

International Programs Departmental Self-Study Report Final Draft | November 2, 2023



International students visit a pumpkin patch in Lane County

Report Contributors

It is with deep gratitude that the following team members are acknowledged for working collaboratively to complete this program review report.

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Table of Contents

[Report Contributors](#)

[Overview of the Review Process](#)

[Section 1: Executive Summary](#)

[Departmental Recommendations](#)

[Institutional Recommendations](#)

[Section 2: Progress on Previous Outcomes \(Goals and/or Recommendations\)](#)

[Section 3: Unit Description, Alignment with College Mission](#)

[Department Description and Purpose](#)

[Leaders in Diversity](#)

[Mission Alignment](#)

[Alignment with the Strategic Plan Goals](#)

[Section 4: Environmental Scan](#)

[Internal and External Demand](#)

[Section 5: Assess Student Access, Learning, Development, and Success](#)

[Section 6: Departmental Assessment Using Key Quality and Effectiveness \(Success\) Indicators](#)

[Section 7: SOAR Analysis](#)

[Section 8: Other Program Considerations](#)

[Human Resources](#)

[Professional Development](#)

[Collaboration and Communication](#)

[Compliance, Ethics, Law and Policy](#)

[Technology](#)

[Facilities and Infrastructure](#)

[Section 9: Financials](#)

[Section 10: Stakeholder Feedback and Recommendations](#)

[Section 11: Reflection and Conclusion](#)

Overview of the Review Process

The International Programs Department conducted an intensive program review beginning the process in 2019/2020. The comprehensive process included an in-depth review using the [CAS Standards](#) (Center for the Advancement of Standards in Higher Education), [International Student Programs and Services Self Assessment Guide](#) (SAG), [SAG Workbook](#), and [Lane's internal program review procedure](#). This self-study report is the culmination of that extensive review process.

Phase 1 of the process began with a core team using the SAG Workbook, which addresses all 12 CAS Standards and subtopics (CAS outlines the process in the [Self-Assessment Guide](#), page 1-11). Individual team members reviewed the standards,

each member provided an individual rating, and listed strengths and opportunities. The team met to discuss their ratings and notes, developed a group rating for each subtopic, and wrote a justification for the rating. At that time, Student Affairs units were required to use CAS Standards and processes for program reviews. This process took over a year to complete. Rating the Standards followed CAS guidelines; an example is shown below.

2.1 Program and Services Goals

- The functional area is guided by a set of written goals and objectives that are directly related to the stated mission.
- The functional area’s goals are aligned with institutional priorities and expectations of the functional area.
- The functional area regularly develops, reviews, evaluates, and revises its goals.
- The functional area communicates goals and progress toward achievement to appropriate constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 2.1 Rating:

2.2 Program Information and Services

- The functional area provides relevant information, services, and resources consistent with its mission and goals.

Over the course of the multi-year effort (2019/2020-2022/2023), the International Programs Department and the college experienced major setbacks beyond their control. These included the global pandemic and associated consequences, several managerial shifts with subsequent staffing changes, and significant downsizing of 17 team members. In early 2022, the International Programs Department manager left the institution and an internal manager was assigned to fill the role.

During that time period, the college also made major changes to the administrative program review process and lost personnel in that area. Although teams, at their discretion, may still use CAS Standards, the program review process was streamlined, clarified, and a self-study report template was created. These changes required the team to pivot and determine how to articulate CAS Standards into the self-study report template. At that time a coach began providing significant assistance.

In phase 2, the team and a program review coach translated their completed CAS work into Lane’s self-study process. The coach provided training and resources to complete the process by leading facilitated working sessions to create a collaborative self-study report that integrated the previously completed CAS efforts. They developed roles and responsibilities, held monthly meetings, created milestones, due dates, and shared documents as well as a collaborative process. In June 2022 the team paused work to focus on preparing for incoming students. In October 2022, a new manager was hired and the process resumed. Through these changes, the team persevered to complete a thorough self-study, self-assessment, and final report.

Section 1: Executive Summary

The International Programs Department conducted a comprehensive and collaborative program review. The standards used and process followed are outlined above. Because we used the Center for the Advancement of Standards and Higher Education, the self-study was in-depth, covered all aspects of the department, and was based on formal self-assessment guidelines.

Completion of the process was greatly hindered by setbacks beyond our control such as the global pandemic, organizational and managerial shifts, and significant downsizing based on these issues. We lost an unprecedented number of team members (17). Concurrently, the college's program review support systems and structures to guide the work were overhauled and the college lost one of the two coaches. However, we persisted to complete a thorough self-study, assessment, and formal report. This is our first program review and therefore there are no previous goals available.

Evaluation of the mission statement revealed that it partially meets expectations. We would like to refine it and share it more widely. The mission is well aligned with Lane's mission.

We have a clear vision, values, and focus on student success, which is borne out by a look at the high retention rates of international students. The success of international students is based largely on the highly collaborative work we do. We are leaders in campus diversity, inclusion, multiculturalism, and social justice. For example, we helped develop the college wide equity lens still in use today and we provide professional development for other departments and individuals.

The environmental scan of internal and external trends showed that the global pandemic and other global issues hit International Programs Department student enrollment especially hard due to restrictions on travel, visas, banking restrictions, etc. Many of these issues have been resolved. US inflation, high tuition and related costs is particularly difficult for international students, which puts downward pressure on enrollment. The inability of international students to work off-campus or take on campus work-study jobs greatly hinders their opportunities to earn extra money to offset their expenses. To further exacerbate international students' challenges, they are required and often prefer to attend in person classes. During the pandemic most classes were offered only online. We help students overcome these challenges by implementing innovative solutions such as quickly pivoting to meet student needs, no matter the issue; focus on recruiting in specific countries with fewer restrictions; maintaining close relationships with students, employees, embassy staff, and others; etc. Continuing to quickly pivot will be imperative as we move forward with increasing internal and external demand. This is an opportunity, but also a major challenge due to the dramatic decline of staffing.

A review of how students' needs are being met by the department uncovered quantitative and qualitative data. These data show exceptionally high retention rates, a reasonable level of transfer, and a high percentage of award conferral (compared to

Lane averages). See Section 5 for details. These successes are due to the comprehensive student support offered. For example, we use intrusive advising, closely track student progress, and tailor support to individual students' needs, build a sense of community and belonging, and provide other support to keep them on track.

