An Exploration of International Students to Improve Services & Increase Enrollment

Continuous Process Improvement (CPI) Team Report

Winter 2016

Dearborn, Michigan
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Dearborn, Michigan
“Be ready to revise any system, scrap any method, abandon any theory, if the success of the job requires it.”

-Henry Ford
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Current Enrollment Process for F-1 Visa Students

“Before everything else, getting ready is the secret of success.”

- Henry Ford
Key Terms

The following definitions are applied to terms used in this report. Most are defined by the U.S. Immigration and Customs Enforcement (USCIS) definition, the following terms are useful for understanding the F-1 visa students’ “Enrollment Process:”

Country – for the purpose of this study, “country” refers to the country through which the international student obtained his or her F-1 visa for immigration to enroll at HFC

DSO (Designated School Official) – college employee who is responsible for maintaining the records of international (i.e. F-1 visa students) in the Student and Exchange Visitor Information System (SEVIS). At HFC, DSO’s also serve as advisors to students on how to be issued and maintain F-1 visa status

D/S (Duration of Status) stamp – stamp placed into each person’s passport when the person is legally allowed to enter the country. This stamp contains a date and a status type (e.g. “May 17, 2016” and “F-1”). This means that the student was granted entry into the USA on May 17, 2016 and on an F-1 status. The student may continue to stay in the USA until the end date on the current, active I-20 as long as the student follows the rules to maintain the F-1 status or if the student gets approval for a change of status to another visa status type or permanent resident

Ellucian Recruiter – the new software platform that HFC will use to manage prospective students and applicants to the college

Enrollment – for this report, enrollment will be defined as headcount of F-1 students that have an active I-20 with HFC and are maintaining their F-1 visa status

F-1 status – visa status issued by U.S. Customs and Immigration Services to international students who are approved to enter the United States to pursue an academic program at an approved institution

F-1 visa – the stamp in a student’s passport showing that the student has been granted permission to travel to the USA. Upon arrival in the USA, the student’s entry into the country is determined by the Customs and Border official at the POE. If granted admission, the student is issued an I-94 number and a Duration of Status (i.e. D/S stamp) is placed into the student’s passport. If the official determines, for any reason, that the student is not eligible to enter the USA, the student may be denied entry into the USA and placed on a plane to leave the POE

HFC – Henry Ford College in Dearborn, Michigan

HANK – an informal reference to the student information system used at Henry Ford College that is formally known as “Ellucian Colleague”

International (F-1) student – nonimmigrant status conferred on a student pursuing a full program of study in a college, university, seminary, conservatory, academic high school, private elementary school, or other academic school or language training program in the USA that is SEVP-certified to enroll F and/or M visa students. For the purpose of this paper, F-1 visa student and “international student” are interchangeable and refer to students attending HFC with an active F-1 visa
**ISA (International Student Advisor)** – school employee authorized to advise F-1 students on the school’s policies and the requirements to maintain their status in the USA. ISA does not necessarily have to be a DSO but usually is

**International Student Services (ISS) office** – office at HFC that is dedicated to international student visa processing, advising on maintaining F-1 status rules, guidance on staying in Michigan (e.g. obtaining a driver’s license, social activities, etc.), and the overall success of international students enrolled at HFC

**I-20 form** – form issued by a DSO to students pursuing an F-1 visa when admitted to the institution. Formally known as a "Certificate of Eligibility for Nonimmigrant F-1 Student Status - for Academic and Language Students", a student and the student's dependents (i.e. spouse and/or unmarried children under 21) must have the I-20 form to apply for a student F-1 visa to enter the USA and apply for student related benefits

**I-94 number** – a unique number issued to each person, at a border POE, each time the person is allowed into the USA to legally document the person's arrival into the USA

**Nonimmigrant** – person entering the USA to visit, study, or work (depending on the type of visa) temporarily, but not to stay permanently in the USA

**POE (Port of Entry)** – the entry point, at the USA border, where the student is required to stop and request formal entry into the USA to receive an I-94 number and D/S stamp to show proof of legal entry into the USA

**Student and Exchange Visitor Information System (SEVIS)** – the web-based system that the U.S. Department of Homeland Security (DHS) uses to maintain information on students, exchange visitors, and schools allowed to have nonimmigrants study or work in the USA. SEVIS is a critical tool in our mission to protect national security while supporting the legal entry of more than one million F, M and J nonimmigrants into the USA for education and cultural exchange. SEVIS enables SEVP to assure proper reporting and record keeping by schools and exchange visitor programs, thereby ensuring data currency and integrity. SEVIS also provides a mechanism for student and exchange visitor status violators to be identified so that appropriate enforcement is taken (i.e. denial of admission, denial of benefits, or removal from the USA)

**SEVP (Student and Exchange Visitor Program)** – department that monitors students’ and exchange visitors’ arrival, stay, and departure into/from the USA. SEVP is a department within the USCIS that monitors students’ and exchange visitors’ arrival, stay, and departure into/from the USA

**USCIS** – abbreviation of U.S. Immigration and Customs Enforcement (USCIS)

**USA** – abbreviation for the United States of America

**Visa interview** – required interview by an official at a USA Consulate and a student seeking an F-1 visa. Based on documents presented and the interview itself, the USA Consulate Interviewer either approves or denies the issuance of an F-1 visa to the student. If approved, the student is told to come back several days later to retrieve the passport bearing the visa stamp. If denied, the Interviewer may or may not tell the student the reason for the denial and the student may try again later in the future, but the student must resubmit new financial documents to the school for a new I-20 form for a future semester
International (F-1 Visa) Student Admission Process

*Note: Blue font is used to add clarity and emphasis to certain steps*

The International Student Admission Process at Henry Ford College begins in one of two ways; either

a) the student applies online and indicates the intent to begin studies on an international student visa, or

b) the prospect inquires with HFC’s ISS office via email, walk-in, or telephone call.
   In some cases the student does not contact us directly but instead a relative, friend or sponsor initiates contact on behalf of the student for various reasons; some known and others unknown.

