

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: [International Student Programs \(ISP\)](#)
2. Name of individual(s) completing the form: [Hayley Davidson](#)
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

I have reviewed the feedback from the Comprehensive Program Review and I appreciate the suggestion to identify “smaller-scale activities to give a broader sense of effort to realize goals.” The primary goal that was identified in the last annual review by ISP was to increase community and address social and emotional needs of our students. While we continue to hold the social events that were the main activity, there are other efforts that can be made to help build community. While I will be introducing some new goals below, building community remains a program priority and I will identify in all of our new goals additional ways our staff are contributing to this priority through other tasks and projects.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

The retirement of ISP Supervisor, Joseph Ng, in April 2025 left a 5-month vacancy in the supervisor role. I began September, 1, 2025 as the new supervisor at the same time that ISP began a transition to be under the district Executive Director of ISP, Jen Brook. This transition is intended to align the ISP budgets and programs across the district and comes at a crucial period in the field of international education as we face severe immigration policy changes and ongoing visa barriers that we expect will continue to greatly affect enrollment of traditional F-1 students.

We also recently updated our mission statement to articulate more clearly and succinctly the purpose of our office and the values that are reflected in our updated goals outlined below.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

We have had a fresh start this fall quarter at prioritizing needs, identifying goals and managing internal and external challenges, so we will be focusing on the new goals outlined in question 6 below.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Our goals will be focused on high-touch service and student retention. As our F-1 student enrollment continues to decline due to external political factors beyond our control, we must do what is in our power to retain our F-1 students and ensure that they do not risk their visa status by failing to make academic progress or under-enrolling. We are also prioritizing enhance services to students who are studying online from abroad. To this end, we request continued funding for 1 part-time counselor through the end of 2026 who can ensure that we have drop-in advising consistently available in-person and online, including during “extended” hours (early morning or late afternoon) to accommodate different time zones. The extra counseling support will be beneficial as we devise and enact a plan for early alerts, probation and case management.

ISP will also need resources for continued professional development for our DSOs who are navigating difficult and unclear changes to F-1 immigration policies, learning visa policies for new visa groups that the district is exploring (namely J), and supporting new and continuing students pursuing visa status changes, including complex but increasingly common requests to change visa status to or from F-1.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to	How will you assess

				monitor progress?	achievement of the goal?
Canvas ISP Orientation Course	Create a Canvas course to make crucial resources available to students globally on their own time (versus via workshops in PST) so that students arrive to campus more prepared and informed; To supplement our live orientation events so that we can focus more on community building and connection and less on lecture during the event.	All staff and counselors	Online Ed and Outreach	The first phase of this goal was completed with the launch of the ISP Orientation Course on December 8, 2025. The next phase of this goal will be Winter 2026, when we will have student a student panel review the course and provide feedback for improvements, especially suggestions where we can include more visual/multi-media content vs text.	We will monitor course engagement by tracking the number of students who accept the course and length of time they spend in the course.
Student services for online-from-abroad	Offer counseling services at hours that cater to a global audience and build a greater sense of connection and	All staff and counselors	District ISP team (marketing & recruitment and systems mangement)	We have implemented early morning drop-in advising hours from 7:30-9:30am on Mondays this fall. Due to the success of these hours,	Increase in matriculation and retention of online from abroad students

	<p>community with our online population; Create a enhanced comm plan for online students. Brainstorm low-commitment ideas to build community online, such as photo contests, discussion boards and other social media initiatives.</p>			<p>we are adding an additional block at this time on Fridays for winter 2026.</p>	
<p>Academic progress & retention</p>	<p>Create a proactive process for students facing probation or termination for lack of academic progress or under-enrollment</p>	<p>All staff and counselors</p>	<p>Connect, A&R, ETS</p>	<p>We have already met with the Connect team to understand this tool and implement a process for handling Connect referrals and follow ups. By the end of Winter 2026, we will Consult with A&R and general counseling to understand the process for probation</p>	<p>Decrease in overall number of ISP students on probation for more than 1 quarter, decrease in percentage of F-1 students terminated for academic reasons; increase in the number of students served through ISP counseling appointments</p>

				holds; work with ETS to receive the list of students directly so that we can enact a process for outreach.	
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7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?
8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

I believe that some instability with staffing has disproportionately affected high-risk students, including those who are referred to our program through Connect, those on academic probation, and those facing life stressors (including immigration concerns) that affect their ability to make academic progress. We have done our best to provide attention to these students when they appear in our office, but we have not had the staff resources to provide pre-emptive outreach and consistent follow-up with students who we know to be at risk of failing classes or violating immigration enrollment policies. With extra counselors, improvement in our process and a re-balancing of staff tasks and priorities, I believe we can address these issues.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Continue expanding, improving, and refining the online international student application and communication software – SLATE</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Survey to all staff members who interact with the Slate platform on their learning experience and perspectives on the availability of training, advancement of their knowledge and overall impressions of the effectiveness of this tool in serving our students.</p>
<p>Summary of Assessment Results</p>	<p>Survey results indicate that staff are at least somewhat confident in using Slate to complete their specifically assigned tasks, but less confident and interested in more training related to wider system functions and configurations and cross-training in areas that may not be part of their everyday tasks. The monthly Slate meetings that have been led by the district ISP systems manager are reported to be somewhat useful to staff, but staff cannot clearly see the relevance of some of the trainings on their own work. All staff mentioned that having more relevant training or Q&A style training, ideally in-person, would be beneficial.</p>
<p>Reflection on Results</p>	<p>A different or additional format for Slate training is needed as there seems to be a disconnect between what the district ISP systems manager presents at monthly meetings and what training is actually needed or desired by the staff.</p> <p>Staff are interested in deepening their familiarity with Slate. They also shared some great ideas on how to improve the UI for students, but they do not yet have the vocabulary or platform to express these ideas. Investing in their training will be highly beneficial for the improvement of this tool for ISP processes but also for the student experience.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>As ISP supervisor, I will curate a list of trainings/topics to provide to the district ISP systems manager for coverage at meetings and additionally offer mini-trainings to my staff myself, some mandatory and some optional depending on the topic. I will also suggest to the district ISP team that we have weekly drop-in hours with the systems manager where staff can join the zoom room and ask a quick question or share their screen to get a quick, on-the-spot tutorial.</p>

Please email this form to your dean/manager.

10. Dean Manager Comments:

The International Student Programs (ISP) report is a refined and forward-thinking update that successfully addresses previous RAPP feedback by identifying high-impact, small-scale activities. Under new leadership, the department has clearly articulated a strategic shift toward high-touch service and retention in response to external visa barriers. The launch of the Canvas Orientation Course on December 8, 2025, is a commendable achievement that modernizes the onboarding experience for a global audience. Furthermore, the expansion of counseling hours to accommodate international time zones (7:30 AM PST) demonstrates a deep commitment to equity for online students studying from abroad. The report's focus on proactive "Connect" referrals and probation management aligns perfectly with the college's retention goals.

11. Vice President/Associate Vice President Comments:

I concur with the dean's assessment that ISP has successfully addressed RAPP's recommendations from their previous feedback. Despite many disruptive changes, which have negatively impacted ISP enrollment, the department is still focusing on how to provide quality services to its students. The current Student Learning Outcomes are focused on increasing staff proficiency with the Slate platform used to manage ISP records and communication. I recommend that ISP draft SLOs to assess their students' learning and development.

Email the form to RAPP tri-chairs.