



COMPREHENSIVE PROGRAM REVIEW REPORT

International Students

Program Context

Mission (100 word limit)

1. How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

Our mission is to support international students 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. 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 about 2% of the campus student body, yet hold a significant number of key leadership positions and academic honors. In recent 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, 2023, and 2025, the President’s Student Leadership Award recipient at Commencement were all outstanding international students who demonstrated exemplary leadership and scholarship to the campus community.

District Mission

The International Program at Cañada 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 since COVID-19, 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.

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

The International Student Center provides service for more than 100 international students from over 30 different countries. We provide 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.

In addition to these international students, ISC works with the District Study Abroad office to assist and encourage any Cañada College students interested in **semester and short-term study abroad** opportunities. We serve as the primary source 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**, by helping them figure out the admissions and matriculation process. If these students are interested in changing their visa status to F-1, we describe and assist with the process.

Assessing Program Impact on Diverse Student Populations

3. How many students are served by your program?

In AY 2023-2024, we served 116 international students (FTES), as annual headcount.

In AY 2024-2025, we served 149 international students (FTES), as annual headcount.

Currently, in Fall 2025 we are serving 109 international students from over 30 different countries.

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4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

International students at Cañada College come from a wide variety of socioeconomic backgrounds, racial backgrounds, religious traditions, and academic experiences. 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. 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 create a comprehensive plan to help the student; usually bringing in other departments such as through the CARES program, our International District Team, or others. All incoming, new international students are required to attend a 1 1/2 day orientation before the start of their first semester. The goals of the orientation are for students to 1) get to know the campus and support staff; 2) understand critical F-1 visa regulations and insurance information; 3) meet other students; and 4) feel ready to begin their program. We invite several campus departments to meet the students and describe their support services. Typically, we receive very positive feedback about this orientation. For example, in Fall 2025, 100% of students who attended "Agreed" or "Strongly Agreed" that the orientation helped them feel prepared, with 95% of those indicating that they "Strongly Agreed". Comments included, *"You guys are all so nice and great! I am happy to be a part of Cañada. Thank you for your work."* and *"Really great, for all of the information."*

Another critical area in which we support international students is by providing comprehensive academic counseling throughout their entire program. Our international academic counselor is available to meet with students as much as they need, to discuss courses, grades, transfer applications, and other academic needs. A comprehensive two year Student Educational Plan (SEP) is developed for each associate degree/transfer student and these students are reminded to meet with the counselor no less than once a semester to check in and review their progress. Many students will meet more frequently than that.

Finally, SMCCCD scholarships provide a vital opportunity for international students - especially for students coming from these disproportionately impacted backgrounds. Scholarships are critical to financially supporting and helping international students complete their programs. In order to encourage students to apply to the scholarships, we hold workshops and send several reminders about the deadline. As a result of these efforts, we have seen the total of international student scholarship recipients increase year-over-year; from 20 in 2023, to 25 in 2024, and a record 36 in 2025.

5. How has student access, retention, and completion changed over the course of this program review cycle?

Our international Student Success Rate, as tracked on the "International Dashboard" report we receive from the PRIE office is as follows:

AY 2022-2023 86.8%

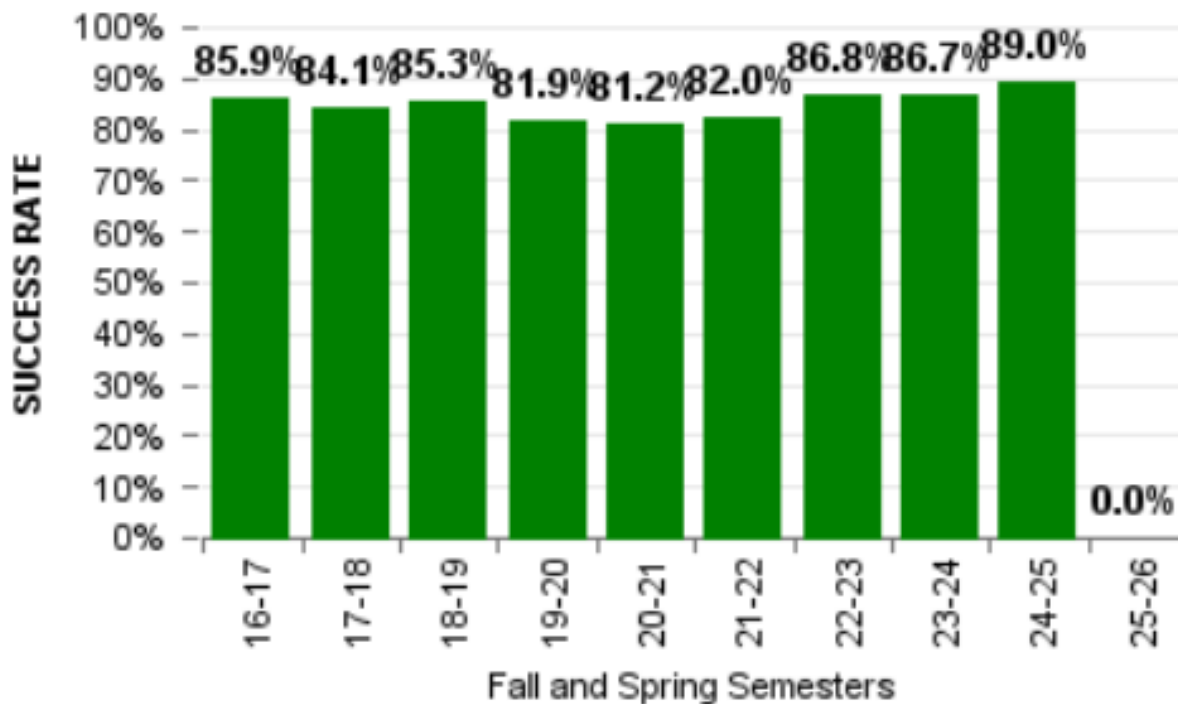
AY 2023-2024 86.7%

AY 2024-2025 89.0%

As shown in the data chart below, our Student Success rate has remained relatively consistent over the course of this program review cycle, at an average of 87.5%.

It is interesting to note that this shows an increase in the average success rate over the previous program review cycle (AY 19/20 - AY 21/22), which was 81.7%

ANNUAL SUCCESS RATE



6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)

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**. COVID-19 required many modifications in the ways we serve our international students, and 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.

In Fall 2023, the US Government ended the online course flexibility and required F-1 students to return to 9 units of on campus/hybrid classes, with only 3 units of online classes allowed. Because of this, international students must come to campus at least 1 or 2 days (or more) per week.

In order to continue to provide comprehensive, reliable and efficient advising to ALL international students, whether they are on campus, on Zoom, or outside the USA (as in the case of GOL or prospective students), we offer in person office hours, Zoom office hours, in person and Zoom appointment scheduling, and offer most of our orientations and workshops in a dual-modality (Zoom and on-campus) format.

Typically, in the International Center, a student ambassador 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, student services, or academic counseling. Through our International Office Team, we can provide language support in Mandarin, Cantonese, Japanese, Spanish, Hindi, and Vietnamese, and find support in several other languages from among the campus community.

7. What data and/or feedback do you use to evaluate the success of these delivery methods?

We evaluate the success of these delivery methods in a few different ways:

Sign in sheet for walk-in's – Since 2017, we have tracked our office walk-in data using a paper sign in sheet, and transferred the data to a spreadsheet. Walk-in's include current students requesting assistance, prospective students requesting information, and other campus community members.

Student Services Satisfaction Survey – In Fall 2025, we conducted a brief Satisfaction Survey that was sent to all international students, soliciting feedback about assistance received via all modalities: Zoom, email, phone or in-

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person. We will continue to ask students to complete this survey each semester. Data from this semester shows a 95% satisfaction rate with our services, with the strongest area being walk-in's.

Post-Orientation Satisfaction Survey – After each New Student Orientation each semester, we ask students to complete a survey about the effectiveness of the orientation, including the delivery method. The Orientation includes 3 hours via Zoom on Day One, and 5 hours in person on Day Two.