Once initial contact is made in the form of an online application the student’s application mentioned in (a) above, (if the student applies online) then the student’s application is routed to HFC’s ISS office for processing. At this stage of the process an ISA informs the student of all the documents needed to be submitted and the steps needed to be completed in order for the potential student to become an F-1 student at HFC. In addition, if an international student admission inquiry is made, as mentioned in (b) above, the same information provided to online applicants, in the (a) group, is also provided to inquirers in the (b) group.

Follow the Flow Chart
CURRENT F-1 VISA STUDENT ADMISSION PROCESS

(See Appendix i for a sample email sent to prospective F-1 students from HFC's International Office)
Automated Communications Process for F-1 Prospects with *Ellucian Recruiter* Implementation

(to be implemented in April 2016)
Automated Communications Process for F-1 Prospects
with Ellucian Recruiter Implementation for Students Who Start but Do Not Submit an Application
(to be implemented in April 2016)

(See Appendix ii for information regarding Ellucian Recruiter)
**TASKS TO COMPLETE BEFORE ENROLLMENT**

Regardless of how the admission process has been initiated, students must complete the following as specified (See Appendix iii for F-1 Instructions and Appendix iv for the HFC International Student Admissions Checklist):

- **Online application** – this step is necessary for all applicants so that a unique student identification number may be allocated to the potential student. Students have not been admitted to HFC yet; this ID number has been allocated to the potential student and we request that they include this number in all communications to HFC (See Appendix iv).

- **Transcript evaluation** - the student must supply evaluated “proof of completion” of the minimum of a high school diploma equivalent to a U.S. high school diploma. The student’s international high school diploma or degree must be translated and evaluated by a company such as Educational Credential Evaluators (ECE) or any of the other currently approved National Association of Credential Evaluation Services (NACES).

- **Financial documents** – The student must supply specific bank statements and an Affidavit of Support (See Appendix v). The Affidavit of Support must be signed by the person who is officially named as owner of the bank account. The bank statement must be the original, official document with evidence of being printed by the bank and/or stamped by the bank official. It must show the currency denomination, be a checking or savings account showing a balance of at least $21,000.00 in USA dollars or the equivalent in foreign currency. These forms cannot be more than three months old from the day of I-20 issuance. If the student has dependents, it will be communicated to the student that additional documentation and steps are required.

- **Student Information Form** – the student must complete this one page summary of his or her contact information in both the U.S. and abroad (See Appendix vi).*

- **Copy of passport** – certain passport pages are required. The student needs to email a copy of the passport pages containing the student’s name, photo, passport number and expiration date of the passport. The passport needs to be valid for at least six months after the date that the student enters the U.S. and must remain at least six months valid at all times while the student studies here as well. If the student has dependents, it will be communicated to the student that additional documentation and steps are required.

*NOTE: On the this form, the student is also given the option to include details of a contact person in the U.S.A. who may come in to ask admission questions on the student’s behalf or to pick up the student’s original I-20 and admission documents to send to the student via courier. If the student does not provide or does not have a contact person in the U.S.A. then the documents are mailed to the student via regular U.S.A. postal mail and using their country’s local mailing service. This is not the ideal form of delivery as timeliness or the lack of delivery depends on the efficiency of their local/international postal infrastructure. A delay in the receipt of the student’s original documents may result in the student being unable to arrive at HFC in time to start their intended classes.
**Note:** In situations where the student is currently in the USA (e.g. on an F-1 visa with another institution in the USA or has a visa status other than F-1), then the student needs to submit additional documents including but not limited to:

1. A copy of their current visa
2. A copy of the I-94
3. A copy of the current I-20, and a transfer clearance form signed by the International Student Services office from their current school
4. Copies of accompanying spouse/children’s visas and I-94s when applicable

---

**Considerations and Onboarding Process after Documentation Secured:**

1. **English Proficiency** must be established if a student wishes to begin studies in an academic program. This may be established in the following ways:
   a. Scoring 61 or higher on the TOEFL (student responsible for fees; results to be sent directly to HFC from testing center)
   b. Scoring 6.0 or higher on the IELTS (student responsible for fees; results to be sent directly to HFC from testing center)
   c. Passing HFC in-house assessment requirements if the student is in the U.S. (no charge; results provided immediately upon completion of assessment)
   d. If none of these can be met, the student can request admission to HFC’s English Language Institute (ELI)

2. **Initial I-20 and admission letter generated**
   a. Student information/documentation entered into SEVIS by ISS to generate I-20 and admission letter
   b. Initial I-20 and admission letter generated from SEVIS mailed to student or approved contact person in U.S. mails to student personally

3. **US Embassy Interview**
   a. Student pays USCIS interview application fee of $ 200.00 USA dollars upon receipt of I-20 and admission letter *(See Appendix vii).*
   b. Interview scheduled with USA embassy
   c. Student passes interview (appropriate documentation and satisfactorily answers interviewers questions)* and is given verbal approval
   d. Hands in passport to Embassy; receives F-1 visa and passport stamp (usually 5-10 business days later)

---

*NOTE: If the student does not meet the visa request requirements the student is not able to attend for that semester. The student may apply for a future semester, after supplying new financial documents to our office (documents are time sensitive and must be less than three months old). Our ISS office will issue another I-20 with our next available semester for the student to try again with the visa interview step.*
4. **Travel to the USA, Orientation, Begin Classes**
   a. Student must arrive no more than thirty (30) days prior to the start of the semester
   b. Meets with ISS Office (Mandatory “Check-In”); review of main rules to maintain F-1 visa status
   c. Registers for/schedule necessary placement assessments; if assessments place student in development courses (or vice versa), a new I-20 will be generated reflecting this after the student completes a “Change of Program” form (See Appendix viii). This change will be reflected in HANK (this step is only necessary when placement assessments indicate a change in program is needed)
   d. New international student orientation takes place approximately one week before the start of the semester and covers a variety of areas relevant to the student
   e. Student meets with academic advisor (if entering an academic program)* and registers for classes
   f. Student provides 100% of full tuition payment or sets up EZPay
   g. Student then purchases all necessary books and supplies in preparation of the start of classes when the semester begins

