



International Students

Program Review - Annual Update

2023 - 2024

Program Description (250 word limit)

1- Who does your program serve?

The International Student Center recruits and enrolls students from all around the world, including from diverse racial, cultural, socioeconomic, religious, and gender identity backgrounds. Our current international student population comprises:

56% Asian; 19% Hispanic, 18% White; 7% Black

The International Student Center provides services for these groups of students:

- 1) Non-immigrant F-1 Visa students studying in the United States with a specific educational goal; typically an Associate's degree with or without plans to transfer to a four-year institution, or completion of a shorter term Certificate program. These students represent about 95% of our enrollment.
- 2) Global Online Learning (GOL): Students who are studying in online classes from outside the USA. These students represent about 5% of our current enrollment.

a. How many students are served by your program?

100

b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

International students are non-resident, non-immigrant F-1 students. International students at Cañada College come from a wide variety of socioeconomic backgrounds, racial backgrounds, religious traditions, and academic experience. Among our international students, we have 1st Generation, Lower Income, LGBTQIA+ and other marginalized populations.

What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

Our program measures these metrics by reviewing annual success rates, transfer admissions rate, average GPA, student headcounts and other data. For example, from AY 21/22 to 22/23, our annual success rate increased from 82% to 87%. Also, beginning in AY 22/23, we saw a 75% or higher acceptance rate of our transferring international students to UC Berkeley. This is significantly above the average international UCB transfer rate of 25%. This is in part due to the efforts of our permanent International Student Counselor in providing full-time academic counseling to our international population.

Major Accomplishments and Challenges (500 word limit)

2- Describe major accomplishments within the last year.

Beginning in 2022, we have seen a return of F-1 students to the United States, after the impact of COVID. As travel began to open up and more visas were approved – we saw a positive increase in new international student enrollment. For example, from Fall 2021 to Fall 2022, the number of new incoming students nearly doubled, from 17 to 30.

Also starting in Fall 2022, we saw a significant increase and return to campus involvement and leadership from our international students. We brought back the International Student Club (now CCIC) with four enthusiastic officers and we held multiple in person events, which were well attended. We tried new events and brought back our traditional International Thanksgiving Luncheon with the Cañada Administration. We have international students involved in ASCC and at least three student clubs led by an International Student. Finally, for the second Commencement in a row (2022 and 2023), the Presidential Student Leadership award

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was given to an outstanding international student for their impact to the campus community.

a. Did your major accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students? If yes, how so?

Yes, in increasing the international student population on campus, we are able to serve more of these disproportionately impacted, underserved and racially minoritized students. Our cultural, racial and socioeconomic diversity remains strong, with over 30 countries represented.

3- Describe major challenges since the last program review cycle.

The most significant challenge to our program since the last review cycle was the return of the SEVIS F-1 requirement of 9 units of in person or hybrid classes. For the past 3 years, international students have had the flexibility to take online classes when needed. With this requirement back in place, but more classes that were previously offered in person and now ONLY online - it has made student registration much more complicated. And unfortunately, we are seeing some programs that will not be available international students anymore, such as Fashion Design Certificates or Paralegal program.

Impact of Resource Allocations Process (250 word limit)

4- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

We have seen a significant impact on our program from two critical, previously requested resource requests:

1. International Student Academic Counselor; permanent, tenure track
2. Move to a larger Office Space (9-163) and adjacent Multicultural Center (9-162)

International Student Academic Counselor; permanent, tenure-track

After 3 years of a short-term, temporary position (2018-2021) and two rounds of the Resource Request procedure (2019 and 2020), we received approval and began to recruit and hire a permanent, tenure-track International Student Academic Counselor in Fall 2021.

In Spring 2022, the permanent counselor began in the position, with the full support and welcome of the Counseling Department, the SMCCCD International Team, and the Cañada College Administration. Going forward, we will now be able to ensure consistency, stability, as well as friendly, enthusiastic, and efficient academic counseling for international students. Outreach, SEP Completion, Retention, are critical areas now possible within our international counseling scope. Ultimately, this is a huge step in capacity building to increase the size of the international student population.

Office Space

The second previously requested resource request, which significantly impacts our program is the move to a larger office space. We had four full-time staff members, plus two student ambassadors sharing a very small space where it was usually loud, not private, and in very close contact. Students would need to wait in the hallway or outside for help, and student advising requiring privacy took place outside the building.

