2026-27 Comprehensive Program Review

Program: International Student Program

Division: Enrollment Services

Writers: Cindy Balero

SLO/SAO Point-Person: Cindy Balero

Email your completed form to Karin Spirn and your dean by November 2, 2026.

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.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- **Submitted Form I-17 Recertification:** Successfully compiled and submitted the comprehensive Form I-17 Recertification package to the Student and Exchange Visitor Program (SEVP), ensuring the college maintains its federal authority to enroll F-1 international students.
- **District Enrollment Preservation:** Collaborated with Chabot College during the LPC Coordinator vacancy to establish a seamless cross-campus referral process, ensuring prospective international students remained within the district.
- **Proactive Regulatory Response to the Elimination of Duration of Status (D/S):** In response to the critical federal regulatory shift proposing the elimination of Duration of Status (D/S) for F-1 international students, the International Student Program (ISP) successfully executed a comprehensive risk-mitigation strategy which included developing updated counselor resources to align advising practices with new regulatory requirements. Faced with legal uncertainties, the program prioritized student well-being by delivering clear guidance on shifting immigration rules, fostering open dialogue to ease student anxiety, and providing counselors with the critical tools and regulatory guidance necessary to advise international students.
- **Program Stabilization:** Successfully re-established program continuity and compliance by returning from retirement to fill the vacant program coordinator role, ensuring international students received necessary support.

2. Please describe your most important **challenges** in year 25-26

- **Critical Staffing Gaps:** Due to the Program Coordinator vacancy during the Fall 2025 admission cycle, the program suspended new international admissions at LPC, resulting in an approximate 22% decrease in program enrollment.
- **Regulatory and Compliance Volatility:** The Department of Homeland Security (DHS) issued a final rule seeking to eliminate the longstanding "Duration of Status" (D/S) policy for F-1 international students, replacing flexible program-length stays with fixed admission periods (capped at a maximum of three years for LPC). Although a federal district court issued a nationwide preliminary injunction on September 14, 2026, blocking the rule from taking effect while litigation proceeds, ongoing fluctuations in federal immigration policies continue to create complex SEVIS compliance demands for the institution and significant status-related anxiety for our international students.
- **Federal Visa Restrictions and Country Bans:** Volatile federal policy updates directly impacted the program and international student enrollment. Key regulatory restrictions include:
    - **Geopolitical Entry Barriers:** Presidential suspensions restricting new F-1 visa issuances for specific student cohorts (such as the F-1 visa suspension for Zimbabwean nationals effective January 2026) have prevented fully qualified, sponsored international applicants from starting their academic programs on campus. Fluctuations in enrollment directly reflect these regulatory hurdles, as seen in the steady decline of Zimbabwean student numbers from 15 in Fall 2024, to 9 in Fall 2025, and down to just 3 in Fall 2026.
    - **The Elimination of Duration of Status (D/S):** The federal regulatory shift to replace the open-ended Duration of Status (D/S) with a restrictive, fixed-admission period significantly alters the structural frameworks governing F-1 student timelines. Implementation of this policy will significantly change F-1 student timelines for program completion.
        - **Increased Administrative Burden and Costs:** This policy will substantially increase the workload in ISP due to tracking hard deadlines, guiding students through complex Form I-539 Extension of Status applications, and managing increased coordination with USCIS.
        - **Transfer Implications:** The new regulatory policy prohibits first-year major changes and institutional transfers, while simultaneously banning reverse transfers and consecutive degrees at the same educational level. Furthermore, the strict four-year Admit Until Date (AUD) cap on bachelor's degree completion significantly diminishes the community college value proposition, as prospective international students are increasingly incentivized to apply directly to four-year institutions.

    - **Reduced Grace Periods for Transitions:** The reduction of the post-program departure grace period from 60 days to 30 days leaves students with a significantly narrowed window to arrange for university transfers, change their status, or finalize departure plans.
- **Consular Scrutiny and F-1 Denials:** Increased scrutiny at international embassies regarding the academic goals of two-year college applicants and ties to their home countries has caused an increase in F-1 visa denials, blocking admitted and fully qualified students from enrolling.

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

- **Develop Visa Interview Preparation and Literacy Campaign for Prospective International Students:** Current heightened embassy scrutiny for F-1 visa applicants creates a disproportionate barrier for fully qualified, admitted students. ISP will launch a comprehensive Visa Interview Preparation and Literacy Campaign to provide prospective students with targeted webinars, mock interview coaching, and localized resources designed to empower them to confidently articulate their academic intentions and 2+2 transfer pathways to consular officers. This initiative directly supports student achievement by converting admissions into successful enrollments, while actively promoting equity by leveling the playing field for students from regions facing disproportionate visa bottlenecking or restrictive local policies.
- **Enhanced Collaboration with Counseling Department:** To directly address the escalated administrative risks associated with federal shifts proposing the elimination of Duration of Status (D/S) and the introduction of strict, fixed periods of admission, ISP will systematically provide general counseling faculty with updated immigration regulation documents, policy briefs, and compliance checklists.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
    - ELumen (if saved--no longer available online)
    - CurrlQunet
    - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- ISP wanted to learn how effective administrative reminders are at preventing potentially catastrophic immigration status violations. Specifically, does sending targeted email alerts prevent status violations and are international students losing their F-1 status due to a lack of awareness about deadlines and unit requirements, or is it due to other external factors such as financial hardship or academic difficulty?