*Note: If the student is in HFC’s ELI program, the student does not need to see an advisor and may register for ELI classes based on the HFC English Placement results (currently the “COMPASS” computer test).
Analysis of Current Situation

“Don’t find fault. Find a remedy.”
-Henry Ford
**Statistics Pertaining to International Students**

The bar graph on page 18, for Winter 2016, shows that HFC is the proud institutional home to **217 F-1 visa students** from **43 different countries**. These figures show an increase from that of the Fall 2015 semester which reports 208 F-1 visa students from 40 countries.

Of these statistics for HFC, the **top 5 countries of origin** in both Fall 2015 and Winter 2016, in descending order, are Lebanon, Yemen, Canada, Jordan, and Saudi Arabia.*

**F-1 Visa Student Statistics in the USA**

However, when compared to national data, there are many differences and thus opportunities to increase F-1 student enrollment at HFC. According to the "Open Doors Data" from the Institute of International Education (See Appendix x), the top 5 countries of citizenship for F-1 visa students studying in the USA, in descending order, are China with 304,040 students; India with 132,888 students; South Korea with 63,710 students; Saudi Arabia with 59,945 students; and Canada with 27,240 students. Although these figures pertain to F-1 visa issuances in the 2014/15 academic year whereas the HFC data presented pertains to the 2015/2016 data, this team believes the comparison, and notable differences, are important. Clearly, HFC’s F-1 visa student growth is not in proportion to the massive growth of certain populations in the USA.

Specifically, when comparing the F-1 visa student growth experienced at HFC with that experienced in the USA in general reveals that countries of origin for HFC’s 1st, 2nd, and 4th highest numbers of F-1 visa students are not even in the top 10 of the overall USA data. In addition, the countries that represent HFC’s 3rd and 4th highest numbers of F-1 visa students are listed as being only 4th and 5th for the USA in general.

Another point of interest demonstrates that the numbers of F-1 visa students from Brazil, Mexico, Venezuela, and Columbia are all increasing (See Appendix xi), yet the enrollments of these populations are not increasing in the same pattern at HFC. Viewing these discrepancies, HFC recruiters should ask "Why?" and "How?"
- Why is the enrollment pattern of HFC F-1 students not the same of that in the USA overall?
- Why is it that F-1 student enrollment from the top Latin American countries is not increasing?
- Why are HFC’s F-1 visa enrollment numbers showing greater growth?
- How can HFC increase the overall enrollment of F-1 visa students?
- How can HFC attract students from the listed USA’s top 10 countries of F-1 visa origins?

*Note: The bar graph on page 18 and the top 5 countries of origin are derived from actual figures obtained through our International Student Services (ISS) office based on our HANK data for Fall 2015 and Winter 2016.*
**Summary of Significance**

The goal of including and explaining enrollment data pertaining to countries of origin in this CPI report is to demonstrate that current trends are creating powerful enrollment opportunities and are quickly expanding/changing the market of potential HFC students. If HFC can recruit more of these students, the community will benefit enormously by increasing diversity, revenue, and opportunities.

To help address the questions stated above pertaining to “How?” and “Why?”, this CPI team strongly believes that improvements to HFC’s admission process, the revamping of HFC’s International Student website, and the support of stronger promotion of student retention through increasing “word of mouth testimonies,” of current students must occur. These proposals are explored further in the chapter on Improvement Theory.
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</table>
### Enrollment Factors

#### Strengths to Reinforce
- Quality, excellent, economically priced tuition
- English Language Institute (ELI) program
- Small class size (low instructor to student ratios)
- Transferability of credits 4-year institutions
- Knowledgeable, friendly, enthusiastic instructors
- Student support services
- Free tutoring, library access, advising & counseling
- On-campus employment
- Competitive scholarships
- Exposure to American culture and education
- 2-year degrees (over 100 marketable programs)
- Large variety of prestigious career related fields
- Clean, safe, beautiful campus with free parking
- Over 30 student clubs offering various activities
- Diverse student population from over 40 countries
- Walk-in International Student Services (ISS)
- Rich cultural heritage surrounding Detroit
- Welcome Center that centralizes student services
- Near 4 major Detroit freeways (I-39, I-94, I96, I-75)
- Study abroad programs

#### Opportunities for Improvement
- Rich Arab heritage in Dearborn overshadows and at times alienates non-Arab F-1 visa students from non-Arab countries
- Common use of Arabic in the Dearborn community sometimes hinders the development of English for students whose 1st language is Arabic
- F-1 visa students are prohibited from selecting a “certificate program” at HFC as an I-20 option
- HFC campus locations are in close proximity of one another which limits student opportunities to study outside of Dearborn
- Lack of public transportation
- Cost of books
- Language barriers can hinder understanding of F-1 visa students of HFC and F-1 visa policies
- Lack of F-1 visa student feedback opportunities
- Culture at HFC, the surrounding area, and the student’s identified culture may be different and unfamiliar

Interestingly, many of the noted strengths are related to areas in which improvements can also be made. For example, the fact that HFC’s campuses are in Dearborn, Michigan is a great benefit but can also be hindering, especially for F-1 visa students who come here to develop their English language skills. For Arab students, the familiarity of Arabic food, language, and culture is found throughout the campuses and the community surrounding them. As comforting and familiar as it is for the Arab students, it often causes non-Arab F-1 visa students to feel further alienated, especially those who barely know English and are completely unfamiliar with Arab culture and/or the Arabic language.
HFC is the proud educational institution for two hundred and seventeen F-1 visa international students enrolled in thirty-seven degree programs for Winter 2016.