The impact of this resource request has been a transformation from a congested, but friendly office with benches in the hallway for students, to a professional center for advising, student fellowship, cultural adjustment, and learning. It has truly become a home on campus for our international students.

a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?

The addition of a permanent, full time international counselor has had a significant impact on our student completion and transfer rates, as well as student satisfaction. Now students can rely and access academic counseling as often as needed, with a consistent and qualified counselor available. Beginning in AY 22/23, we saw a 75% or higher acceptance rate of our transferring international students to UC Berkeley. This is

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significantly above the average international UCB transfer rate of 25%. This is in part due to the efforts of our permanent International Student Counselor in providing full-time academic counseling to our international population

The impact of the new Office Space and International Center as been a transformation from a congested, but friendly office with benches in the hallway for students, to a professional center for advising, student fellowship, cultural adjustment, and learning. It has truly become a home on campus for our international students.

b. What have you been unable to accomplish due to resource requests that were not approved?

Our second most critical resource request from 2019-20 was for funds to produce marketing collateral for recruitment purposes. These was not approved, however COVID-19 altered our priorities for Spring 2020 and halted recruitment travel, so we did not necessarily need the marketing collateral at that time.

However, this resource remained a critical request in 2022-23, since we are seeing more students able to come to the USA and to our program, but strong recruitment efforts and new collateral (print materials, videos, social media posts) are critical.

c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

Yes, with both of these resources, we are able to serve more disproportionately impacted, underserved and racially minoritized students. Our cultural, racial and socioeconomic diversity remains strong, with over 30 countries represented.

Program Improvement Initiatives/Resource Requests (250 word limit)

5- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

One of our Objectives in our most recent program review is: Objective B – Develop international student workshops and activities to support anti-racism education and awareness. This begins with training our staff in these areas as well (see below)

6- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

We are requesting additional Operational Expenses in order to provide increased student programming. We are requesting additional Conference funds to attend conferences, including antiracism training. Also, we have begun strategic recruitment efforts both domestically and internationally to bring back our pre-COVID enrollment, and continue to grow the program.

a. What additional antiracism training do you/your program need in the upcoming year?

As noted in resource request #2, we are seeking additional conference funds so that our staff can attend antiracism conferences and other training, such as NCORE. This conference was not in our budget before, but will be important for staff development in these areas.

b. What research or training will you need to accomplish these plans?

As noted in resource request #2, we are seeking additional conference funds so that our staff can attend antiracism conferences and other training, such as NCORE. This conference was not in our budget before, but will be important for staff development in these areas.

c. What supplies, equipment, or facilities improvements do you need?

None requested at this time.

If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.

Non-Personnel Item (2023 - 2024)

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Program Requesting Resources

International Student Center

Item Requested

Operational Expenses

Item Description

Operational Expenses, in order to provide additional cultural programming, orientation services, and program support for international students. Also to cover the institutional authorization in the SEVIS government system, which now requires a biennial recertification fee of \$1,250

Program Goals this Request Supports

ISC promotes understanding and respect for diverse perspectives by providing opportunities for community engagement, cultural exchange, and study abroad.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,500

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This resource request supports the acculturation and successful adjustment of international students into the Cañada College community. While most of the array of student support services at Cañada College, are available to international students, some are not (such as Financial Aid and some Sparkpoint features). International students face unique challenges upon arriving in a new college, new culture, and new academic environment - and the International Center is crucial to identifying and supporting these needs. Additional resources will allow for increased orientation services, cultural programming, as well as support for unique needs that arise.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This resource request supports the acculturation and successful adjustment of international students into the Cañada College community. Typically 75% or more of the international student population at Cañada College come from Latin American countries or countries in Asia. These students frequently take on leadership roles in Student Government, campus employment, and clubs, thus increasing the visibility and role of Cañada College as an HSI and AANAPISI designated institution. Support received from the International Center is critical towards students' overall adjustment and successful educational outcomes within the College.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access, Success, and Completion, Equity-Minded and Antiracist College Culture

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Which of Cañada College's Strategic Initiatives does this resource request support?

Create and sustain an inclusive, antiracist, and equity-minded campus culture, Help meet the basic needs of Cañada students and other community members, Better share what Cañada offers