



International Students

Program Review - Comprehensive Review

2022 - 2023

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Program Context

Mission

What is your program's mission statement?

Our mission is to support to students from other countries so that they can achieve their university transfer, career education, and lifelong learning goals. We strive to provide accurate, efficient, and friendly service in a welcoming environment; serving as a “home” for international students on campus. We promote understanding and respect for diverse perspectives by encouraging college-wide opportunities for intercultural exchange and personal growth.

How does your program align with the division, college and district mission?

The International Student Center aligns itself with the College's mission of **engaging and empowering students in transforming their lives and communities through quality education.**

For a significant number of international students, their experience at Cañada College is transforming. Our students get involved in campus leadership, student government, campus employment, mentor roles, clubs and activities, athletic teams, honors program, and many more. Our students have high rates of scholarship awards and strong transfer acceptance rates to their top choice universities. International students comprise only 1-2% of the campus student body, yet generally hold 30% or more of the Student Government positions. Over the past 5 years we have had two Student Body Presidents, One Student Trustee for the District, and numerous ASCC Senators and Commissioners from among the international student population. In Spring 2022, the President's Student Leadership Award recipient was one of our outstanding international students who demonstrated exemplary leadership and scholarship.

We share the Cañada College vision of **providing equitable education so that students from diverse backgrounds are able to achieve their educational goals and benefit the world.** We particularly share the dedication to these college values:

- Inclusion: a campus where everyone feels a sense of community and has a voice.
- Diversity: a community where different cultures are represented, recognized and celebrated.
- Students' Feelings – Students move forward from Cañada feeling proud, accomplished and prepared for what is next for them.
- Being Supportive - Meeting Students' Needs & Providing Opportunities – Provide a supportive environment where we work to meet students' needs and provide opportunities to all students, so that they can continue the work of transforming their own lives.
- Cultural Empathy: Recognizing that members of its community come from many different cultures, Cañada College values empathy, understanding and respect for cultural differences and similarities within, among and between groups

District Mission

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The International Program at Canada College is an integral part of the SMCCCD International Team. We meet frequently with our Skyline and CSM international colleagues, as well as the Leadership Team at the District Office. Particularly as a result of COVID, the three college international programs and district team have worked closely together for a consistent and seamless international student experience anywhere in the district. The District Leadership Team leads the international recruitment efforts and strategy, as well as maintains critical educational and governmental partnerships.

In 2020, our District was awarded the U.S. government's highest honor for export success, "The President's "E" Award, for contributions to American export growth. The SMCCCD International Program was the only educational entity among the 28 companies and businesses nationwide honored in that year's prestigious award.

Program Description

Who does your program serve? How do we serve our student populations as a whole?

The International Student Center provides service for 90-140 international students from more than 35 countries. We 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 90% of our enrollment.

2) **Global Online Learning (GOL):** Students who are studying in online classes from outside the USA. These students represent about 10% of our current enrollment.

In addition to these international students, ISC works with the District Study Abroad office to assist and encourage any Cañada College student interested in **semester and short-term study abroad** opportunities. We serve as the primary contact for Study Abroad information on the Cañada College campus.

We also assist current and prospective students who are present in the US on **other non-immigrant visas, such as B-1/B-2, J-1, L-2, and concurrent F-1 students from other institutions**. If these students are interested in changing their visa status to F-1, we provide information about the process.

In 2022, the International Student Center has also been helping **Ukrainians fleeing the war**, who are arriving in the community on refugee or humanitarian parole status.

Finally, the International Student Center shares the office with and supports the **Silicon Valley Intensive English Program (SVIEP)**, which was established in 2015 through the SMCCCD Community and Continuing Education department. The physical proximity of our programs has increased the opportunities for strong collaboration as well as created a seamless pathway for IEP students to matriculate into Cañada credit programs. SVIEP students are invited to attend the new student orientation as well as all workshops and activities. Since Fall 2017, ISC has enrolled more than 50 former SVIEP students, or about 15-20% of our new international student intake each semester.

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What does your program do for students in helping them reach their goals?

As noted, the majority of students in the International Program are 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.

Students' duration of stay and legal status is contingent upon following US governmental F-1 student regulations; most importantly of which is to make regular academic progress towards their educational goal.