* Note: For the purpose of this study, enrollment in the English Language Institute is classified as a major.
### ALL MAJORS OF ENROLLED HFC F-1 VISA STUDENTS

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<th>Major by Name</th>
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<td>ARCON.AAS</td>
<td>Architecture/Construction Tech</td>
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</tr>
<tr>
<td>CHILD.AA</td>
<td>Child Development</td>
<td>1</td>
</tr>
<tr>
<td>CISPNETWRK.AAS</td>
<td>Computer Info., Systems-Network Admin.</td>
<td>2</td>
</tr>
<tr>
<td>CISYS.AAS</td>
<td>Computer Information Systems</td>
<td>11</td>
</tr>
<tr>
<td>CULIN.AAS</td>
<td>Culinary Arts</td>
<td>2</td>
</tr>
<tr>
<td>ELECT.AAS</td>
<td>Electrical Technology</td>
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</tr>
<tr>
<td>ENGIN.AS</td>
<td>Engineering</td>
<td>51</td>
</tr>
<tr>
<td>ENVIRSTUD.AS</td>
<td>Environmental Studies</td>
<td>1</td>
</tr>
<tr>
<td>FITLD.AAS</td>
<td>Fitness Leadership</td>
<td>1</td>
</tr>
<tr>
<td>GENRL.AA</td>
<td>Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>GENRLAB</td>
<td>General Business-No Concentration</td>
<td>1</td>
</tr>
<tr>
<td>GENRLAGS</td>
<td>General Studies</td>
<td>2</td>
</tr>
<tr>
<td>GENRLAS</td>
<td>General Science Studies</td>
<td>9</td>
</tr>
<tr>
<td>GDPHS.AA</td>
<td>Graphic Design: Associate of Arts</td>
<td>2</td>
</tr>
<tr>
<td>HONORS PROGRAM, ND</td>
<td>Honor Program</td>
<td>1</td>
</tr>
<tr>
<td>HRMGT.AAS</td>
<td>Hotel/Restaurant Management</td>
<td>2</td>
</tr>
<tr>
<td>INDSG.AA</td>
<td>Interior Design</td>
<td>2</td>
</tr>
<tr>
<td>INFOASSUR.AAS</td>
<td>Computer Info., Systems-Info. Assurance</td>
<td>1</td>
</tr>
<tr>
<td>INTL BUSINESS, AB</td>
<td>International Business</td>
<td>1</td>
</tr>
<tr>
<td>LAWF, AA</td>
<td>Criminal Justice-Law Enforcement</td>
<td>1</td>
</tr>
<tr>
<td>MNGMT.AB</td>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td>MPCM.AAS</td>
<td>Medical Practice-Clinical Management</td>
<td>1</td>
</tr>
<tr>
<td>NOELI.ND</td>
<td>English Language Institute</td>
<td>50</td>
</tr>
<tr>
<td>NURSE, PRE</td>
<td>Pre-Nursing</td>
<td>22</td>
</tr>
<tr>
<td>PARAMEDIC.AAS</td>
<td>Firefighter/Paramedic</td>
<td>1</td>
</tr>
<tr>
<td>PHARM, AS</td>
<td>Pre-Pharmacy</td>
<td>8</td>
</tr>
<tr>
<td>PTAST, AAS</td>
<td>Physical Therapist Assistant</td>
<td>2</td>
</tr>
<tr>
<td>RADTC, PRE</td>
<td>Pre-Radiographer</td>
<td>1</td>
</tr>
<tr>
<td>SCMGMNT.AB</td>
<td>Supply Chain Mgmt</td>
<td>1</td>
</tr>
<tr>
<td>SMBUSGMNMT.CA</td>
<td>Sm Business Mgmt &amp; Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>SURTC, PRE</td>
<td>Pre-Surgical Technologist</td>
<td>1</td>
</tr>
<tr>
<td>***No Show</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Total of Enrolled F-1 Visa Students at HFC** 217
Improving F-1 Visa Enrollment
Analysis of Causes for Current Outcomes

“Failure is simply the opportunity to begin again—this time more intelligently.”

-Henry Ford
Causes & Effects for Obstacles Impeding Enrollment

- **Enrollment Timeline**
  - Average prospect inquiry vs. time required for enrollment steps
  - Strict time constraints/requirements

- **Documentation**
  - Monetary costs to obtain
  - Access impacted by instability in home country

- **Funding/Finances**
  - Rising tuition costs
  - Access to funds impacted by sending country
  - Language barriers; can't access information

- **English Language Proficiency**
  - ELI requirements at HFC
  - F-1 visa eligibility varies if language classes req'd

- **Root Cause Analysis**
  - MAN
  - MACHINE
  - MATERIAL
  - MANAGEMENT

---

Improving F-1 Visa Enrollment
Discussion of Data

The team hypothesized that the decision to attend HFC was reached by the majority of its F-1 visa students, at least in part, by the influence of personal recommendations made to them by friends and/or family. The team then obtained data to explore evidence of this hypothesis. The data was obtained through 2 methods from enrolled HFC’s F-1 visa students directly:

1. The completion of an online survey through Surveymonkey.com
2. The participation in focused interviews

It should be noted that a student could participate in both the survey and the interview as each method had a different purpose and focus.