Typically, we receive very positive feedback about this orientation. For example, in Fall 2025, 100% of students who attended "Agreed" or "Strongly Agreed" that the orientation helped them feel prepared, with 95% of those indicating that they "Strongly Agreed". Comments included, *"You guys are all so nice and great! I am happy to be a part of Cañada . Thank you for your work." and "Really great, for all of the information."*

8. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

The Cañada College International Student Center has several key partnerships and friends among the campus, district, and local community:

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.

Cultural Center – The establishment of the Cultural Center on the Cañada College campus in 2023 brought a significant number of benefits and opportunities to our international student population. In AY 2023-2024, we collaborated with the Cultural Center to present the campus's first Eid-al-Fitr celebration in April 2024. This campus-wide event was well attended and well-received by the campus community, and we continued the event in April 2025. In AY 2023-2024 and AY 2024-2025, at least one or more international students worked and/or organized cultural celebrations with the Cultural Center.

STAR Transfer Pathway Program – The STAR Transfer Program has also been a key partner since AY 2023-2024, typically together with the Cultural Center, in planning and sponsoring events, such as those mentioned above. Each semester at least 2-3 international students serve as Peer Mentors for the STAR program.

Student Life and Leadership and ASCC: Since many of our students are new arrivals in the campus and community, they are often eager to 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. ASCC has also been a key partner to the International Center, in helping to sponsor campus cultural celebrations, including International Education Week (November 2024), UAE National Day (December 2024), and Eid-al-Fitr (2024 and 2025).

Outreach Team – ISC collaborates with the Outreach Team to be a part of relevant community cultural events. For several years, we have tabled with Outreach during the annual Lunar New Year celebration in downtown Redwood City. ISC recruits student volunteers and plans activities for the event. In Fall 2025, we have recently provided specialized training to the Outreach Ambassador Team to increase knowledge of prospective international students in the community. Also, we have an international student currently on the Outreach Ambassador team.

Local ESL program partners – particularly American Academy of English (AAE), as well as Advance English Academy (AEA) and California Language Academy (CLA), all in San Francisco. Each semester the District International Team coordinates visits to these local ESL schools (and more), to recruit transfer F-1 students. In recent years, we have established strong partnerships with AAE, AEA, and CLA resulting in a total of 20-25% of our new F-1 students each semester coming from these partnerships. In Fall 2025, we are taking part in a joint recruitment trip to China with AAE, due to their very strong network in this country and their appreciation of the Cañada College International Program.

Outside of the USA, we participate in international recruitment efforts and maintain partnerships with organizations such as these:

EducationUSA Offices - EducationUSA is the center within the US Embassies and Consulates that provides information about studying in the USA. EducationUSA frequently organizes recruitment fairs and tours in different regions of the world and invites US higher education institutions to participate. In Fall 2023, we participated in the EducationUSA tours in Colombia and Ecuador, and in Spring 2025 we participated in the STEM Tour in three cities in Colombia. Due in part to these efforts, we have seen the Colombian population at Cañada double in the past two years. Before COVID-19, we also participated in EducationUSA tours in Southeast Asia and China. We also

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regularly participate in online webinars with EducationUSA centers around the world to provide information about our programs.

Overseas Recruitment Agencies - Another critical partnership for international recruitment is with overseas recruitment agencies. We have several established partnerships with these agencies, and support them with regular communication and responsiveness to their students' needs and questions. The recent recruitment trip to China in Fall 2025 was a joint trip with our top partner agency in this country, who refers about 15-20% of our new incoming international students each semester.

9. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.

Typically 70% or more of the international student population at Cañada College come from Latin American countries or countries in Asia. In AY 2024-2025, 31% of international student population was noted as Hispanic, and 41% as Asian.

In Fall 2025, our top six countries of origin for international students include countries in Latin America or Asia:

- 1) China - 22%
- 2) Brazil - 16%
- 3) Colombia - 10%
- 4) Mexico - 8%
- 5) Argentina - 4%
- 6) Peru - 4%

The International Center is well-equipped to support these student populations. Along with all of the regular student support services, we provide Spanish language support and language support for various Asian languages. Our Staff Team includes a Spanish speaker and a Mandarin/Cantonese speaker; and our student ambassador team includes three Spanish speakers, a Mandarin speaker, a Japanese speaker, and a Vietnamese speaker.