The International Student Center provides specialized and professional services to assist each international student during their journey at Cañada College. Providing accurate and timely information and advice is critical to each student's academic success, cultural adjustment, and most importantly maintenance of legal F-1 status to enable continued study in the United States. Key points in the lifecycle of a Cañada international student include:

- a. Inquiry
- b. Application Started
- c. Application Submitted
- d. Application Admitted
- e. New Student Orientation, Academic Counseling, and Registration
- f. Adjustment to community and campus life
- g. Academic progress
- h. Employment, volunteer, and campus and community involvement and leadership
- i. Graduation and/or transfer to a four-year institution; or Optional Practical Training (OPT) work experience

At each point, ISC offers personalized, both in-person or online, outreach and service to students. For example, following the 2-day new student orientation, ISC presents workshops specifically for international students that cover topics such as college and university transfer, academic success, authorized employment opportunities, and tax preparation. The two-fold goal of all of our services is to help international students adjust to their new academic and living environment as well as to achieve their personal educational goals while at Cañada.

The International Center Team includes the Program Manager, the Program Services Coordinator (PSC) and the International Academic Counselor. We are fortunate to have a highly qualified and very experienced team, with a combined 50 years of experience helping F-1 students.

Each team member is critical to ensuring each international student's successful cultural adjustment, academic performance, and maintenance of visa status. We are also extremely fortunate to have the support of the entire Cañada community.

What are your on and off campus community partnerships?

The Cañada College International Student Center has several key partnerships and friends among the campus community, as well as in the Redwood City community:

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Silicon Valley Intensive English Program: As described above, we share our office with the Silicon Valley Intensive English Program (SVIEP) and collaborate closely to create a seamless pathway for IEP students to matriculate into Cañada credit programs. We regularly have prospective students who stop by the office who are interested in both programs.

SMCCCD International Team and Skyline + CSM International Programs: ISC is an integral part of the SMCCCD International Team. We meet frequently with our Skyline and CSM colleagues, as well as our Leadership Team at the District Office. Particularly as a result of COVID, the three college international programs and district team have worked closely together for a consistent and seamless international student experience anywhere in the district. The District Leadership Team leads the international recruitment efforts and strategy, as well as critical educational and governmental partnerships.

Student Life and Leadership and ASCC: Since many of our students are new arrivals in the campus and community, they are often eager get involved on campus and make friends. The Student Life and Leadership Office and Associated Students of Cañada College are extremely important to international students who are looking for campus involvement and leadership experience.

ESL Department: Since about 75% of our students enroll in ESL 400 or other ESL classes, we have regular communication and collaboration with faculty and staff from the ESL Department.

Outreach Team – ISC collaborates with the Outreach Team to be a part of relevant community cultural events. For several years (prior to COVID-19), we would table with Outreach at the annual Lunar New Year celebration in downtown Redwood City. ISC would bring student volunteers and plan games for the event. We hope to continue this tradition when the festival returns to Redwood City.

Redwood City International – Redwood City International is a nonprofit organization promoting sister-city relationships between Redwood City and Zhuhai, China and Colima and Ciudad Guzman, Mexico. Activities include hosting sister-city delegations, interns and other visitors; promoting international understanding. One of our former international students sits on the Board of the Organization, and we attend RCI meetings periodically.

How does your program contribute to anti-racism at Cañada College?

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

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

These students enhance the racial diversity of Cañada College and frequently take on leadership roles in Student Government, campus employment, and clubs. For example, since the last program review we have had these international students in leadership roles:

2018-2019, ASCC President (China)

2019-2020, SMCCCD Student Trustee (Bahamas)

2019-2020, GLOBE Club and Cambodian Club President (Cambodia); Black Student Union Club President (Nigeria)

2021-2022, Cañada Presidential Student Leadership Award Recipient and Co-Valedictorian (China); PTK President (China)

2022-2023, Canada College Intercultural Club (CCIC) President (South Africa); Tennis Club President (South Korea); Astronomy Club President (China)

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Through these key and highly visible leadership roles, international students from underrepresented backgrounds serve as role models and examples for both international and domestic students of color at Cañada College.

Equity and Access

Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.