Programmatic success indicators include graduation and retention rates. We have developed a list of additional indicators that we want to devote to better assess program effectiveness over time.

A SOAR (strengths, opportunities, aspirations, results) Analysis helped us identify what we are good at, what opportunities we wish to embrace, our aspirations and goals for the future. In addition to exemplary student success, we excel with collaboration, student support, and significantly contributing funding to the college (\$25 million since 2016).

An analysis of our human resources clearly shows that the loss of 17 team members is putting unreasonably high pressure and expectations on the remaining employees. Even so we are maintaining the baseline requirements of our jobs such as completing performance evaluations on time; meeting all laws, regulations, etc.; and supporting students well. College expectations for the department somewhat exceed our ability to serve our students well at current staffing levels.

Although professional development is somewhat adequate, it's crucial that we create and implement a professional development plan and that the college properly funds professional development. Students are adequately served and we continue to meet the complicated laws, regulations, and guidelines necessary to perform this work. As described in the Compliance, Ethics, Law & Policy Section, we lack the personnel to properly handle emergency and crisis situations, which should be ameliorated quickly to reduce risk to persons and property.

Our Department success is largely due to our expertise with collaboration and communication at all levels of the institution and with internal and external stakeholders. A number of collaborative partnerships is described in the Collaboration and Communication Section.

Generally, the technology available meets our needs, but we would benefit from additional training, enhanced integration between systems, a tool for more secure financial global transactions, and greater use of social media as well as better computers.

The current physical location is unsafe and inadequate. It lacks proper ventilation, safeguards to protect students' information, and safeguard employees against threats such as earthquakes or active shooters.

We are frugal and work hard to maintain a positive ending fund balance. Since 2016 we have contributed \$25 million to the institution. The department lost 17 positions, which decreased our opportunities to continue bringing in new students and additional

revenue. College planning and resource allocation decisions are made without input from International Programs managers or employees.

Prior to the pandemic we gathered feedback and recommendations for improvement regularly. We intend to reinstitute these practices by 2025.

Below are the prioritized recommendations that emerged from this self-study process categorized by department and the institution. Alignment of these recommendations with [Lane's Strategic Plan](#) is shown in parentheses. For example, the recommendation 1.b to develop a financial risk management plan is aligned with the Strategic Plan goal objective 5.2 (Mitigate risks and address emergencies and shifts in the operational environment).

Departmental Recommendations

1. Create a formal strategic recruitment and retention plan to increase enrollment of international students to 400 (1.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6, 4.3)
 - a. Further develop programmatic key effectiveness indicators (4.2, 4.3, 4.4)
 - b. Develop a financial risk management plan to ensure long-term financial stability (5.2)
2. Develop a communication plan and increase the use of social media for communications (4.3)
3. Collaborate: (4.3)
 - a. Collaborate with Institutional Research to share student success data (4.3)
 - b. Collaborate with Career Services to serve students (3.8)
 - c. Advocate for academic programs to open up to include international student involvement (3.1, 3.2, 3.4)
 - d. Advocate for enhanced/upgraded technology and equipment (6.15)
4. Administer surveys: (4.3)
 - a. Verify student's personal email addresses as they exit the program (3.8, 5.3)
 - b. Survey alumni together information about their experience at Lane (4.3)
 - c. Provide student's contact information to the Lane Foundation (5.3)
5. Optimize internal processes and onboarding procedures: (4.3)
 - a. Decrease the time it takes to internally process the admissions packet in the department (1.3)
 - b. Enhance student engagement in person and online (this goal is aspirational and could only be achieved with the addition of at least one position) (1.3)
 - c. Provide additional technology tools to ensure secure financial transactions and update employee computers (6.15)
6. Study the advantages and disadvantages of requiring a deposit from all admitted students before they arrive (1.1)
7. Update procedures and documentation related to laws, compliance, ethics, and policies, as necessary (4.3)
8. Create a professional development training plan (4.5)

9. Refine mission statement (4.1, 4.3)
10. Document events, training provided to the community (1.4)

Institutional Recommendations

1. Increase staffing commensurate with needs and expectations: add one admissions position; two advisors; one recruiter; one student services coordinator; one administrative specialists over a five-year period (6.2, 6.5, 6.6)
2. Optimize class scheduling so that international students can maintain academic progress (e.g. offer sequential classes when students need them) (3.2, 3.4, 3.5)
3. Increase the number of academic programs that admit international students (3.1, 3.2, 3.4, 3.5, 3.6)
4. Increase on campus (non-work-study) job opportunities that international students can participate in (3.7, 3.8)
5. Provide payment options to international students other than credit cards to help reduce financial barriers that are higher for international students than for domestic students (3.2, 3.4)
6. Evaluate the adequacy of physical space and facilities at the current location; address inadequacies to ensure health and safety of employees and students (6.3, 6.4)
7. Provide adequate opportunities for International Programs Department personnel to provide input into department and institutional planning and resource allocation decisions (5.6, 5.7)

Section 2: Progress on Previous Outcomes (Goals and/or Recommendations)

This is the first formal review for International Programs. Therefore, there are no previous goals available.

Section 3: Unit Description, Alignment with College Mission

Department Description and Purpose

The International Programs Department [resides in Student Affairs](#) and is managed by the Associate Dean, Director and Assistant Directors.

Below is a summary of personnel based on Lane's [organizational structure](#) and the [International Programs Directory online](#) (as of October 13, 2023):

- Associate Dean of Accessibility and Testing Support
- International Programs Director
- Assistant Director of International Recruitment
- Associate Director of International Student Recruitment
- Admissions Project Specialist 2
- 3 Project Specialist 2 - Lead
- 2 Part-time Administrative Support Specialist
- Administrative Support Specialist-Bilingual
- Project Coordinator - Lead
- Division Project Coordinator

International Programs Department Vision: Create opportunities for active global citizenship.

