Program: International Student Program
Division: Enrollment Services
Date: October 1, 2020
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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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, to be filled out only by programs with curriculum.

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

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

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

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: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

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. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

The Program Coordinator continues to foster relationships with local high schools and area language programs. Previously, this was accomplished through site visits and networking at conferences and association meetings. In addition, the Coordinator would participate in semi-annual outreach events hosted by Stafford House (English Language Program) in San Francisco. Unfortunately, Stafford House ceased operations in the U.S. at the end of July, 2020 as a result of declining enrollment due to the COVID-19 pandemic and increasingly stringent federal regulations which severely impacted their ability to serve students.

Program staff worked closely with multiple faculty members across disciplines to celebrate International Education Week November 18-22, 2019. 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." The LPC Foundation sponsored the screening of *The Linguists* which is a documentary that follows a pair of language scholars as they journey through rugged lands in order to find isolated civilizations and hear rare tongues. The film *Hunt for the Wilderpeople* was also showcased. Other activities included International Travel Tabling and an Art Showing featuring the work of Japanese-American painter Ema Kubo.

The Program Coordinator participated in the Scion Student Housing Study to advocate for student housing that would address the specific needs of international students.

All pre-SEVIS (from program inception to 2003) files were scanned into BDMS and the program's Student Assistant began scanning post-SEVIS completed files. Scanning was halted when the SA was not rehired due to budget restrictions.

COVID-19 Achievements:

The Coordinator successfully filed the Student and Exchange Visitor Program (SEVP) Procedural Change to ensure the college would remain in compliance serving international students when instruction was moved online due to COVID-19 and the shelter-in-place mandate.

The Coordinator worked closely with students affected by the transition to online classes to provide support during this difficult time. International students are expected to be enrolled full time (12 units) during primary terms. According to the regulations, withdrawals do not count toward the 12-unit requirement. In accordance with SEVP guidance, the Coordinator developed a tracking system to document authorized withdrawals due to the impact of COVID-19.

The Program Coordinator collaborated with the VPSS and Dean of Enrollment Services to provide information on resources available to help students in crisis.

The most common ISP forms were converted to fillable PDF forms.

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		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

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

1. COVID-19 changed the landscape of international education. Students currently studying in the United States, and specifically at Las Positas College, struggled with isolation, housing insecurity, food insecurity and the additional stress of being in a foreign country without their family during the pandemic.

In addition, international students with an F academic or M vocational student visa were confronted with the possibility of losing their student status as instruction moved online. As stated previously, F-1 students are required to attend full time (12 units) during primary terms and they are restricted by federal regulation to take "no more than . . . one class or 3 credits per session" of online instruction. On March 9, 2020 SEVP instituted procedural adaptations for temporarily suspending the online course restriction regulation for the remainder of the Spring 2020 semester providing individual institutions submitted required documentation, thus

allowing F-1 students to maintain their lawful nonimmigrant status. While this alleviated immediate stress for international students, they continued to face uncertainty regarding their status.

Significant challenges and obstacles attributable to COVID-19 for current and prospective students include the following:

- Sponsors affected by COVID-19 were no longer able to provide adequate funds for students to pay for living and school expenses.
- Loss of on-Campus and/or off-Campus employment. Several students who were participating in Post Completion Optional Practical Training (OPT) were laid off from their current employers and forced to find new employment or volunteer opportunities to maintain their status.
- Xenophobia led many students to feel unwelcome and unsafe.
- Many students were unable to register for Fall in a timely manner because they still owed fees for Spring and did not have the means to pay their outstanding tuition.
- U.S. Embassies and Consulates were shut down for a significant period time due to the pandemic and prospective students were unable to schedule appointments.
- Travel restrictions made it difficult for students who wished to return home to actually leave the country.

On July 6, 2020 SEVP announced that the previous guidance would not be extended for the Fall 2020 semester. Although the regulatory online instruction restriction was modified, students would be required to enroll in at least one on-Campus or hybrid course and they would not be allowed to maintain their immigration status should they elect to continue their studies from their home country. At that time, a significant number of courses were designated as hybrid and the Program Coordinator worked with continuing students to adjust their Fall registration to ensure enrollment in an in-person or hybrid course. Ultimately the government agreed to rescind the guidance in response to a lawsuit filed by Harvard University and Massachusetts Institute of Technology. Continuing students were allowed to take all courses online and could maintain their visa status if they elected to study from home, however, new students were subject to the in-person or hybrid requirement. Due to the requirement for new students, enrollment was deferred to Spring 2021 for all but three (3) out-of-country new students.