International students from these countries frequently take on leadership roles in Student Government, Cultural Center, STAR Program, campus employment, and clubs; thus increasing the visibility and role of Cañada College as an HSI and AANAPISI designated institution.

Most Study Abroad students have the opportunity to apply for the Gilman Scholarship, which helps to support the additional costs of study abroad programs. The International Center is available to help these applicants with their scholarship applications. 100% of the Cañada Gilman Study Abroad Scholarship recipients from 2023-2025 were of Hispanic background.

Looking Back: Accomplishments and Challenges

10. Describe major accomplishments since the last program review cycle.

AY 2023-2024

This was a transitional and challenging year, as we were asked to phase out the Silicon Valley Intensive English Program (SVIEP), which had been a partner program located in our Center. Notable accomplishments include:

- First international recruitment trip made since 2019 = September 2023 to EducationUSA Fair in Ecuador and Colombia
- Successful "teach out" of SVIEP program – all students completed or transferred to an ESL school in Fall 2024. Program teachers were taken care of; at least two SVIEP teachers found adjunct ESL positions within the district.

AY 2024-2025

- Two well-attended and successful campus-wide intercultural events were organized by the International Center – International Education Week Fair (November 2024) and Eid-al-Fitr (April 2025)
- Successful recruitment trip to EducationUSA STEM Fair in Colombia - our Colombian student population doubled from Fall 2024 to Fall 2025 – going from 5 students to 11 students.
- Impressive transfer rates to UC's, in particular to UC Berkeley and UCLA. The highest number of scholarships awarded, with 36 total (May 2025)
- Successful graduation and OPT employment authorization for our first deaf international student

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- Increase of social media presence and followers - with regular videos and reels after each event; Instagram followers increasing from ~100 to over 300.

11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

The International Student Center partners with the International Education Team at the District to expand access to Study Abroad opportunities for disproportionately impacted and racially minoritized students. By reducing financial and logistical barriers, we enabled students - many of whom had never traveled outside of their communities - to engage in global learning experiences. These programs fostered cultural awareness, academic confidence, and career readiness, helping close the opportunity gap and empowering students to envision broader futures.

Most study abroad students have the opportunity to apply for the Gilman Scholarship, which helps to support the additional costs of study abroad programs. Gilman Scholarships are awarded by this US Dept of State organization based on financial need, program length, total costs, and application essay questions. Priority is awarded to first-time study abroad students. In Spring 2023, there were two Gilman Scholarship recipients from Cañada. And in Summer 2025, there were also two Gilman recipients from Cañada.

Two other examples of how the International Center was able to close the opportunity gap for these underserved populations:

- With the services of the Disability Resource Center and the efforts of the International Team – we successfully helped our first deaf international student at Canada College to graduate and secure work authorization through OPT. The combination of the student's efforts in his coursework and studies, and the team's ongoing support, resources, and encouragement helped to close the opportunity gap.
- The Eid-al-Fitr campus celebration in April 2024 was the first time this event had been celebrated on the Cañada campus and was the largest campus event in recent years celebrating a Muslim holiday. We were able to serve our Muslim students (international and domestic), educate the campus community, and celebrate together.

12. Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

In the past two academic years since our last program review cycle, these have been the major challenges:

AY 2023-2024

This was a transitional and challenging year, as we were asked to phase out the Silicon Valley Intensive English Program (SVIEP), which had been a partner program located in our Center. As a result of this closure, we faced these challenges:

- Managing the "teach-out" process:** ensuring that all students completed the program by the program end, or were able to transfer to other ESL programs in the Bay Area. Also, helping the SVIEP teachers to find other teaching opportunities.
- Reduction of the staff available for International Center coverage:** the SVIEP program included two full-time staff (a Manager and PSC), who shared the office space in the International Center, and could provide office coverage if ISC staff were out.
- Loss of this channel for new students:** each semester, the International Program would receive about 20-25% of its new students through matriculation from SVIEP. This was an important admissions channel.