We Value:

- Teamwork, collaboration and positivity to provide excellent service to all
- Student success through experiential learning, student engagement and leadership
- Diversity and equity to create access to the community-locally and globally
- Active global citizenship
- Hardwork and Commitment
- Innovation and creative problem solving

“Whatever your educational goals are, International Programs at Lane offers comprehensive student support services to help you achieve them. Our passion is seeing you succeed.”

The IP Department has programs and services that support students in various areas. Our program is very connected to the institution and the community. We review the objectives and goals annually and the annual plan is shared with the whole team. Also our social media promotes these services regularly to current students and prospective students as well as engaging our student alumni. We are very proactive and successful with retention activities, providing resources for students and collaborating with partners across campus and off campus. Our team 100% supports the needs and interests of our International students.

[Our website](#) shows all the services we offer including:

- Recruitment (contracts with agencies globally, high school and other venue outreach)
- International Programs admissions process (financial means, passport, immigration docs, instructions to prepare for visa)
- Airport pickup, housing assistance for Titan Court, contract with Titan Court
- Peer Mentor Program (cultural, social, academic)
- Retention team (regular events, build community)
- Academic and retention advising (guidance, resources, health insurance, driver's license, contracts with insurance company)

- Transfer assistance (connect w/ advisors, transfer immigration paperwork)
- OPT (Optional Practical Training) (on-the-job training, gain work experience before transferring, applications and documentation)
- Graduation celebration
- Communication and collaboration (outreach to embassies in multiple countries, write reference letters, build relationships with government officials)
- Study Abroad Program (for domestic students to study overseas, help connect with partner schools, summer programs)
- Co-Host International Education Conference March 16, 2022 (see below)

Example Collaboration

LCC and UO to Co-Host International Education Conference March 16:

We're joining our partners at the UO to co-host the Winter 2022 Virtual EducationUSA Seminar on March 16. This conference provides the opportunity for international education programs to learn how peer institutions across the country are recruiting, supporting, and retaining international students. EducationUSA is a U.S. Department of State network of over 430 international student advising centers in more than 175 countries and territories. The network promotes U.S. higher education to students around the world and they are a key partner with Lane Community College. Learn more by visiting the [conference website](#).

Additional Departmental Information

We offer intrusive advising to all the international students and support their study plan from recruitment to graduation and we stay connected to our global alumni. We have a strong retention team composed of academic, SEVIS advisors as well as student leaders. We have a student student leadership program to support prospective and new students. We also collaborate with programs across campus to promote global engagement and train other students on campus how to work with International students. We have other global education initiatives for students to study abroad through our 2+ programs.

As a community college, with limited resources, we have done a great job maximizing our access and services to help students to achieve their goals and succeed. We offer a diverse and comprehensive program to meet students' specific needs. IP is very intentional in designing and providing resources for classes, retention and success. We are quick to respond to the students' many needs so they can be successful. We use a variety of communication channels to reach students and provide tailored support for their individual needs. Our skill in using a variety of methods (written (email/text/social messages), other digital (video chat and phone call), and in-person, allows us to facilitate growth and meet the distinct needs of different groups. Our program helps many unique students. Also, in collaboration with CAR and other campus resources, we are able to serve diverse student populations. Our program ensures all the access and support for our International students.

“While the International Program experienced an enrollment dip at the beginning of the pandemic (due to Embassy closures), the program entered a turning point in Fall 2021 by rebuilding international students’ enrollment with continued increased face-to-face engagement with the recruitment markets (travel ban during the pandemic). The program is on an upward trajectory to regain our pre-pandemic student numbers. Current key markets include Japan, Vietnam, Myanmar, Taiwan, Togo, Congo, Ivory Coast, Australia, Brazil, Korea, Cambodia, Colombia, Kazakhstan, Peru, Thailand, Benin, Sweden, South Africa, Malaysia, and China. The program has 9 active global social media accounts with over 29,000 followers that provides a continuous global presence. This past year LCC’s International Program received recognition from the US Department of State and EducationUSA for its work hosting international students on campus” ([Global Directions Report](#) provided to the LCC Board of Education, July 2022, page 2).

“Lane has one of the largest student International programs in the state. The International Program staff has updated their program information used for recruiting, including their videos, available on their website. The staff support student success in the classroom and engagement outside of the classroom. Their numbers have increased to pre-Covid levels and the program will continue to grow” (Ibid, page 14).



International students sign during International Night at Lane

Leaders in Diversity

The Department strongly advocates for international students and diversity on the campus as well as nurtures inclusion, multiculturalism, and social justice. We have taken the lead on developing plans for professional development on cultural competency for the institution. International Programs has been a leader helping the College to

develop an equity lens for the institution that identifies and addresses actions, policies, and structures within its operation that perpetuate systems of privilege and oppression and work to eliminate them. We are leaders in educating other departments about cultural competency. We provide training for staff and students using best practices (e.g. Developmental model of intercultural competency, Bennetts; Cultural Competency Model, Cross; Personal leadership; Power and Privilege in the US). Personnel welcome the entire campus community to join cultural events that they offer.

The International Programs Department works with students from all over the world with different backgrounds, cultures, religions etc. The Department offers various resources and support for students with different needs. For instance, by offering extended office hours in order to serve students in different time zones and in different countries and using student feedback to make decisions.

The team has a positive atmosphere promoting respect, cultural competency, and cultivating understanding of identity, culture and self-expression. We strive to be inclusive throughout all programs and activities. Staff maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from bias or harassment. There is an opportunity to document efforts more regularly.

Recommendation: Document events, training, etc. and include this information in appropriate reports.

Evaluation of International Programs mission: All team members agreed that the mission partially meets expectations and should be further refined (e.g. ensure compliance with regulations; career outcomes). The mission statement is not listed on the website. Team members agree that sharing the mission is an important next step. [Link to International Programs website.](#)

Recommendation: Refine International Programs mission, post on website and share with campus community

Mission Alignment

As can be seen in the table below, the International Programs Departmental mission is strongly aligned with Lane's mission.

Lane is the community's college. We provide quality, comprehensive, accessible, inclusive, learning-centered educational opportunities that promote equitable student success.

Lane International Programs serves the community-locally and globally by building relationships with diverse students and partners through an inclusive, welcoming culture of service and support. We provide a multicultural experience that prepares educated global citizens to shape our world through academic excellence and student leadership.