United States F-1 Student visa regulations dictate the minimum units that a student must enroll in each semester, as well as the course modality. Prior to COVID-19, an F-1 visa student must reside in the United States and enroll in at least 12 units each semester, with only 3 units allowed in the 100% online modality.

However, the regulations do support equitable access by allowing an F-1 student to apply for reduced course load authorization in certain situations. Examples include medical reasons, difficulty with reading requirements and English language, unfamiliarity with US teaching methods. Our program is able to authorize a reduced course load for students in these situations.

COVID-19 required many modifications to the ways we serve our international students. F-1 Visa regulations were temporarily modified to allow for online study – as well as study from outside the USA. It required us to move our advising services to a Zoom and email platform. It also required us to modify our available office hours to include other time zones, particularly in Asia, India, Africa, and Europe.

Now, we are able to provide comprehensive, reliable and efficient advising to ALL international students, whether they are on campus, on Zoom, outside the USA or in the evening or early morning (Pacific Time Zone) when needed. We have in person office hours, Zoom office hours, and offer most of our orientations and workshops in a dual-modality (Zoom and campus) format. All staff is available to greet and help students; after which students may be directed to a specific staff member for specialized help, such as for Optional Practical Training authorization, Change of Status procedures, or academic counseling. Through our International Office, we can provide language support in Mandarin, Cantonese, Japanese, Spanish, Hindi, and find support in several other languages from among the campus community.

How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?

International students are non-resident, non-immigrant F-1 students who fall outside of what is considered the equity gap in US public higher education. 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.

Fortunately, most of the vast array of student support services at Cañada College, ARE available to international students as well (with the exception of Financial Aid). We regularly refer and introduce students to the services of SparkPoint, Personal Counseling, Student Life Office, Scholarship Program, Honors Program, Disability Resource Center, Learning Center, and more. If our team identifies, or a faculty or staff member contacts us about a specific student in need, we meet as a team to discuss and come up

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with a comprehensive plan to help the student; usually bringing in other departments such as through the CARES program, our International District Team, or others.

Typically 75% or more of the international student population at Cañada College come from Latin American countries or countries in Asia. As described above, 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 ANAPISI designated institution.

How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)

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Looking Back

Major Accomplishments and Challenges (500 word limit)

Describe major accomplishments and challenges since the last program review cycle.

In Fall 2019 the International Student Program started out strong, with a +17% increase in Fall 2020 enrollment over Fall 2019. We welcomed a record 52 new students – the largest Fall intake since 2016. This was a result of frequent overseas recruitment trips (5 trips by Cañada staff in the previous 1.5 years), retention of an experienced, and well-liked temporary International Student Counselor, ongoing local recruitment outreach, strong partnership with SVIEP, and a culture of flexibility, enthusiasm and dedication to international students.

At the start of Spring 2020, we maintained strong enrollment. However, COVID-19 has since posed significant and unprecedented challenges to international students studying in the USA. Challenges include regulatory, financial, housing, anti-immigrant sentiment, and many more. The situation for international students became complex while trying to work around SEVP emergency regulations, financial turmoil, and worldwide travel restrictions. Students were faced with the decision to return to their home countries (with

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constantly changing travel and quarantine restrictions) or to stay in the USA with varied housing and financial situations. About 25% of our international students returned to their home countries; the majority of them continued their online courses remotely, though some could not maintain their classes in the online format. But this brought new challenges such as managing around time zones, and having to wake up in the middle of the night to complete classes.

From Fall 2019 to Fall 2020, we saw a moderate decrease to our Cañada College F-1 international student population (-16%) – somewhat less than our sister colleges. At the same time, our district launched the Global Online Learning program (GOL) to provide access to International Students (non F-1) who are overseas. These students helped to make up for the F-1 students who could not come.

However, as our current students began to graduate in Spring 2021, while very few new students could get visas or arrange travel into the United States, our overall enrollment began to decrease more sharply (-20-25%). These drops were seen industry-wide; for example new student visas from China to the USA dropped 40% from 2019 to 2021.

As travel begins opening up, and more visas are approved – we are seeing positive increase in new international student enrollment. For example, from Fall 2021 to Fall 2022, the number of new students nearly doubled, from 17 to 30. That being said, current students continue to graduate, so it will take strong international recruitment efforts and time to restore pre-COVID enrollment.