Background for Online Surveys

The team created a survey utilizing www.surveymonkey.com. The survey was designed to obtain the frequency of nominal data responses. The responses would either be answers to questions, indications of to which extent the respondent agreed with certain statements, and the ranking of a set of given data. An email was sent to each of HFC’s (217) enrolled F-1 students inviting them to complete the survey online. Respondent data was tallied in a way that maintained anonymity for provided answers. Data was collected during one week in March 2016. A total of 45 respondents revealed the following data:
**Item #1: I would recommend Henry Ford College to a friend or family member who is interested in studying in the USA on a student visa.**

![Bar Chart]

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>13.33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2.22%</td>
</tr>
<tr>
<td>Agree</td>
<td>48.89%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>33.33%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>2.22%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Item #1 Relevant Points**

The majority of students polled (over 80%) indicated that they would agree, to some extent, with this statement in general. Their responses imply that the student is likely to share his/her experience at HFC with others. This helps to support the team’s idea that these students convey experiences by “word of mouth.” Responses given during the focused interview further validated this finding.
Item #2: The Henry Ford College website (www.hfcc.edu) provides clear information about studying on a student visa (F-1 visa).

According to the online survey, over 74% of the respondents agreed that the HFC website’s content pertaining to F-1 visas is clear. This is in contrast to the majority of students who stated difficulty in finding clear information during focused interviews. Most interviewees explored the HFC websites during the enrollment process but found it challenging to locate information on the enrollment process, documentation, and material to help them adjust to living in the USA.

Because of this discrepancy, further exploration would benefit the HFC International team.
**Item #3: People from my home country know the benefits of attending 2-year college (like HFC) versus a 4-year college/university in the USA.**

The results of this survey provide data which the team believes to be very valuable. Approximately 60% of the respondents indicated that people in their home countries do not either understand the benefits of a 2-year college such as HFC or they do not know how they compare to 4-year colleges/universities. This finding was validated by focused interview responses which supported these claims.
**Item #4: How long before enrolling at Henry Ford College did you decide you wanted to attend Henry Ford College?**

### Relevance Points

- Approximately 60% of the surveyed students stated that there were six months or less time between the time that they decided to attend HFC until they actually enrolled at HFC. This can be very problematic because, as discussed on pages 9-14, there are many tasks to complete and steps to take in order to advance through the admission process. Six months may seem like a great amount of time, but considering that some of the steps require the aid of external controls such as the government office which conducts the interview, the student may miss his/her deadline. Perhaps, then, HFC needs to find a way to impact these students earlier so that there is more time to successfully complete the process.
**Item #5: What was the most difficult part of becoming a student at Henry Ford College?**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding what documents are needed to be admitted to HFC and be issued an I-20</td>
<td>26.67% 12</td>
</tr>
<tr>
<td>Adjusting to differences in teaching methods and the classroom environment in the US</td>
<td>15.56% 7</td>
</tr>
<tr>
<td>Adjusting to the language, culture and or customs in the US</td>
<td>15.56% 7</td>
</tr>
<tr>
<td>ESL requirements/classes needed before starting major courses</td>
<td>15.56% 7</td>
</tr>
<tr>
<td>Other</td>
<td>26.67% 12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

**Item #5 Relevant Points**

Over 25% of the responding students indicated that understanding documentation needed was the most difficult part of the enrollment process. While some of the challenge likely exists even if registering for a college in a country where people communicate using the same language of the applicant, it is asserted that language barriers are a main source of the misunderstanding and frustration. Responses from the focused interviews provided additional evidence to support this. Not only are some of these students coming to the USA to merely begin the study of English (e.g. ELI Level 1 students), but the vocabulary used when referring to documents, especially those issued through governments, is more formal and contains words that are not used in daily English.
### Item #6: Please rank the factors in order of importance (1 being the most important) for attending Henry Ford College:

<table>
<thead>
<tr>
<th>Recommendation of a friend or family member</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation of a friend or family member</td>
<td>13.79%</td>
<td>6.90%</td>
<td>41.33%</td>
<td>20.69%</td>
<td>17.24%</td>
<td>29</td>
<td>2.79</td>
</tr>
<tr>
<td>Availability of programs/courses at Henry Ford College</td>
<td>32.26%</td>
<td>10.32%</td>
<td>16.11%</td>
<td>12.90%</td>
<td>6.45%</td>
<td>31</td>
<td>3.71</td>
</tr>
<tr>
<td>Tuition costs at Henry Ford College are lower than other colleges/universities</td>
<td>32.35%</td>
<td>26.47%</td>
<td>14.71%</td>
<td>17.65%</td>
<td>8.82%</td>
<td>34</td>
<td>3.56</td>
</tr>
<tr>
<td>Location in Dearborn/Metro-Detroit</td>
<td>17.50%</td>
<td>30.00%</td>
<td>26.00%</td>
<td>27.50%</td>
<td>5.00%</td>
<td>40</td>
<td>3.27</td>
</tr>
<tr>
<td>Other</td>
<td>14.11%</td>
<td>7.41%</td>
<td>11.41%</td>
<td>7.41%</td>
<td>59.26%</td>
<td>27</td>
<td>2.11</td>
</tr>
</tbody>
</table>

### Item #6 Relevant Points

The results of this question are unclear and require further investigation. Because no single component was answered by all respondents, it is likely that the respondents did not understand the directions in this item. In addition, it appears that the respondents may not have taken the time to order their responses 1-5 as ratings of 1 and 2 had higher response rates. This data is still included here as there are two interesting points to note: Many F-1 students reported in the focused interview that “word of mouth” was a main factor in attending HFC but that does not match this data 2) low tuition cost was one of the top reasons for attending HFC, while in the focused interview it was listed by several participants as a weakness at HFC compared to other institutions. These interesting contradictions should be investigated more.
Focused Interviews

Two different team members held interviews at 2 separate locations on the HFC Main Campus: one in the ELI computer lab and one in a conference room in the Welcome Center. Participants could choose either location.

An email announcing the focused interview opportunity was formulated and sent to the Hawkmail address of all currently enrolled HFC F-1 visa students. Multiple sessions were held over a course of 3 school days. Opportunities existed on a Monday, Tuesday, and Friday in mid-March. There were times allotted on mornings, afternoons, and even evenings in an effort to accommodate different student needs and schedules.