	Lane's Mission		International Programs Mission
Strong Alignment is Demonstrated	is the community's college	=	serves the community
	provide quality opportunities	=	inclusive, welcoming culture of service and support
	comprehensive	=	international , locally and globally
	accessible, inclusive, promote equitable success	=	building relationships with diverse students and partners, inclusive, multicultural experience, prepares educated global citizens
	learning-centered educational opportunities	=	prepares educated global citizens to shape our world through academic excellence and student leadership

We have a developed and defined mission statement which clearly states the support and services to international students and partners, and it is aligned with the College's mission. Our mission statement is shared and regularly reviewed among the International Programs team. Our mission statement references student learning, development and success. Although our team ensures institutional compliance with governmental immigration regulations, it is not mentioned in the mission statement.

Alignment with the Strategic Plan Goals

Alignment of the recommendations and [Lane's Strategic Plan](#) can be viewed in the Executive Summary above.

Section 4: Environmental Scan

Below, we addressed local, regional, national, and global trends that are likely to impact the future of the program including the need for remote services, and accreditation requirements. We also addressed the internal and external demands as well as recommendations to proactively prepare for these issues.

- Due to the pandemic Spring 2020-Fall 2022 students could not get student visas due to Embassy and border closures. Embassy offices are reopening and some remain closed or offer only limited hours. There are still delays in students' ability to get student visas. IP continues to focus recruitment efforts in countries that will be able to get student visas.
- International students are required to be full-time students and attend in person. In the beginning of the pandemic immigration policies changed. Due to the pandemic Spring 2020-Fall 2022 (e.g. at the beginning of the pandemic new students required to attend one in-person class; remaining classes could be online programs). Continuing students were allowed to attend all classes online. There is a lot of uncertainty of how SEVIS policies will change. Examples of what could happen are:
 - International students may be restricted to take only one online course from Summer 2023
 - SEVIS status cannot be maintained from abroad for more than one term
 - IP regularly connects w/ ESL Department to keep them updated on these issues; looking at what courses (and modality) are offered and providing options that help students meet these challenges. Work w/ students to ensure their schedules are optimized.
- Other countries' political environments - civil wars, country sponsorship. IP is proactively responding to ensuring the diversification of the international student population through recruitment efforts. Maintain connections with the US and other countries' embassies and the continuance of those relationships, which will support international student recruitment.
- There are banking restrictions in some countries that block/inhibit students' ability to send money to the US to pay for fees and tuition. IP has partnered with a company to allow easier processing of money to and from other countries. Lane implemented a charge for using credit cards, which negatively impacts international students.
- Students in some countries are greatly impacted by US inflation and dropping exchange rates.
- Restrictions on travel - budget, limited flights (affecting recruitment). However, some of these restrictions are easing.
- The inability of international students to work off campus decreases their chance to offset their expenses. Lack of on-campus job opportunities for international students (e.g. cannot apply for work study jobs). IP encourages students to apply for on-campus jobs. IP opened a peer-mentoring program that hires international students.

- Domestic students prefer to take classes online; most international students want and are required to take classes in person. Hy-flex courses attempt to provide both options, but meeting both of these demands is challenging. IP partnerships help deal with this trend.
- The increased cost of attending Lane has impacted international students - more so than other students.
- Increased staffing in IP would help address these trends.

Internal and External Demand

External demand for international programs is on the rise. According to the New International Student Enrollment Report¹, new international student enrollments have rebounded from pandemic declines (see table and graph below). Internal demand is also increasing because Lane is actively supporting increased cultural diversity.

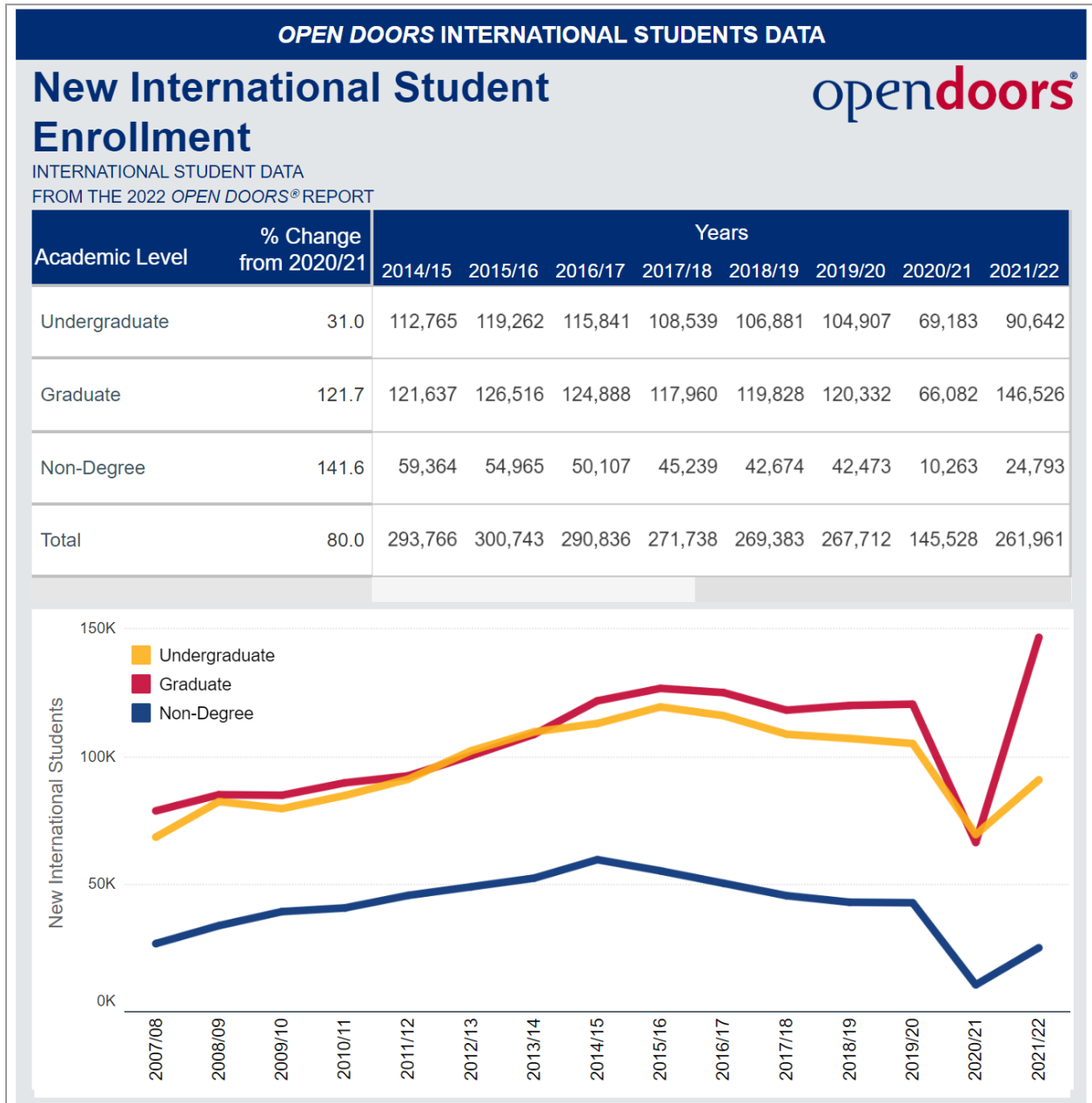
These increased demands provide an opportunity to enhance enrollment if International Programs Departmental staffing needs are sufficiently met. As of Oct 2023, current staffing makes it somewhat difficult to expand IP.