Also in Spring 2022 and Fall 2022, we have seen a significant increase to campus involvement from our students. We brought back the International Student Club (now CCIC) with four enthusiastic officers and we've held two International Student Picnics this year which were well attended. This Fall we've tried some new events and will also be bringing 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.

Impact of Resource Allocations Process

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. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

Since the last Program Review Cycle, 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 new candidate was in place. The table below describes the timeline of this extremely important and significant resource request.

Academic Year	Status	Comments
2016-2017	Part-time, temporary, 18 hours/week	Very well received by students and effective.

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2017-2018	Part-time, temporary (2 counselors); 18 hours/week and 10 hours/week	Very well received, able to serve more students. However both temp counselors left to take permanent positions at CSM.
2018-2019	Full-time, temporary Counselor hired	In a full-time role, began to develop the counseling program and establish stability; UC transfer acceptance rates soared.
2019-2020*	Full-time, temporary Counselor re-hired (same person)	Full-integration into our team; consistency for students; taught CRER 137. UC transfer acceptance rates high.
*COVID began	PERMANENT RESOURCE REQUEST Submitted, and Approved; December 2019	
	Spring 2020: On hold due to COVID-19	
2020-2021	Full-time, temporary Counselor re-hired (same person)	Continued stability and consistency for students during an incredibly challenging COVID-19 year.
COVID	PERMANENT RESOURCE REQUEST Re-Submitted and Re-Approved; Spring 2021	

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2021-2022	Full-time, Temporary Counselor, August-October 2021	Recruitment, Committee, and Hiring – October-November 2021
	Full-time, Permanent Counselor, January 2022	Temporary gap in position November-January was challenging.
2022-2023	Full-time, Permanent Counselor	Now able to ensure reliable, consistent, and accurate specialized, academic counseling. Counselor has been very well-received by students; some booking frequent appointments for SEPs, transfer application, etc. SEP's are complete and up-to-date. Active outreach taking place.

The International Student Counselor position is vital in providing full-time, specialized, technical, consistent, and culturally sensitive academic counseling to international students and conducting specific and ongoing outreach in order to ensure that international students' academic and transfer success remains strong. Our sister colleges, Skyline and CSM, established their permanent international counselor positions in 2017 and 2018, respectively.

Cañada College has the smallest international student population of the three colleges, but with potential and capacity to increase. In doing so, it is critical to provide dedicated and specialized academic counseling services. One of the most important reasons that international students choose Cañada College is for the very strong transfer success rate to 4 year universities, particularly to top-ranked UCs.

Due to the efforts of the full-time (temporary) International Student Counselor in AY 2019-20, we saw an 85% acceptance rate of our transferring international students to UC Berkeley. This is significantly above the average international UCB transfer rate of 25%. This is attributed to the constant efforts of the International Student Counselor in providing support to our international population.

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

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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.

Move to a larger Office Space and Multicultural Center, Summer 2021

The second significant 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. This space (3-103) later changed from our team of 6 people, to a 1-person office.

In AY 2019-2020, planning led by the office of the VPI began to identify a new space for our program, which ultimately was the vacated, former IT office and storage room. This space was laid out with two offices and a reception area (9-163) and an additional office, a meditation room, and a sizeable student lounge deemed the Multicultural Center (9-162). COVID slowed down plans for moving into the space, with the move taking place in Summer 2021.

In Fall 2022, with more international students returning to campus and more new students able to come to the USA, our space is now a busy and cozy space where our team welcomes in-person and Zoom advising, and international students hang out, study, eat lunch, hold club meetings, and attend online classes. Challenges of the space remain the noise level (particularly during Zoom calls by multiple staff) and the location (tucked away in the back hallway of Building 9, 1st Floor).

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.

Resource Requests 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 critically need the marketing collateral at that time.

This resource remains a critical request in 2022-23, since COVID-19 has had significant impact on international student enrollment and mobility, with continued declines through Fall 2021. Going into the 2022-2023 academic year, 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.