A total of 37 students came to be interviewed. Students’ personal data was kept separate from their responses in order to protect anonymity. Applicants were asked to provide their country and major although they were told they could refrain from doing so. Students were also permitted to choose the option of a phone interview if they preferred; however, there were no requests for this option.

As an incentive to encourage participation, all participants were offered/given a phone charger with the HFC logo on it. In addition, if they chose to provide their email address or phone number, they were also entered into a drawing to obtain a $20 gift card to the HFC bookstore. The interviewer asked a series of questions of the students.

Depending upon the amount of students waiting, interviewers offered multiple students to be interviewed at the same time. Some students (especially those who identified themselves as being enrolled in the ELI) asked if they could have an interpreter present which was permitted.

Each interviewer asked a series of open ended questions of the students. The responses were classified based upon the identified categories listed under each question. Students were not explicitly given the answer category options but responses were coded into these categories. Depending upon the responses given, the interviewer then probed for more subjective data, comments, clarifications, etc. which the respondent decided to share.
**Question #1: What factors influenced your decision to enroll at HFC?**

![Bar chart showing factors influencing decision to enroll at HFC]

**Relevant Points**

The team’s initial hypothesis reflects the belief that HFC’s international students learn about HFC and choose to attend here because of the influence of recommendations and ‘word of mouth’ in general. This chart data supports this idea.

**Question #2: What are your long-term goals & how will HFC help you achieve them?**

![Bar chart showing long-term goals of students]

**Relevant Points**

Most of the students interviewed stated that they planned on obtaining a two year degree from HFC and then transfer to a university in the United States. Interviews indicated that most international students came from countries where two year colleges do not exist. In addition, virtually every student claimed that two year colleges are not available in their country and/or that most people have never heard of them. They believed the two year degree to be a “stepping stone” option in the U.S.A. This was a benefit because they said that the class sizes, student: faculty ratio, interaction between students, and transition to American culture are more ideal in 2-year colleges, specifically at HFC.
Question #3: How has technology influenced your initial/continued enrollment at HFC?

Relevant Points
A majority of the students indicated that they personally used the internet at some point of their enrollment process. Most stated that they explored using the internet after being introduced to HFC through the recommendation of a friend or family member.

Question #4: What support or outreach do you think HFC can provide to encourage new students from your country to enroll and/or keep you enrolled?

Relevant Points
Every student interviewed mentioned a desire to participate in some kind of group or partnership program at HFC so that they could practice English and/or share cultural experiences and/or study. The majority of these stated that they were not aware of such activities/programs at HFC.
# General Summary of Focused Interview Responses

This SWOT analysis summarizes the findings of strength, weakness, opportunity, and threat for F-1 student enrollment and experiences at HFC. The details are based upon the responses provided by current F-1 visa students during the focused interviews conducted by the team.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Cafeteria - poor food choices available</td>
</tr>
<tr>
<td>Class size</td>
<td>Need to take other classes along with ELI such as Math/Science</td>
</tr>
<tr>
<td>Programs/Classes</td>
<td>Programs too long especially ELI</td>
</tr>
<tr>
<td>Diversity</td>
<td>Need non paid jobs on campus to improve English</td>
</tr>
<tr>
<td>Transfer to 4 yr university</td>
<td>Technology - website difficult to read and not interactive</td>
</tr>
<tr>
<td>Reasonable tuition</td>
<td>Lack of student activities on campus</td>
</tr>
<tr>
<td>Safe and secure campus</td>
<td>Bookstore Expensive</td>
</tr>
<tr>
<td>Beautiful campus</td>
<td>Lack of Housing options</td>
</tr>
<tr>
<td>Credibility of the name Henry Ford and will recommend it to everyone in the home country</td>
<td>Tuition slowly increasing compared to Schools such as Schoolcraft College and Wayne Community College</td>
</tr>
<tr>
<td>Proximity to hospitals and automotive companies</td>
<td>Students from underrepresented countries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer incentives to existing students to recruit students from home country</td>
<td>Competitors</td>
</tr>
<tr>
<td>Marketing through social media and participating in conferences</td>
<td>Politics</td>
</tr>
<tr>
<td>New programs/classes</td>
<td>Student funding/ financial aid</td>
</tr>
<tr>
<td>Student support</td>
<td>Maintaining I-20 status due to lack of class offerings</td>
</tr>
<tr>
<td>Advising</td>
<td>Tuition Increase</td>
</tr>
<tr>
<td>Technology - adapting to newer technology providing links and information in native language</td>
<td>Library needs an upgrade with more computers to work on</td>
</tr>
<tr>
<td>Increase student activities and programs</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Job Market</td>
</tr>
<tr>
<td>Jobs, internships</td>
<td>Student preparedness</td>
</tr>
<tr>
<td>Study Abroad programs</td>
<td>Image</td>
</tr>
</tbody>
</table>
Improving F-1 Visa Enrollment
Improvement Theory & Implementation Plan

“Vision without execution is just hallucination.”

-Henry Ford
The Winter 2016 CPI International Students’ team explored the enrollment process for F-1 visa international students. The team examined recruitment tactics and access to information about HFC online, in the U.S., and in home countries; available support for completing the steps of the enrollment process; ways to improve student outreach programs; how to enhance the HFC experience through student engagement; and how to create a positive image about the HFC experience which will increase new enrollment and retention. By presenting opportunities to improve and grow in these areas, it is the team’s belief that F-1 visa international student enrollment will increase.

Goal Statement:

To increase student enrollment at HFC as measured by 1) increasing the overall headcount of F-1 visa students enrolled at HFC by 20% for the Fall 2016; 2) revising the HFC international student website so that it is more student-friendly; and 3) developing two outreach & student engagement programs to foster retention of enrolled students.