Class scheduling may be a challenge for some students (e.g. a required course offered only one time per year). At times there are scheduling conflicts (e.g. offering two required courses at the same time, but only once a year). Unless this issue is resolved it will likely reduce the number of international students that can maintain their academic progress.



International students participate in a biking event in Eugene, Oregon

¹ Institute of International Education. (2022). “New International Students Enrollment, 2007/08 – 2021/22.” *Open Doors Report on the International Education Exchange*. Retrieved from <https://opendoorsdata.org/data/international-students/new-international-students-enrollment/>



2

Section 5: Assess Student Access, Learning, Development, and Success

In this section we assess how well the program meets student/client needs using quantitative and/or qualitative data.

² Institute of International Education. (2022). “New International Students Enrollment, 2007/08 – 2021/22.” *Open Doors Report on the International Education Exchange*. Retrieved from <https://opendoorsdata.org/data/international-students/new-international-students-enrollment/> Note that screenshot does not show full data table. See link for details.

The IP Department uses student learning and development outcomes based on best practices including those created by Lane’s Curriculum and Assessment Office. Learning outcomes are provided to students and assessed regularly. The Department regularly collaborates with other departments to ensure appropriate assessments are used.

Student learning, development, and success are measured using data collected in the Department using the Atlas database. Department personnel use a variety of assessment methods to gauge students’ success (such as review of term by term planners, ePortfolios, self-assessments, surveys, and midterm reports and check ins). Assessment occurs at the beginning of the term, midterm, and at the end of the term. Assessment data are regularly reviewed and analyzed then used to improve programs and services to ensure students meet their goals.

For example, advisors use surveys, and academic progress reports to track students’ progress and create strategies to help them achieve their goals. In the past the personnel have surveyed alumni and would like to begin that process again.

The retention, transfer and graduation rate rates demonstrate consistent student success that exceeds the average Lane students’ success. A significant increase in graduation even during the pandemic was noted. The team customizes support to help individuals meet their diverse goals. Some students enter IP in order to achieve other goals. For example, complete one academic term, one academic year, the ESL program, a certificate, etc. This information is tracked in the Atlas Database and when they meet their goals, they are deemed successful and the goal is marked as met in the database.

Retention Rates for International Students:

Cohort	Metric	Fall ‘16	Fall ‘17	Fall ‘18	Fall ‘19	Fall ‘20	Fall ‘21	Fall ‘22
International	Fall to Winter	59%	65%	69%	80%	61%	85%	91%
International	Fall to Fall	37%	52%	57%	51%	43%	63%	

Approximately 9% of International students in 2019 transferred to a university within 3 years of study at Lane, 10% within 4 years. 36% of International students in 2019 received an award within 3 years.

The Department provides many resources to help students achieve their academic and career goals including IP Success Program, tutors, PM, Study Groups, academic advisors. Internships through cooperative education and Optional Practical Training (OPT) are available to all students, which help them get experience in their field during their studies and after graduation. The Career Services Department is a resource that international students could use more regularly.

Our Success Program and Peer Mentor Program outline how we support students with diverse resources. Furthermore we have an extensive partnership across campus that is outlined in diverse reports such as annual reports and Student Activities Fee Committee

Reports. We also look into diverse data such as student grade, completion and different surveys to assess student satisfaction. Our retention team tracks all the full time students' progress and completion of their education goals by meeting with students to set up term by term planners and providing advising sessions on a regular basis. Advisors work closely with students regarding their future goals and with their grad plan to keep them on track for timely completion of their degree. Co-op internships and OPT after-grad internships are offered and available for career enhancement opportunities. We also help students with term-by-term planner, transfer school search, campus career exploration resources and guide them during 1-1 sessions. Advisors regularly check on students' progress and reach out to individual students accordingly. The advising team works closely with our International students to set up their academic goals and their future career goals. The Peer Mentor Program has helped our students to venture out into their potential career field.

Recommendations:

- **Verify students' personal email addresses as they exit the program**
- **Survey alumni to gather information about their 1) experience at Lane and 2) post-graduation success rates and information**
- **Provide students' contact information to Lane Foundation**

Section 6: Departmental Assessment Using Key Quality and Effectiveness (Success) Indicators

Retention and transfer rates of international students are shown above. The rates are very high and demonstrate the exceptional success of the IP Department. Additional key indicators of achievement and analysis of the data, which will be used in the future, are listed below.

- Graduation Rates. Are our graduation rates being maintained and or growing?
- Retention Rates. Are we able to have students persist from term to term and from academic year to academic year?
- Student goals while at Lane and completion of those goals (coming for English study, short experience, a certificate or technical degree, and or for a transfer degree)
- Staffing review. Are we able to cover all areas of responsibility with the staff level we have?
- Program student diversity growth. Is the number of countries represented growing and is our number of students growing?
- Ability to provide additional student engagement opportunities. Do we have an increase of offerings and number of students participating? Do we offer a healthy number of activities throughout the year?
- Housing. Are rooms filled and students asking to live at Titan Court?