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

The International Student Center has not gathered comprehensive data to identify specific groups of disproportionately impacted international students. However, over time, we have observed trends among certain groups of students. One example is 18-22 year old South Asian males; this group tends to have lower GPA's, less motivation, and less campus involvement. Now, by having a permanent academic counselor available full-time, we are able to provide more attention, appointments and specific outreach to this population. Because of this, we hope that by the end of this academic year we will see improvement in these students' GPAs.

SAOs and SLOs

State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

Service Area Outcomes (SAOs) – International Student Center, 2019

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SAO #1: The International Student Center will provide individualized services to international students, so that they can achieve their personal, educational, and professional goals.

SAO #2: ISC promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community engagement, cultural exchange, and study abroad.

SAO #3: Increase international student enrollment as well as participation in study abroad programs.

Student Learning Outcomes (SLOs) – International Student Center, 2019

SLO #1: International students will understand and maintain their F-1 visa rights and responsibilities.

SLO #2: International students will increase their knowledge of services and tools available to reach their educational goal (complete a program of study and/or transfer to a four-year institution.)

Describe how your program assessed your SAOs and/or SLOs.

The International Student Center receives weekly PRIE reports tracking enrollment, SEPs, student demographics, as well as semester grade reports, scholarship lists, and other useful reports. We are authorized by the Student and Exchange Visitor Program (SEVP) to issue I-20 forms for F-1 Students, and thus carefully track student information in the government SEVIS system. Finally, we have been using Salesforce since 2018 for our International Student Applications, and can run numerous and detailed reports in this system.

Internally, our team also keeps detailed shared spreadsheets of student enrollment, new students admitted, students needing extra help, and other lists as needed.

Below are several different assessments we use to measure success in our SAO's and SLO's.

Service Area Outcomes (SAO)

Assessments – 2019 - current

SAO #1: The International Student Center will provide individualized services to international students, so that they can achieve their personal, educational, and professional goals.

- # of ISC appointments completed
- % of students participating in Orientation
- % of international students meeting with a coun least once each semester
- % of international students with current SEP's
- # and types of workshops offered each semest

SAO #2: ISC promotes understanding and respect for diverse perspectives by providing college-wide opportunities for community

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engagement, cultural exchange, and study abroad.

- impact of collaborations with other offices/departments/divisions on a campus-wide event focused on cultural exchange
- # of international students serving in an ASCC position club leadership role
- Participant survey data from campus-wide events focused on cultural exchange

SAO #3: Increase international student enrollment as well as participation in study abroad programs.

- # of new international students enrolled by semester
- # of new students admitted
- % of Admitted to Enrolled, by semester
- # of presentations at local intensive English programs international schools
- # of Change of Status appointments and pending cases
- # of SVIEP matriculations to ISC

Program Level Student Learning Outcomes (SLOs)

Assessments 2019 - Current

SLO #1: International students will understand and maintain their F-1 visa rights and responsibilities.

- % of new students participating in the orientation
- Orientation survey results
- % of students maintaining acceptable F-1 status

SLO #2: International students will increase their knowledge of services and tools available to reach their educational goal (complete a

- # of students utilizing Sparkpoint services
- # of scholarship applicants and % of those received
- # of students participating in the Honors Program

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program of student and/or transfer to a four-year institution).

· # of eligible students participating in PTK

· Student participation in Intercultural club, and other cl

SAO/SLO Assessment Results and Impact

Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

The onset of the COVID-19 pandemic and shift to a virtual environment brought significant changes to our program. Among many things, we've had to adapt F-1 visa advising as SEVP continues to publish COVID-19 guidelines and policies for schools and students. A few changes we implemented early on in the pandemic were frequent team meetings via Zoom, online "live" drop-in advising hours, webinars, and student outreach using a team approach. For example, if we identified a student who seemed to be particularly struggling with the shelter-in-place, we would reach out in numerous ways (e.g. email, phone call, Facebook Messenger, WeChat, Skype, etc.) – and from numerous staff members.

As we are seeing the winding down of the pandemic, and a return to campus for students and staff, there are several COVID modifications we may permanently implement, as an improvement to our program and for increased accessibility and efficiency:

1) Hybrid and Dual Modality New Student Orientation

Pre-COVID we held a traditional 2-day on-campus orientation two weeks before the semester start. During this orientation, students attended informational sessions, met campus staff who introduced services, took a campus tour, and completed placement tests, academic counseling, and course registration.