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- **Financial Barriers and Compliance Risks:** Although international students receive priority registration, financial constraints frequently lead to registration holds. This forces impacted students to register late in the cycle. As a result, many required classes are already completely full. To maintain their mandatory 12-unit full-time enrollment, students are frequently forced to take classes that are not necessary for their program. This adds an unfair financial and academic burden, as they must pay non-resident tuition for units that do not advance them toward graduation or transfer.
- **Limitations of Communication-Based Interventions:** The data demonstrates that vulnerable students consistently fail to follow registration guidelines despite receiving multiple, highly structured reminders.

3. Explain potential plans to improve student outcomes and close equity gaps.

- **Preventing Late Registration:** 30 days prior to each registration cycle, identify all F-1 students with an outstanding balance or other administrative hold. Develop an internal policy to allow students experiencing documented geopolitical volatility, sudden currency devaluations, or temporary loss of sponsorship to register for classes.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- **Inability to Track Actionable Engagement:** Real-time data was not available to determine whether a student actually understood the critical regulatory warning or took immediate corrective action because of the email(s).

- **Conflating External Variables with Email Effectiveness:** It was difficult to cleanly isolate the impact of the reminder emails from outside factors. A student might maintain their F-1 status due to counselor intervention, peer advice, or personal diligence, rather than the reminder email itself.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

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

*(**Note**: Not all Programs have RPIE 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 RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- **Enrollment Volatility:** RPIE data indicates international student enrollments peaked at 100 students in Fall 2023 but fell to 81 students by Fall 2025. Spring terms show a parallel decline, dropping from 96 students in Spring 2025 to 71 in Spring 2026. Total course enrollments dropped by 26% over that same one-year spring period (from 368 down to 268).
- **Racial-Ethnic Concentration:** The ISP population is heavily dominated by Asian students, making up 41% to 57% of the cohort across the years, Latino students comprise between 13% and 18% of enrollments. Conversely, Filipino students (2%–5%) and White students (dropped from 17% to 9%) represent very small fragments of the program.
- **Demonstrated High Performance**: International student success rates improved significantly from 75% in Fall 2022 to 87% in Fall 2025. Grade distributions show that 53% of all course enrollments resulted in an 'A' grade in Fall 2025.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- **Severe Vulnerability During Staffing Gaps:** The data demonstrates that international student access is highly sensitive to staffing continuity. During the Fall 2025 admission cycle, a vacancy in the coordinator position created an immediate bottleneck that restricted enrollment for an entire incoming cohort. First-time college students plummeted from 20% of the cohort in Fall 2023 to just 4% in Fall 2025. First-time transfers also dropped from 30% to 4% in that same period. This means the program has become overwhelmingly reliant on continuing students.
- **Systemic Financial Vulnerabilities:** A systemic equity barrier within the International Student Program involves acute financial vulnerability. Unlike domestic peers who pay $46 per unit, F-1 international students are charged $425 per unit. In addition, these students are heavily exposed to geopolitical volatility, sudden currency devaluations, or the unexpected loss of a sponsor. Internal program data demonstrates that the majority of students who fail to register have a financial hold on their account. When these external crises occur, standard institutional practices create a disproportionate, high-stakes penalty. Because international students must maintain full-time enrollment to protect their legal immigration status, an administrative hold can directly lead to SEVIS record termination. To foster true equity, the institution must re-evaluate its hold policies for international students facing documented global crises and develop specialized financial lifelines, such as emergency tuition deferments, to prevent financial hardships from escalating into immigration crises.
- **Performance Vulnerability:** Despite overall demonstrated high success rates, a persistent 8% to 11% non-success rate (predominantly 'F' grades) remains across both Fall and Spring terms. Domestic students have the option to withdraw from a class rather than earn a failing grade. Conversely, international students must complete 12 units during each primary term. Withdrawing from a class may trigger a violation of their legal visa status, resulting in severe psychological pressure and unequal personal consequences for academic struggles. As a result, international students are often forced to remain in a class that will result in a failing grade.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *Write responses here*
- *Add or remove bullets as needed*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. 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

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities). • Mission, Vision, and Values • Educational Master Plan

- **Targeted Visa & Status Compliance:** Dedicated staff advise students on complex U.S. Citizenship and Immigration Services (USCIS) regulations so they can legally and safely maintain their F-1 status while pursuing their studies.
- **Welcoming Global Perspectives:** The program explicitly recognizes international students as a valued part of the college's diverse campus body, creating a "Many Cultures. One Destination" framework that embraces students from over 35 different countries.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Write responses here*
- *Add or remove bullets as needed*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *Write responses here*
- *Add or remove bullets as needed*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. 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.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "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."

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.

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