Recommendation: Further develop the key effectiveness indicators, gather and analyze data, and include in future reports.

Section 7: SOAR Analysis

In this we collaboratively create a future vision for the program using a SOAR (strengths, opportunities, aspirations and results) Analysis. Below are the results.

<p>Strengths: How does the department excel? What is done that others don't do?</p> <ul style="list-style-type: none"> • High retention and graduation rates • Hands-on, tailored student support including recruitment in students' home country (interest-based), through graduation • Multiple contact points and student engagement such as one-on-one, group events, peer mentors • Immigration advising, admissions support, graduation ceremony • Strong and growing international branding • Housing for students • High quality reputation in the college • Strong contributor to college diversity (employees, students, culture, supports college mission and values) • Large financial contribution to college (\$25 million since 2016) • Collaborate and coordinate with other departments 	<p>Opportunities: What opportunities should the department embrace? What are the biggest challenges that the department faces and how can you overcome them? What strengths could be expanded?</p> <ul style="list-style-type: none"> • In-person courses are required for and desired by international students, while more and more courses at Lane are offered online only, especially due to COVID-19 • Difficult to continue to expanding recruitment as much as needed with staffing shortages • Staff attrition - need more staff to continue contributing to college financially • Fund balance - contributions by Department to college (need clarity about what the contribution will be) • Staff turnover with Campus Advantage at Titan Court • Rising costs makes it challenging to stay competitive with other colleges and attract students • Program eliminations and changes negatively impact this department (e.g. hospitality; aviation; culinary) (e.g. international students cannot take the aviation program due to certification changes) • Housing provides an opportunity for improvement
<p>Aspirations: What aspirations do you have for the department? What goals do you, as a group, hope to achieve in the next 2-3 years? What do you genuinely care about?</p> <ul style="list-style-type: none"> • Expand the Department to provide more resources and supports to the students • Aspire to increase enrollment of international students • Study the advantages and disadvantages of requiring a deposit from 	<p>Results: What results or goals do you hope to achieve? What actions are necessary to achieve those goals? How will you know when you've achieved the goals? (SMART goals: specific, measurable, achievable, realist, and time-based)</p> <ul style="list-style-type: none"> • Expand the Department by adding positions including one admissions personnel; two advisors; one recruiter; one student services coordinator; one admin specialist over 3-5 years • Increase resources and supports (cultural and other activities, advising, community services opportunities, resource fairs, transfer assistance,

<p>all admitted students before they arrive (e.g. Does it significantly decrease enrollment? Do the advantages outweigh the disadvantages? Does the amount make a difference?)</p> <ul style="list-style-type: none"> • Enhance student engagement in person and online for international and other students • Introduce international students to the local community and vice versa (increase outreach) • Advocate for other academic programs to open up to include international students' involvement • Advocate for enhanced and/or upgraded technology and equipment 	<p>on-campus jobs) provided to the students. This goal is aspirational and could only be achieved with the addition of at least one position.</p> <ul style="list-style-type: none"> • Brainstorm on how to leverage other programs, departments, and resources on or off campus (e.g. get assistance from academic advising and with the resource fair) - continue this ongoing work. • Decrease the time it takes to internally process the admissions packet (background systems; backing up data; improve technology issues). Create a formal plan. Finish this project by Dec 2023. • Create a formal strategic recruitment and retention plan to increase enrollment of international students by Dec 2023. • Study the advantages and disadvantages of requiring a deposit from all admitted students before they arrive by June 2024. • Continue ongoing work to enhance student engagement in person and online for international and other students as well as introduce international students to the local community and vice versa by Dec 2024. This goal is aspirational and could only be achieved with the addition of at least one position. • Advocate for other academic programs to open up to include international students' involvement (identify programs that don't admit international students; contact and converse with the dean; work with academic affairs to update policies related to student admissions; work with the office of curriculum and assessment; etc.) by Dec 2025. • Advocate for enhanced and/or upgraded technology and equipment. Identify and list exactly what is needed by Jan 2023 - put in the program review doc; work with facilities and IT to acquire needed tech and equipment.
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Section 8: Other Program Considerations

Human Resources

Below is a list of the specific internal and external demands on International Programs' staff. The combination of these demands create the need to maintain adequate staffing levels to meet the demand. **Due to staffing cuts and hiring freezes IP lost two managers, two full-time staff, three part-time staff, and 10 student workers.** In order to embrace opportunities to expand and grow enrollment as well as mitigate risk, it is necessary to increase staffing levels.

Demands include:

- Need for robust wraparound supports for international students
- Need for departmental cross training
- Higher expectations from the college
- Need for personnel trained in handling emergencies and crisis situations
- Internal and external requirements (Lane Board of Education requirement to maintain health insurance, Title IX, USCIS/SEVIS, etc.) must be followed and requires specific training and/or skill sets, which increases demand for staffing
- Provision of global partnerships, summer in France, 2+1 programs, academic and immigration advising, retention, events and activities, etc.

Further, the Department was moved from a Fund 6 to Fund 9 restricted account. This limited the department's ability to use funds to support positions needed to effectively do the work that benefits our students in addition.

The IP leadership team works hard advocating and communicating goals, visions, and regulatory changes with the college. The leadership team demonstrates effective management, planning, allocating, and monitoring the use of available resources as well as analyzing data and acting according to budget, executive directions, and Board of Education. The Department contributes to the field by helping train campus community members on topics related to international programs.

Leaders are very involved with dean/directors and managers and have avenues to communicate needs, concerns, and plans. Leaders often report back to the team about changes and new information.

Even with constraints due to insufficient staffing during the pandemic, the leadership team proactively provides strong supervision and support and is in tune with staff needs. They are excellent at providing regular feedback, encouragement, and opportunities for growth. The leadership team has established procedures for personnel recruitment, selection, training, supervision, performance and evaluation. Performance evaluations are performed every year and the manager reviews the advisor position regularly. All job descriptions are up-to-date.

