funding for a tablet was unavailable and it was recommended that ISP submit a request for a tablet or laptop computer through RAC. A request was not submitted for the Fall round of Instructional Equipment Requests, but it will be submitted in the Spring if a second round of requests is available.

	Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
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	Course Offerings	X	Financial/Budgetary	LPC Collaborations			SLO/SAO Process
	Curriculum Committee Items		Human Resources	Pedagogy			Student Equity

	X	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

1. 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. Effectively, this was a year of a year of prioritization and reflection with an end goal of continuing to provide excellent service to ISP students.

2. Domestic and World events continue to substantially impact the program. For example, in May 2019, NAFSA published a report titled <u>Losing Talent – An Economic and Foreign Policy Risk America *Can't* Ignore</u>. Key takeaways include the following:

- The most recent U.S. Department of State Open Doors report, published by the Institute of International Education, reported a 6.6% decline in new international student enrollments; this follows a 3.3% decline in new enrollments the prior year and marks the first time America has seen a two-year decline.
- Data show that international students and scholars feel less safe and less welcome in the United States than the previous year surveyed.
- University and industry leaders acknowledge that anti-immigrant rhetoric and policies contribute to a chilling effect on international study in the United States.
- Competitors like Canada, China, and Australia are recruiting and attracting more international students and scholars and benefiting at the expense of the United States.

On September 24, 2019 The PIE News posted an article titled <u>US gov't increasingly turning to social media to vet incoming int'l students</u>. This article highlights new USCIS policy that requires applicants to provide usernames on all social media platforms they have used within the last five years. Additionally, immigration officials can search personal laptops and devices when international students and scholars enter the US. A recent, high-profile case involved a Palestinian student who was denied entry to the US after immigration officials combed through his friends' social media posts. He was deemed "inadmissible", his visa was revoked and he was deported back to Lebanon, where he had been a refugee.

3. The implementation of AB 705 with regard to English as a Second Language (ESL) will have a significant impact on the program. Currently, ISP offers two-tiered admission. Students with a higher language proficiency test result are offered full admission to the program. Students with lower results may be admissible to the program, but are required to take ESL classes as determined by the College assessment test. If students can no longer be required to take ESL classes, ISP will not be able to offer admission to less proficient students as the program will be out of compliance with USCIS regulations.

4. Lack of affordable housing options and housing referral system.

5. Students are experiencing significant delays in scheduling visa appointments. It can now take up to 3 months to obtain a visa appointment. Currently, the out of country deadlines for ISP applications are December 1st and July 1st which makes it impossible for students to attend upcoming semesters. According to an August, 2019

<u>Immigration Impact report titled Foreign Student Visa Issuance is Down Over 40 Percent</u>, "The bureaucratic obstacles confronting foreign students have reached crisis proportions. <u>Leaders at prominent universities</u> such as Harvard, MIT, Princeton, and Yale have written to the Department of Homeland Security, Secretary of State, and Congress urging them to remedy visa processing delays. They said reform is needed before the reputation of the United States as a prime destination for international students is damaged any further."

6. Inability to accept out of country tuition payments. Students and/or their sponsors continually ask for a means of paying online, in their home country currency. Partnering with a company that provides online payments will enable students to pay tuition in a timely manner. This has been identified as a program goal and will be a priority in AY 19/20.

7. Neighboring community colleges with language programs and established international market presence.

8. Our challenge is to "get into the game of recruitment" and to establish our presence in the global community. Further, other Bay Area community colleges have established relationships with international recruiting agents.

9. A continued monetary commitment by the College to reinvest in services and marketing to increase global awareness of our program.

10. Program staff must continue to work with account relationship managers from Platform Q (formerly CollegeWeek Live) to maximize the product capabilities and engage prospective students.

11. USCIS Policy on filing bridge applications for students who apply for change of status was instituted in April 2017. This policy continues to make it very difficult for potential students to change status while in the United States. Potential students are required to return home and often are unable to secure a student visa.

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X	External Factors		Learning Support	Professional Development		Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

1. Rehire the Admission Specialist position. This position will be resubmitted to RAC.

2. Create workshops for topics specific to international students. For example, "How to Apply for OPT" and "Tuberculosis Testing and Health Insurance."

3. Establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College.

4. Continue local outreach efforts with high schools and area language programs.

4. Continue to seek housing assistance and develop a more comprehensive housing referral service.

5. Partner with the International Student Club to provide more opportunities to foster global relationships on campus and promote the program to the Campus community.

6. Work with Institutional Research to track goal completion of international students.

7. Purchase a tablet or laptop computer to use during area recruiting events.

8. Purchase a scanner to use with Banner Document Management System (BDMS).

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
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	Course Offerings	X	Financial/Budgetary	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources	Pedagogy		Student Equity
	External Factors		Learning Support	Professional Development	X	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW	
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	LPC Planning Priorities	Services to Students
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Section Two: Current Topics (Required for All Programs)

A. **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:
http://www.laspositascollege.edu/research/outcomes.php

(Data for AY 18-19 will be available by the beginning of Fall 2019).

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.

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B. **SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).**

Course (SLOs only):
SLO or SAO: 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.
Describe the quantitative or qualitative results: In Spring 2019 only 1 student fell out of status due to unauthorized drop below full time enrollment. This student did not respond to emails or telephone calls.
Discuss any actions taken so far (and results, if known): The Program Coordinator sent multiple messages to all students reminding them of important deadlines and contacted individual students who dropped below full time enrollment.
Discuss your action plan for the future: Moving forward, program staff will increase communication to students explaining immigration regulations relating to full time enrollment and individually notify students who are under enrolled.

C. **Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LggoKv. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)

Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: Curriculum Review

(Programs with Courses Only)

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman **or the current CTE Project Manager for access to data).**

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B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

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

(Contact Vicki Shipman **or the current CTE Project Manager for help accessing the data).**

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

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C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

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C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? 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?** If not, what program improvements may be made to increase this metric?