The closure of this program on our campus created an equity gap, as we no longer had the flexibility to admit lower level ESL students - many of whom would eventually matriculate into our International Program. As a result, we further developed our partnership with a local ESL school in San Mateo where we would refer these students to, with hopes that they would transfer back to Cañada College after completing the ESL program.

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Impact of Resource Allocations Process (250 word limit)

13. 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.

In Fall 2023, we requested additional operational expenses (\$4,500) in order to provide cultural programming, orientation services, and program support for international students; and to cover the required F-1 recertification in the SEVIS government system, a \$1,250 fee every two years.

This additional funding was not approved – however obsolete budget line items, such as postal shipping, were consolidated into more relevant line items, so that no budgetary funds were lost.

This continued budget has allowed us to organize campus and center activities, resulting in increased student involvement and retention. In the past two years, we have also strategically requested and received funding from ASCC and the Vending Commission to organize campus-wide events, including Eid-al-Fitr and International Education Week.

It is important to note that we continue to benefit every day from two previously requested resources: our tenure-track International Academic Counselor (2022) and our move to a larger International Center space (2021). These were, and remain, vital in the continued expansion and impact of our program.

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

Most notably, the addition of a full-time academic counselor for international students has helped to better serve populations who are disproportionately impacted. One such population is our 18-22 year old South Asian males. This group tends to have lower GPA's and lower success rates. Our international counselor (together with our office team) have tried numerous ways in which to engage and help these students.

SAOs and SLOs (Suggested 250 word limit)

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

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.

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

SAO ASSESSMENT METHODS:

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

a) Did students receive comprehensive and effective advising?

Post-orientation survey results

After each New Student Orientation each semester, we ask students to complete a survey about the effectiveness of the orientation.

Typically, we receive very positive feedback about this orientation. For example, in Fall 2025, 100% of students who attended "**Agreed**" or "**Strongly Agreed**" that the orientation helped them feel prepared, with 95% of those indicating that they "**Strongly Agreed**". Comments included, "*You guys are all so nice and great! I am happy to be a part of Cañada. Thank you for your work.*" and "*Really great, for all of the information.*"

Satisfaction survey of international student services

In Fall 2025, we conducted a brief Satisfaction Survey that was sent to all international students, soliciting feedback about assistance received via all modalities: Zoom, email, phone or in-person. We will continue to ask students to complete this survey each semester. Data from this semester shows a 95% satisfaction rate with our services, with the strongest area being walk-in's.

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b) Did students achieve their educational goals?

Student success percentage rate

Our international Student Success Rate, as tracked on the "International Dashboard" report we receive from the PRIE office is as follows:

AY 2022-2023 86.8%

AY 2023-2024 86.7%

AY 2024-2025 89.0%

As shown in the data chart below, our Student Success rate has remained relatively consistent over the course of this program review cycle, at an average of 87.5%.

It is interesting to note that this shows an increase in the average success rate over the previous program review cycle (AY 19/20 - AY 21/22), which was **81.7%**



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

International student leadership and participation in campus clubs, ASCC Student Government, and employment.

Summary of International Student Participation, AY 2024-2025:

Clubs: Intercultural Club (4 international student officers); Chinese Cultural Club (4 officers); Cañada Car Club (1 officer); PTK (3 officers)

ASCC: 4 leadership and senator positions (including Vice President); ASCC Leadership Awards Recipient "Unsung Hero Award"

Campus Employment related to leadership: STAR Program Peer Mentor (2); Cultural Center Ambassador (1); International Student Ambassadors (4); Honors Program Ambassador (1)

President's Student Leadership Award Winner 2025 (at Commencement): International Student; also was an international student award in 2022 and 2023.

International student participation at campus cultural events

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Sample of campus cultural events led by international students in AY 2024-2025:

International Education Week Fair - November 2024

UAE National Day - December 2024

Lunar New Year - February 2025

Eid-al-Fitr Event - April 2025

Holi Festival - April 2025

Challenge: How can we really measure “gain understanding and respect”? This will be removed from the SAO going forward.