The leadership team provides a clear vision and strategic planning process, which includes asking for staff insights as well as input from constituents outside the unit. The processes support ongoing improvement of student learning, development, and success. The successes during the pandemic provided evidence on how well the strategic planning processes worked in response to the needs of changing environments, population served, and evolving institutional priorities. With insufficient staffing it's difficult to achieve strategic plan goals. An analysis of the appropriate levels of staffing and provision for those positions is necessary to achieve Departmental mission and goals.

Staff hold proper qualifications and experiences to help students including those whose primary language is not English.

The pandemic led to loss of staffing including 2 managers, 2 full-time classified staff, 3 part-time classified staff, and 10 student workers. The department is very understaffed compared to the extensive nature of support and services provided including but not limited to recruiting, admissions, orientation, retention, academic advising, immigration assistance, enrollment management, wellness/insurance, etc. College expectations for the program far exceed current ability to serve the student population with current staffing levels.

Recommendations:

- **Determine staffing needs, list specific needs (how many staff, which positions by title, etc.) prioritize list.**
- **Provide adequate funding to support staffing the Department.**



International students dance during International Night at Lane

Professional Development

Professional development opportunities and training are provided to all staff. Advisors undergo intensive training geared to international advisors. The Department provides new advisor training to other college units as well. All the student workers and paraprofessional staff are selected, trained, supervised, and evaluated according to the Human Resources guidelines. The job descriptions are reviewed and updated regularly. The student Peer Mentor program is very robust and provides training for student workers as well as professional experience.

Professional development is encouraged but not easily accessible due to budget constraints. For example it's crucial for staff to be up-to-date on immigration

regulations and cross training is necessary, but hard to implement due to insufficient staffing levels. Some staff members felt a need for additional teambuilding and open communication.

Classified professional development training opportunities do not seem sufficiently available. Lack of adequate staffing makes it difficult to meet College expectations and provide the superior quality service that the Department is known for.

There are professional development (PD) plans and budgets in place, but the funding for PD is not adequate. Below are the major PD needs.

- Cross training, teambuilding and open communication
- National and Regional Conferences are critical for Immigration Regulation updates (at least once a year)
- Cultural competency development
- Security trainings
- How to better serve international students
- How to build global degree partnerships
- TargetX
- Banner
- Atlas

Recommendations:

- **Create a professional development training plan for all department employees including:**
 - **Determine which personnel need to attend what training sessions (e.g. TargetX, Banner and Atlas training)**
 - **Milestones, due dates, responsible parties, etc.**
- **Secure additional funding for professional development**
- **Implement professional development training plan**

Collaboration and Communication

The International Programs team actively engages in communication and collaboration at all levels of the institution with both internal and external stakeholders to ensure the success and great service of international students at Lane. Personnel have robust collaboration within the team and with departments across the campus. The team collaborates with faculty members and multiple departments such as ESL, writing, math, OSA, SGA, OSPIRG, FYE to support international students. In addition, we proactively connect with different departments at the managers and deans and directors to advocate for partnerships and provide shared knowledge of the department and how we serve students. The team also collaborates actively with agencies outside of the institution (e.g. Food for Lane County, NAACP, APCA), and global partners (embassies and educational partners).

The advising team works closely as well with different departments and faculty members on international students' ability to work on campus, what opportunities and benefits we have to serve our student populations, internships and co-op offerings. Regularly communicating with specific departments like the Athletic Department and Health Clinic to ensure students' needs are met.

The Department is transparent and honest in providing clear and relevant information to students as well as other stakeholders. Personnel provide diverse outreach material including recruitment, retention, and promotional materials. For instance, we update and maintain 13 recruitment brochures translated into 12 languages. Regular newsletters are sent to Global Partners, embassies, and education partners quarterly. Personnel are very careful with languages and communication methods to ensure non-native English speakers can understand the critical immigration information to maintain their student visa status.

In order to support Lane Community College to globalize curriculum and provide a welcoming environment for international students from diverse cultural backgrounds, the Department currently has a [website](#) to provide information for faculty and staff. It also serves as the main information source for international students wishing to study at Lane.

The Department lost the personnel that maintain website pages. The website is one of the important tools for marketing and recruitment. It is necessary to hire staff with expertise in this area. Recent hiring of additional staff in Oct 2023, may help with this need.

Recommendations:

- **Update and share [website](#) with Lane employees**
- **Develop a communication plan that includes materials, meetings and resources to share knowledge of the Department and how we serve students**
- **Provide additional training for existing and/or higher new personnel to maintain the website**

Compliance, Ethics, Law and Policy

Employees adhere to all applicable compliance regulations, laws, and policies as well as demonstrate a high standard of ethics and follow all internal rules, regulations and procedures as well as institutional policies when establishing partnerships and agreements with outside organizations and agencies. The Department has and follows procedures and guidelines consistent with institutional policy. For example, following color, logo, and graphic requirements as outlined by the college and getting photo and/or media release forms from students. Employees and student leaders receive FERPA training and a certificate of completion.

There are no documented ethical statements or standards on file. Staff members are experienced, well-trained for their jobs, and make ethical decisions while performing their duties.

We have written policies and procedures on operations, transactions, and tasks. A document clearly defining and aligning practices would be helpful for the team. The Department could make it clearer that legal advice is available.

Departmental personnel handling emergencies and crisis situations are no longer available due to staffing shortage. For example, supporting the safety, health and wellness, and family connections, and unexpected immigration issues arise.

There is not a set timeline for reviewing policies and procedures. Some procedures may need to be updated. Update procedures and documentation as necessary.

The Department is following all USCIS/SEVIS requirements for international students for admissions and helping students maintain their F-1 student visa status. Staying up to date and maintaining sufficient staffing to deal with requirements is necessary to the continued success of International Programs.

The Lane Board of Education requires students to maintain health insurance. This requires additional human resources. Title IX also impacts requirements.

Recommendations:

- **Adequately staff the department.**
- **Update procedures and documentation as necessary.**

Technology

The Department has developed efficient and effective technological systems and tools to support students. Two new software products have been purchased to enhance student support: EAB and Target X. EAB technology helps the College with enrollment management, student success, and institutional operations and strategy. Target X offers CRM (Customer Relationship Management) solutions for recruitment, admissions, and retention in higher education, built on the Salesforce platform. Technology is effectively used to deliver programs and services globally. Accessibility of technology has increased during the pandemic. Remote access is secure.