Rationales for Goal Objectives:

Objective #1: improve access to information about HFC & the enrollment process thus increasing enrollment

Objective #2: improve access to info about HFC & clarifying the enrollment process thus increasing new enrollment

Objective #3: improve student engagement (online, in the U.S. & from abroad) & increase retention

Accomplishments Relating to Meeting Objectives:

Objective #1: Obtained current enrollment statistics with which to compare future statistics

Objective #2: 1) began process to design an e-brochure (“viewbook”) for international students to learn about HFC (See Appendix xii); 2) began brainstorming ways to provide easier ways to find important forms and procedures on HFC’s international student website, especially for non-native English speakers; 3) explored options and developed suggestions to add functional and aesthetic features to the HFC international student website which will increase site appeal

Objective #3: Accomplishments: 1) Began development of the concept “Cultural Friendship Program” (See Appendix ix), 2) Began brainstorming about an international student mentor program
Improving F-1 Visa Enrollment

**Analysis of Causes for Current Outcomes**

The team’s goal is to increase the overall headcount of F-1 visa students by 20% for the fall semester. In order to accomplish this, the team has focused on improving accessibility to HFC for current and potential international students and improving processes involving the enrollment of new F-1 visa students and the retention of current students.

The team has provided data to show that there is an overall increase in international students coming to the U.S. to study. HFC must develop strategies to appeal and reach these students and show that studying here is an excellent option. In addition, the college must also develop programs to celebrate the diversity of the student body; allow for interaction between the international students and domestic students; and provide more opportunities for English language learners to practice colloquial English in real, practical settings. These efforts will help to recruit new students and aid in retaining current students.

As increasing efforts are executed to gain more and more new international students, the cost of obtaining such students will increase due to marketing, personnel, etc. This is why it is critical that HFC revise its programs and capitalize on opportunities for the international students so that the benefits and income gained from the new enrollees will far exceed the costs.

In order to improve enrollment numbers, it is also important to retain those students who have already successfully completed the visa and enrollment process (i.e. are currently enrolled at HFC). These students are less likely to feel frustrated or discouraged by the long, involved process than new students because they have already done it before. Also, the longer the student is enrolled at HFC, the more likely others are to enroll because of his/her experience. It is paramount that the number of enrolled students remain steady while new enrollees are gained.

The team has shown that “word of mouth” and personal recommendation are the greatest forms of influence on potential students. Therefore, it is paramount that current students not only stay enrolled but that they have an amazing experience. If they are excited about studying at HFC and participating in various activities, he/she will become more energized and will likely be more eager to spread the word about the amazing opportunities that HFC can offer.
Objective: Improvement of HFC International Student Website

At this point, the team recommends that HFC efforts and resources be geared towards revising the HFC international website by modifying its layout to be more student-friendly, adding electronic materials that potential students can access to learn more about HFC and progress towards enrollment. With these improvements, there will be more appeal and there will be a better first impression of HFC to potential students, especially those abroad.

The current HFC international admissions web page is located under the Admissions tab on the HFC website (https://www.hfcc.edu/international)
International Home Page

The center of the page contains information about Why Choose HFC? As an international student it gives a brief overview of the college in paragraphs form only. The webpage does not include any images or videos about the campus or testimonials of international students.

International Student Applicants (those without an F-1 visa)

This page lists the steps to admission. There is a link to apply for admissions online. There are no visuals or easy to click step-by-step procedure explained on the page. It is copy heavy and verbose and there are chances that someone might miss out a step or an important instruction. Videos of how to fill the forms will be beneficial to students and will make it easier for non-English speaking students.
International Students with or seeking an F-1 Visa

International students with or seeking an F-1 visa

This page consists of information pertaining to dates and deadlines and the application information. The information of this page is useful and important but is confusing for the international students as the previous page also has the steps to admission.

Steps to Admission
1. Complete the HFC online application, International Application. If you do not meet English proficiency scores (see Admissions: Eligibility Requirements), you must choose the Non-Degree ELI program option.
2. Complete the Student Information Form.
3. Proof of meeting the admission requirements. For details on documents required, visit Dual Credit Handbook.

Canadian Citizens

Canadian students who plan on living in the United States while attending school must fulfill all student visa requirements of an F-1 student.

Canadian citizens who reside outside the United States but who regularly commute across the Detroit / Windsor border or the Port Huron / Sarnia border to study at HFC may do so on a part-time basis in the F-1 category as a "border commuter student". Canadian border commuter students are defined as:

- A national of Canada who is admitted to the United States as an F-1 non-immigrant student to enroll in a full course of study, albeit on a part-time basis
- Attend a SEVIS approved U.S. school located within 75 miles of the border
- Maintain actual residence and place of abode in Canada and commute through a land border port-of-entry to the U.S. for study

Part-time border commuter students are not admitted for duration of status like other F-1 students, but rather for a date specific period of time. The designated school official (DSO) at HFC will specify a completion date on the Form I-20 that reflects the actual semester for the commuter student’s current term of study, and issue a new Form I-20 for each new semester the commuter student attends at the school. Full-time border commuter student admissions are not for duration of status like other F-1 students.

Admission Requirements for a Border Commuter Student
1. Complete the HFC International Student Application
2. Complete the Student Information Form
3. Proof of meeting the admission requirements. Proof can be met by providing one of the following:
   - Unless you received an "Ontario Secondary School Diploma", please send an official evaluation (in English) demonstrating that the applicant has earned the equivalent of a U.S. high school diploma equal to that granted by a regionally accredited U.S. high school. You must use an approved
Maintaining F-1 Visa

Improving F-1 Visa Enrollment

Transcript Translation and Evaluation for International High Schools and Colleges.

This information is important but an international student may not be aware of this information. The steps for transcript evaluation can be visual with screenshots or videos of how to do that evaluation and how to submit them to HFC.

Maintaining F-1 Status

It is extremely important for an international student attending school with an F-1 visa to maintain his or her status while in the United States. Failure to maintain the terms and conditions of your non-immigrant F-1 status is a ground for termination of F-1 status and possible removal from the United States (deportation).