COVID required us to move this all to a Zoom format for a few semesters; more recently to a hybrid format. Now we hold Day #1 on Zoom for students inside and outside of the USA, and Day 2 live on campus and Zoom. We are still able to include all important aspects of the orientation, while reaching more students (such as those with a delayed arrival to the USA and the GOL students).

2) Pre-Semester New Student Matriculation

Previously all academic counseling and placement took place in person, so new international students had to wait until arrival in the USA to complete these steps (see Orientation above). During COVID, we were able to begin the matriculation much sooner through virtual meetings and assessment – resulting in new students being able to register before the semester start; as early as November (for Spring) or July (for Fall). This allowed student access to more open classes and options, allowing more time to prepare and settle in.

3) Open Zoom Office Hours for each staff member and student ambassadors

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During COVID, all advising was virtual, so we began to organize our week into open office hours (reaching different time zones), for each staff member and for our student ambassadors. Now our office is open in person 5 days per week for drop-in advising AND each of us maintains Zoom office hours for virtual advising. It is through this that we are able to better organize and address specialized advising needs such as: new student inquiries, change of status, and OPT application review.

4) Global Online Learning (GOL) Program

In 2020, we launched a brand new option for students outside the USA, in the Global Online Learning program, or GOL. This was a district-wide initiative that provides flexibility to international students, especially current students who wanted to return to their home country and new students who were prevented from coming to the US. For this program, we created new orientation materials, assessment and registration procedures, and counseling guidelines. We continue to review and refine how we manage these students, while being able to effectively advise and provide academic counseling in a virtual format.

5) Staff meetings, workshops and international club meetings in dual modality format

Beginning in Spring 2021, we've begun to hold more in person staff meetings, club meetings, and workshops. But we have found it useful to accommodate more students by having a Zoom option. While this can be a bit challenging to manage, ultimately it allows for more accessibility and wider participation from students.

Looking Ahead

SAOs and SLOs for the Next Review Cycle

State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discussion how you will address anti-racism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

Service Area Outcomes (SAOs) – International Student Center

SAO #1: International students will receive comprehensive and effective advising, so that they can achieve their educational goals while at Cañada College.

SAO #2: International students will gain understanding and respect for diverse perspectives through college-wide opportunities for engagement and intercultural exchange.

SAO #3: Restore the pre-COVID international student enrollment, and continue to increase while maintaining program quality and diversity.

Program Level Student Learning Outcomes (SLOs) – International Student Center

SLO #1: International students will thoroughly understand their F-1 visa rights and responsibilities and how to maintain legal F-1 status while at Cañada College.

SLO #2: International students will increase their knowledge of the services and resources available at Cañada College, for academic and personal support.

We have thoughtfully modified or re-worded each of our SAO's and SLO's to describe positive and active student outcomes. We will use many of the same methods for assessment as before, while adding new ones.

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SAO #1 has been changed from “will provide individualized services” to “will receive comprehensive and effective advising”

SAO #2 has been changed from “promotes understanding and respect” to “will gain understanding and respect”

SAO #3 has been changed from “increase international enrollment” to “restore the pre-COVID enrollment and continue to increase”

SLO #1 has been changed from “will understand” to “will thoroughly understand”

SLO #2 has been changed from “services to reach their educational goal” to “service for academic and personal support”

As described above, there are several COVID practices that we will likely continue permanently, as an improvement to our program and for increased accessibility and efficiency:

- **Hybrid and Dual Modality New Student Orientation**
- **Pre-Semester New Student Matriculation**
- **Open Zoom Office Hours for each staff member and student ambassadors**
- **Global Online Learning (GOL) Program**
- **Staff meetings, workshops and international club meetings in dual modality format**

Program Enhancements and Additions

As our program and international students return to the on-campus community, we will be able participate more and contribute to Cañada College initiatives, specifically those addressing anti-racism and equity.

Here are two initiatives that we are participating in, which support anti-racism and cultural understanding:

1. **Cultural Center Initiative** – One of the areas of the college Educational Master Plan for 2022-2027 (Goal 2, Strategy 11) is to **develop the College Cultural Center**. This Center is intended to be a central resource for the entire campus community as well as for the communities served by Cañada. Our International team is actively participating in this Workgroup this Fall 2022. So far, the group has drafted a Mission Statement and Goals for the future Cultural Center.