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

Total of NEW incoming international students, by Fall semester:

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
47	18	17	29	34	51	38

New incoming students were severely impacted by COVID-19 (Fall 2020-Fall 2021). However post-COVID, our new student arrivals have been climbing back (Fall 2022-Fall 2023), with a significant spike in Fall 2024 with 51 students. Recent policies of the US Trump Administration have decreased our Fall 2025 arrivals, which is similar to the overall US decline in Fall 2025 of -19% new incoming international arrivals.

Countries of origin/diversity of international students

Non-international students enrolled in 12 or more units in Spring 2025, with 1

FALL 2025

#	COUNTRY	N	%
1	China	22	20%
2	Brazil	17	16%
3	Colombia	11	10%
4	Mexico	8	7%
5	Argentina	4	4%
6	Peru	4	4%
	ALL OTHERS	43	39%

FALL 2023

#	COUNTRY	N	%
1	China	17	20%
2	Japan	7	8%
3	Brazil	6	7%
4	Nepal	5	6%
5	Colombia	3	4%
6	India	3	4%
7	Italy	3	4%
8	Peru	3	4%
9	Turkey	3	4%
	ALL OTHERS	35	41%

When comparing Fall 2023 to Fall 2025 student countries of origin, our top population (China) has remained constant at 20%. Some countries have increased, such as Brazil and Colombia, while other countries have decreased, such as Japan. However, we still maintain a diverse mix of countries, with no more than 20% coming from a single country.

17. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

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

Comparing AY 2022-2023 to the next two academic years, the International Student Center was able to organize many more campus-wide cultural events - including the International Education Week Fair (2024 and 2025), the UAE National Day (2024), and the Eid-al-Fitr celebration (2024 and 2025). We did not hold these events in 2022-2023 or before.

By organizing and hosting these campus-wide events, we were able to expand student access college-wide to cultural celebrations. Some ways we were able to accomplish these events was through:

- Partnerships with key campus groups (ASCC, Cultural Center, STAR) for cost sharing, staff help and student volunteers
- An organized and enthusiastic group of Intercultural Club student officers
- A stable and experienced international center staff team

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Changes to Implement going forward:

While it's clear we have a strong core group of student leaders and participants amongst the international student population, we do not have clear data about overall international student participation in campus events. By coordinating with other departments who are tracking participation at events, we will be able to collect this data in the future. With this data, we can better encourage and inspire those international student/demographics who don't tend to participate on campus, and try to determine any barriers to participation.

18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?
SAO #2: International students will gain understanding and respect for diverse perspectives through college-wide opportunities for engagement and intercultural exchange.

Comparing AY 2022-2023 to the next two academic years, the International Student Center was able to organize many more campus-wide cultural events - including the International Education Week Fair (2024 and 2025), the UAE National Day (2024), and the Eid-al-Fitr celebration (2024 and 2025). By organizing and hosting these campus-wide events, we were able to expand student access college-wide to cultural celebrations, thus promoting anti-racism and cultural understanding on the campus.

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)

19. State your SAOs and SLOs for the next review cycle.

SAO #1: International students will demonstrate progress towards their educational goals through participation in comprehensive academic and F-1 visa advising services provided.

SAO #1 Assessment Methods:

1. **F-1 Visa Regulations** - All students will attend the F-1 Orientation and complete the F-1 Agreement form.
2. **Student Educational Plan (SEP) completion rate:** Track the percentage of international students who complete an SEP within their first semester.
3. **Student Success Rate:** Monitor academic performance over time to assess progress toward educational goals.
4. **Retention and Transfer Rates:** Measure year-to-year retention and successful transfer to four-year institutions for those students with transfer goals.

SAO #2: International students will demonstrate increased understanding of diverse perspectives through active participation in college-wide engagement and intercultural exchange opportunities.

SAO #2 Assessment Methods:

1. **Participation:** Track international student attendance and engagement in campus intercultural programs and events.
2. **Data analysis:** Analyze participation trends by demographic and academic goals.

SAO #3: International students will be satisfied with the services of the International Student Center, including accessibility, friendliness, and accuracy.