The Department has and follows policies related to the use of technology, complies with all government and institutional codes, laws, policies, and procedures. International Programs personnel use Flywire for secure financial transactions in accordance with industry best practices. Some students in other countries may not be able to access technologies used (e.g. Google is not available in China; Flywire isn't available everywhere in Middle Eastern countries). This is an opportunity for improvement.

We would like to see additional training for staff and enhanced integration between the various technological systems used.

Multiple communication methods are securely and effectively used to communicate with stakeholders in accessible formats. The College and webmasters provide guidelines and support for accessible formats. Departmental staff recommend an increased use of social media as well as an update to the website.

Recommendations:

- **Provide additional training for staff and enhanced integration between technological systems**
- **Enhance technology used to provide secure financial transactions**
- **Increase the use of social media for communication**



International students participating in the Basketball Showcase in Lane's gym

Facilities and Infrastructure

The College as a whole is responsible for the building maintenance. Many employees have specialized and/or ergonomic equipment purchased by the International Programs Department. The IP Department works with the College to maintain that equipment. We help ensure the Department uses energy efficiently, recycling, reusing, recycled content, paperless documentation. In order to provide information for decision-making, we engage in program review, report issues to the appropriate persons/departments, and advocate for needs.

Employees feel there is adequate personal equipment to support their work, with the exception of computers. The computers are inadequate to serve the employee's needs. It is necessary to adequately supply appropriate computers or make sustainable

purchasing decisions. Staff recommend assessing computer needs and equipping employees with effective computers.

The office space is too small and is not sufficient to provide appropriate safety against threats such as COVID-19, active shooter, or earthquake nor is it adequately providing a healthy work environment (inadequate ventilation). Further, it is difficult to safeguard privacy due to lack of soundproofing and visual screening. The space does not allow for implementation of universal design principles.

Departmental staff recommend increasing the safety, health and privacy of the office and equipping employees with effective computers. HVAC needs to be optimized; ventilation needs to be improved for the health and safety of employees and the students they serve.

Recommendations:

- **Evaluate the adequacy of physical space and facilities at the current location; address inadequacies to ensure health and safety of employees and students.**
- **Equip employees with effective computers.**

Section 9: Financials

For this section, the Budget Office provided a [financial statement](#) showing the current year, past 5 years, and 1 projected year of expenses and revenues. Due to the timing of the request, the projected budget information is not available. Below is a narrative discussing the statement and providing necessary context.

According to Lane's Institutional Research Department [Standard Data Package](#), IP contributed \$1,677,193 and 2022, more than any other department. IP operates in its own fund. Fiscal year 2019 expenditures included and an additional general fund contribution of \$2,035,000.

In 2021, the International Programs Department was moved to Fund 9.

The Department personnel are frugal and work hard to maintain a positive ending fund balance to support and sustain the program. The leadership team demonstrates responsible stewardship and uses fiscal resources wisely. They follow the procedures and policies to develop budget and manage expenses. They create timely budget reports and review and measure compared to budgetary goals. International Programs has clear financial plans and detailed information supported by enrollment data and goals. Personnel are proactive, responding quickly to world economic and other events. Even during the pandemic the Department accurately planned for the number of students who would enroll.

There is a need to maintain funding for unprecedented enrollment dips in the future.

With clear direction from the College the Department can increase reliability of financial planning. Using revenue garnered by the self-funded Department to fund other programs does not seem equitable.

Because of the hiring freeze, multiple vacant positions were not filled, which decreases revenues. Filling positions would increase revenues above and beyond the cost of personnel.

College planning and resource allocation decisions are frequently made without conversations or input from the Directors.

Recommendations:

- **Adequately staff the department.**
- **College planning and resource allocation decisions should consider input from all constituents.**
- **Personnel suggest developing a financial risk management plan to ensure long-term financial stability, especially considering that it is self-funded.**

Section 10: Stakeholder Feedback and Recommendations

The purpose of this section is to gather feedback and recommendations from people outside the program. Programs must request feedback on a regular basis (e.g. annually).

Prior to the pandemic, Department personnel administered several surveys a year to collect international students' feedback, which could be initiated again. Personnel would also like to compare their student success data with other community colleges.

IP intends to gather feedback and recommendations from institutional partners by 2025.

Recommendation: Gather feedback and recommendations from institutional partners by 2025.

Section 11: Reflection and Conclusion

Here you will reflect on the self-study findings, suggestions, and opportunities to strengthen the program. You should focus on how the program can become even more squarely focused on student success.

In this program review you see parts of the journey of the International Programs Department at Lane Community College. This journey has had its ups and downs and we are at a point of rebuilding, reinvesting, restructurizing and refocusing as highlighted throughout this document. The International Programs team has been working

diligently to address the ever changing internal and external environment in which we find ourselves. Due to many reasons, including the COVID-19 pandemic, we have had limited staffing and a significant need to re-engage our students in meaningful ways with the program and with the campus life. This is one of our current focus areas moving forward in the post-pandemic rebuilding time.

As we look to the future of the program, we continue to be committed to developing strategic and sustainable practices for the program that positively impact our institution not only through our financial contribution but also through the diverse and rich cultural experiences we foster through our students at the college. In this time of reinvestment in the program, we look at restaffing the department to address our student retention and engagement efforts

In addition, we are focusing on student recruitment as a response to the request from our college president to bring our international student population to the 400 headcount level. Over the past 10-13 years, we have developed strong partnerships around the world with agency partners, embassies, high schools and many universities both in the USA and outside the USA for 2+2 partnerships and more. As we look to the future, we will nurture and strengthen existing partnerships and seek new partnerships in strategic locations globally.

We are looking forward to continuing our collaboration with our partners across campus and our overseas partners to serve, engage with, and deliver the best educational experience for our international students who choose Lane Community College as their home away from home. We are passionate about supporting international students in accomplishing their educational goals at Lane and we look forward to continuing to play a transformational role in the lives of the students who walk through our doors.

A prioritized list of recommendations can be found in the Executive Summary above. The recommendations are also aligned with [Lane's Strategic Plan](#).