2. **International Student Buddy Program** – One of the main initiatives of our Cañada College Intercultural Student Club (CCIC) is the launch the **International Student Buddy Program**. The goal of this program is to bring international students and domestic Cañada students together for friendship, cultural exchange and learning. Our International team advises this club and is working together with the Club Officers to launch this program. So far, we have about 20 students signed up.

Program Improvement Initiatives/Resource Requests

What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?

We have identified the following Objectives to improve our program. Details can be found in the Goals and Resource Requests Section:

International Students - Comprehensive Review

Objective A – Increase and expand social media presence (e.g. Instagram, YouTube, and Tik Tok) and experiment with advertising.

Continued Objective, 2019-2020, 2020-2022; Revised 2022-2023

International students are non-resident, non-immigrant F-1 students who fall outside of what is considered the equity gap in US public higher education. International students at Cañada College come from a wide variety of socioeconomic backgrounds, racial backgrounds, religious traditions, and academic experience. This resource request will promote Cañada College as an equitable, anti-racist destination with numerous support services welcoming students from all backgrounds.

Objective B – Develop international student workshops and activities to support anti-racism education and awareness

New Objective: AY 2022-2023 and beyond

As our team participates in anti-racism education and training, we will work together with our Student Ambassadors to develop workshops to better educate our international students. We will encourage international students to continue to be involved in ASCC and other student groups on campus participating in anti-racism education and awareness. We will also introduce this theme into our new student orientation programming.

Objective C – Continue to develop the resources of the International Center space and adjacent lounge.

Revised Objective: 2022-2023

Objective D – Design and production of marketing materials

Continued Objective, 2019-2020, 2020-2021(on hold/COVID); 2022-2023

International students are non-resident, non-immigrant F-1 students who fall outside of what is considered the equity gap in US public higher education. International students at Cañada College come from a wide variety of socioeconomic backgrounds, racial backgrounds, religious traditions, and academic experience. While there are unique challenges international students face, many of them face the same challenges that local residents face such as racial discrimination, religious persecution, and economic disadvantages. This resource request will create marketing materials which promote Cañada College as an equitable, anti-racist destination with numerous support services welcoming students from all backgrounds.

Typically 75% or more of the international student population at Cañada College come from Latin American countries or countries in Asia. Having well-branded marketing materials will help to continue to recruit and attract Latinx and AANAPISI students. As described in the Program Review, 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.

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming

International Students - Comprehensive Review

year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?

Please see the Goals and Resource Requests section for details of the opportunities for improvement that we have identified.

Anti-Racism Training Needs

1. Equity Institute (Skyline/SMCCCD) – Equity Academy (internal)

International Program Manager is enrolled for Fall 2022.

2. NCORE Workshop (National Conference and Race and Ethnicity in Higher Education)

“Dismantling the ‘U.S. versus International’ Dichotomy: Creating Synergy between International Ed and Diversity, Equity, and Inclusion”

We were unable to attend the in-person national conference in May 2022, however this unique pre-conference workshop was of particular interest and importance to our program. This workshop focused on bringing together the “internationalization” of a campus and the increase of Diversity, Equity, and Inclusion; two initiatives that often work through different channels.

We wish to find this workshop or a similar one for our team to complete in AY 2022-2023.

Supporting Information

General Supporting Documents

[Intl_Student_Dashboard_2022-10-10-08-15-43.pdf](#)

Tables & Graphs

To be added

International Students - Goals and Resource Requests

Goals

Goal Status

1 - New (PR)

Goal Title

Recruitment through Social Media

Goal Description

Objective A – Increase and expand social media presence (e.g. Instagram, YouTube, and Tik Tok) and experiment with advertising.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Kathy Kohut; International Team

Resource Requests

Item Requested

Increase and expand social media presence (e.g. Instagram, YouTube, and Tik Tok) and experiment with advertising, \$1,500

Item Description

Continued Objective, 2019-2020, 2020-2022; Revised 2022-2023

Increasing the international student population is an SMCCCD and Cañada College strategic initiative. Social media is a critical platform for international recruitment. Furthermore, social media platforms help communication with current students, friends, family, and the community. Finally, social media also represents the best way of keeping in touch with alumni.