2. On September 24, 2020 the Department of Homeland Security (DHS) announced a proposed rule to require a fixed period of stay for international students, exchange visitors and foreign information media representatives to encourage program compliance, reduce fraud and enhance national security (https://www.dhs.gov/news/2020/09/24/dhs-proposes-change-admission-period-structure-f-j-and-i-nonimmigrants)."

Proposed changes include:

- Individuals applying for admission in either F or J status would be admitted for the length of time indicated by the program end date noted in their Form I-20 or DS-2019, not to exceed 4 years.
- A 2-year program limitation would be in effect if an institution does not full participate in E-Verify (CLPCCD does not currently participate in E-Verify)
- Students from countries associated with high visa overstay rates would be limited to 2-years
- DHS proposes to limit the number of times a student can change to another program within an educational level
- "Reverse matriculation" will be limited
- DHS is proposing to eliminate a reference to "normal progress" with respect to seeking a program extension, and incorporate a new standard that makes it clear that acceptable reasons for requesting an

extension of a stay for additional time to complete a program are: (1) compelling academic reasons; (2) a documented illness or medical condition; and (3) exceptional circumstances beyond the control of the alien."

- The student would be expected to provide evidence demonstrating the compelling academic reason in order for the DSO to recommend program extension and then the student may apply for extension of stay.

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

4. In ability to accept out of country and/or partial tuition payments. Students and/or their sponsors continually ask to be able to pay online in their home country currency.

5. 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. Due to budget constraints, it is unlikely this position will be refilled.

6. According to the July 2020 Issue Brief from the National Association of Foreign Student Advisors (NAFSA) regarding International Student Enrollment, "The post COVID-19 environment will be a critical turning point for international education and the global engagement of U.S. colleges and universities. Immigration, visa, and Student and Exchange Visitor Information System (SEVIS) policies need to be well-crafted and implemented in order to attract international students, as new international student enrollment has already fallen nearly 11% since fall 2016. Meanwhile, other countries are actively competing for – and winning – talented international students with policies that reflect the value these students bring not only to colleges and universities, but to job creation, research, and innovation." Overall, NAFSA projects international student enrollment in the United States will drop 25% due to the pandemic.

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	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

C. 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 available; if your program does not have a data packet or dashboard data, 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

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**

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

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

1. Create online workshops for topics specific to international students. For example, "How to Apply for OPT" and "Tuberculosis Testing and Health Insurance."
2. Continue to develop online services to virtually assist international students.
3. Update and convert ISP forms to fillable PDF format.
4. Continue local outreach efforts with high schools and area language programs that admit F-1 international students.
5. Host online events to foster a sense of community amongst international students.
6. Continue scanning completed files into BDMS.
7. Work with Institutional Research to track goal completion of international students.
8. In the event LPC does not renew the PlatformQ subscription, utilize Cranium Café to connect with students.

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

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. **[https://bit.ly/3fY7Ead]**

The shift to remote instruction was difficult for numerous international students. Many had never taken an online class due to immigration regulations and found the new method of instruction to be daunting. International students currently enrolled in ESL classes were especially impacted. Several students expressed feelings of being under-prepared to tackle ESL coursework online. These students, in particular, benefit from in-person instruction and the ability to easily interact with classmates. The Program Coordinator reached out to the ESL Program Coordinator for assistance and ideas to help promote success. When SEVP announced that students affected by the transition to online courses would be allowed to drop classes without impacting their visa status, the Coordinator contacted all students who were struggling. One in particular asked repeatedly to drop her ESL classes following the transition to online. She was concerned she would fail her courses and she was unsure how to receive additional help. She was referred to the Tutorial Center and advised to reach out to her professor to seek additional help. As the weeks passed, she was becoming more confident that she could be successful, but still asked repeatedly if she could drop the courses. Upon learning she could drop her classes, she replied with the following:

"Thank you Cindy !I won't drop it .I'm doing well now.
My kids and I are all have online class now. We are learning in same room but face to different screens .That kind of fun!
How are you ?
It's "you pick up cherry time. " They are opening by "follow the social distance " which is great !"

Although she was ultimately successful, she an many other international students have expressed hope that instruction will return to an in-person format.

B.

SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B1a. **In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

N/A

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
N/A			

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

N/A

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

N/A

B2b. **In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.**

N/A

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
N/A			

B2d. When will analysis and discussion of the assessment data be completed?   (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

N/A

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

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

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

This SAO will be assessed at the end of Fall 2020 and Spring 2021. The Program Coordinator monitors student enrollment weekly and contacts students who have an unauthorized drop below full time enrollment. Final data will be entered into eLumen following the completion of each semester.

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

The analysis of the assessment data will be completed in Summer 2021.

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**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

N/A

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.

N/A