SAO #3 Assessment Methods:

1. **Satisfaction Survey:** Students receiving services will be invited to complete an anonymous satisfaction survey.

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2. **Anecdotal:** Anecdotal evidence of student satisfaction will be tracked.

Program Improvement Initiatives (250 word limit)

20. State your goals for the next 3 years.

GOAL #1: Our primary goal is to increase international student enrollment over the next three years. Under the current presidential administration, this will be challenging. Recent visa bans and increased scrutiny for F-1 Visa holders have already impacted the international students who are choosing to come to the USA. Furthermore, proposed changes to F-1 Visa regulations may significantly and further impact student enrollment profoundly. We must be creative and flexible in seeking new markets and establishing new programs.

GOAL #2: Recently, the International Center's role in supporting Study Abroad programs in the District, and helping the applicants and participants coming from the Cañada College community, has become more formalized. Our second goal is to identify additional ways to promote study abroad programs to Cañada students and provide vital program support services, such as Gilman scholarship application help.

GOAL #3: Thirdly, we want to continue the strides we have made in organizing campus-wide cultural activities, and encouraging and inspiring our students to get involved and be leaders on campus. We would like to more formally track and recognize this participation and find a way to measure students' growth in intercultural understanding.

21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?

To address challenges that contribute to equity gaps, the International Student Center employs a multi-faceted approach. In response to the mental health impact of anti-immigration rhetoric, the International Center collaborates with the Personal Counseling Center and other campus offices to provide culturally responsive support and safe spaces for international students.

To counter declining enrollment, the International Center strengthens global outreach by participating in District-sponsored recruitment initiatives and streamlines the admissions and registration process to improve access and retention. In addition, recognizing that study abroad can be cost-prohibitive for underrepresented students, the International Student Center works with the District International Team to identify scholarships and funding opportunities, ensuring equitable access to global learning experiences.

22. With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.

Objective 1: Develop international student workshops and/or activities to support anti-racism education and awareness.

Objective 2: Encourage continued participation by international students in campus groups leading the anti-racism efforts.

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, EAPC, and other groups on campus that help to promote anti-racism education and awareness.

Professional Development Support:

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"

This unique pre-conference workshop has been offered in the past, and we would like to pursue attending this, or a similar type of workshop which bridges Race and Ethnicity with International Education.

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.

Equity and Anti-Racism Planning Council (EAPC)

Program Review

Our Program Services Coordinator has joined EAPC for AY 2025-2026, to find ways to incorporate this into our international programming.

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

Summary of main goals and areas of improvement and action items:

GOAL #1: Our primary goal is to increase international student enrollment over the next three years. Under the current presidential administration, this will be challenging. Recent visa bans and increased scrutiny for F-1 Visa holders have already impacted the international students who are choosing to come to the USA. Furthermore, proposed changes to F-1 Visa regulations may significantly and further impact student enrollment profoundly.

- Continued international recruitment travel
- Continued participation in District-organized ESL school visits
- Training for other campus departments, in collecting and routing local international student inquiries (Outreach, Admissions and Records, etc.)
- Increased social media presence and scope

GOAL #2: Recently, the International Center's role in supporting Study Abroad programs in the District, and helping the applicants and participants coming from the Cañada College community, has become more formalized. Our second goal is to identify additional ways to promote study abroad programs to Cañada students and provide vital program support services, such as Gilman scholarship application help.

- Establish Study Abroad office hours and publicize these to the campus
- Better tracking of Cañada study abroad participants and scholarship recipients
- Get to know Cañada study abroad alumni and collect testimonials to inspire future applicants
- Consider hiring a study abroad participant as a student ambassador in our center

GOAL #3: Thirdly, we want to continue the strides we have made in organizing campus-wide cultural activities, and encouraging and inspiring our students to get involved and be leaders on campus. We would like to more formally track and recognize this participation and find a way to measure students' growth in intercultural understanding.

- Collect data on international student participation and leadership in campus cultural events to determine equity gaps
- Consider graduating student survey to measure student growth in intercultural understanding

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

Resource Requests