Currently, we have an active Facebook page for the International Student Center. We ask a student assistant to post pictures and announcements a few times per week. We have not had resources to significantly expand to other key platforms: Instagram, YouTube, TikTok which are much more popular than Facebook and widely used in other countries

Student Assistant hours are crucial for supporting this objective. We can use existing Student Assistant hours to help with posting on social media platforms, identifying which platforms to use and designing graphics and short, attractive videos highlighting the international student experience. However, we need to take it a step further and experiment with social media ads, while we are building our followers organically.

Brand recognition is of critical importance for Cañada College, due the widespread confusion with the country of Canada. This confusion prevents countless prospective students from considering Cañada, thinking we are in Canada.

This remains a highly critical objective for 2022-2023. COVID-19 has posed significant challenges to international students studying in the USA. We have seen a sharp decrease to our Cañada College F-1 international student population from Fall 2019 to Fall 2022. A significant recruitment effort for 2022-2023 and beyond will be required, with new approaches tried.

Status

New Request - Active

Type of Resource

Advertising

Cost

\$1,500

One-Time or Recurring Cost?

One - Time Cost

International Students - Goals and Resource Requests

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

International students are non-resident, non-immigrant F-1 students who fall outside of what is considered the equity gap in US public higher education. International students at Cañada College come from a wide variety of socioeconomic backgrounds, racial backgrounds, religious traditions, and academic experience. This resource request will promote Cañada College as an equitable, anti-racist destination with numerous support services welcoming students from all backgrounds.

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

Typically 75% or more of the international student population at Cañada College come from Latin American countries or countries in Asia. Having well-branded and attractive social media posts help to continue to recruit and attract Latinx and AANAPISI students. As described in the Program Review, 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.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Goals

Goal Status

1 - New (PR)

Goal Title

Support Anti-Racism Education

Goal Description

Objective B – Develop international student workshops and activities to support anti-racism education and awareness

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Kathy Kohut and International Center Team

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

- Equity-Minded and Antiracist College Culture: X

Goals

Goal Status

2 - Continuing (PR)

Goal Title

Develop the International Student Center Space

International Students - Goals and Resource Requests

Goal Description

Objective C – Continue to develop the resources of the International Center space and adjacent lounge.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Kathy Kohut and International Center Team

Goals

Goal Status

2 - Continuing (PR)

Goal Title

Marketing Collateral Items

Goal Description

Objective D – Design and distribute international student marketing collateral.

Program Review Cycle When the Goal Begins

2022 - 2023

Who's Responsible for this Goal?

Kathy Kohut and International Center Team

Resource Requests

Item Requested

Design and production of marketing materials

Item Description

Cañada-specific international recruitment materials have not been updated since 2016. We need to develop attractive and well-branded print and electronic materials to distribute internationally and locally. Also, we need to develop a series of short, attractive videos with student testimonials highlighting the international student experience at Cañada College and post on social media and our website.

Specific, branded materials are of critically importance for Cañada College, due the widespread confusion with the country of Canada.

Continued Objective, initiated in 2019-2020, but put on hold due to COVID-19

This remains a highly critical objective for 2022-2023. COVID-19 has posed significant challenges to international students studying in the USA. Challenges include regulatory, financial, housing, anti-immigrant sentiment, and many more. We have seen a sharp decrease to our Cañada College F-1 international student population from Fall 2019 to Fall 2022. A significant recruitment effort for 2022-2023 will be required and we will need to have marketing materials ready.

Status

New Request - Active

Type of Resource

Printing

Cost

\$1,500

One-Time or Recurring Cost?

One - Time Cost

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

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International Students - Goals and Resource Requests

unique challenges international students face, many of them face the same challenges that local residents face such as racial discrimination, religious persecution, and economic disadvantages. This resource request will create marketing materials which promote Cañada College as an equitable, anti-racist destination with numerous support services welcoming students from all backgrounds.

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

Typically 75% or more of the international student population at Cañada College come from Latin American countries or countries in Asia. Having well-branded marketing materials will help to continue to recruit and attract Latinx and AANAPISI students. As described in the Program Review, 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.

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NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?