Maintenance of status is primarily the responsibility of the student. Following is a quick reference guide to help clarify what steps should be taken to maintain F-1 status.

- As soon as you arrive in the United States and are settled in with your living arrangements, you should report in person to the International Student Services office at the College. Students will not be able to complete the admission process (placement testing, advising, registration) until they have met with the Designated School Official (DSO).
- For initial entry into the United States the name of the school on the students F-1 visa must match the name of the school on the students Form I-20.
- If upon arrival in the United States you plan to transfer to a school other than Henry Ford College (the school listed on your Form I-20) you must report first to HFC’s International Student Services office and the DSO will provide the necessary paperwork required for transfer.
- Pursue a full course of study which is a minimum of 12 credits or 36-32 hours of instruction in HFC’s non-credit English Language Training program during every academic session or semester except during official school breaks, unless approved under a specific exception, in advance, by the DSO.
- If you feel you are unable to maintain full time status for any reason, consult first with the DSO before dropping any classes. Failing below the full time status for any reason other than approved from the DSO can render you out of status. For more information refer to the section on Reduced Course Load.
- Do not also attending classes without first consulting with a DSO in the International Student Services office. Only a DSO can grant permission for an F-1 student to drop a class. HFC Counselors and/or Advisors cannot grant permission to stop attending a class or to drop a class.

Transcript Translation and Evaluation

Students seeking admission to Henry Ford College will need to provide evidence that they meet HFC’s admission requirements. Proof can be met by providing one of the following:

- an official evaluation (in English) demonstrating that the applicant has earned the equivalent of a U.S. high school diploma equal to that granted by a regionally accredited U.S. high school. You may request a general evaluation. You must use an approved evaluation service such as Educational Credential Evaluators (ECE) or World Education Services (WES). For a list of other evaluation services, go to the NACES website (www.naces.org) and click on “Current members”, or an official, final IIE certificate from an official IIE testing center showing passing of the OED, or an official evaluation (in English) demonstrating that the applicant has earned the equivalent of a U.S. degree (associate’s, bachelor’s, master’s, or professional degree) equal to that granted by a regionally accredited U.S. college or university.
- an official, final GED certificate from an official GED testing center showing passing of the GED.

Transferring College Credit

Earn General Credit For students transferring college credit from an international college, a course by course evaluation is required to evaluate the credit as equivalent to HFC general college credit. This will include the course name, the equivalent U.S. credit, and the equivalent U.S. grade.

Earn Specific Credit For students who want to earn specific course credit for a course offered at HFC, a course description in addition to the course by course evaluation, is necessary to evaluate the transferred credit as equivalent to a specific HFC courses. The description may be sent separate from the official evaluation if the evaluation service does not provide such a service. For example, you may be able to get a description of the course being transferred from the transferring college’s web site, catalog, or course syllabus.

Official means it is sent directly from the evaluation service to Henry Ford College.
**On Campus Employment Information**

**On Campus Employment**

An F-1 student is generally permitted to work part-time on campus while they are enrolled full-time in a course of study at HFC and maintaining their F-1 status. On-campus employment does not require the Designated School Official (DSO) authorization. There is no fee, and no authorization form needs to be filled.

**Employment Information**

Students may work up to 20 hours per week during the academic year, full-time on-campus during vacation periods (on-campus means within the premises). You should visit the Career Services Office on campus if you are interested in working on campus.

**Curricular Practical Training (CPT)**

An F-1 student may participate in a curricular practical training program that:

- is an integral part of an established curriculum,
- is directly related to the students major area of study.

Curricular practical training is further defined in the regulations as "alternate work/study, internship, cooperative education, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with the school."

Curricular Practical Training is granted directly by a Designated School Official (DSO) in the International Student Services office, located on the second floor of the Welcome Center. The DSO will endorse the student's I-20 record and release a Form I-76 at page 3 with the name of employer, location and period approved for CPT. Before granting CPT, a DSO must find the student eligible for that benefit by determining that:

- The student is currently in valid F-1 status.
- The student has been enrolled on a full-time basis for the amount of time required by the regulations.
- The student will continue to be enrolled for a full course of study during the CPT.
- The training is an integral part of an established curriculum.
- The training is directly related to the students major area of study.

**Required Documentation:**

- Form I-20, passport and Form I-94
- A letter of recommendation from a Instructor or the Associate Dean of the Department
- A letter of recommendation from a professional society or association

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**Quick Links**

This page is a listing of the useful links. It can be organized by different categories like places to visit, forms, housing, etc. and make short videos on how to fill different forms with FAQ’s.
Improving F-1 Visa Enrollment

Commonly Used Immigration Forms

- Form 134 (Affidavit of Financial Support)
- Form I-765 (Application for Employment Authorization)
- Form I-539 (Application to extend or change status)
- I-901 Form (SEVIS fee)

Other Commonly Used Forms

- International Admission Application
- Michigan Uniform Guest Application
- Transfer Clearance Form
- Student Information Form
- ECE evaluation form
- Change of Program Form
- Employment Information
- College Calendar

From the International Home Page, viewers can access hyperlinks to important forms

[Image: The Union at Dearborn]

NOTE: Within the International Home Page text, there are also links to The Union at Dearborn (http://www.unionatdearborn.com/) as a housing option and “Study In the States” which forwards the viewer to the U.S. Immigration and Customs Enforcement Page entitled “Student and Exchange Visitor Program” (https://www.ice.gov/sevis)
Plan for Developing the HFC International Student Website

The HFC international student website has been compared with other colleges’ websites using the following criteria:

<table>
<thead>
<tr>
<th>Visually Appealing</th>
<th>Use of Color Use, Fonts, Typography, 1st Impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>UX Design (User Experience Design)</td>
<td>User Experience Design to refer to the judicious application of certain user-centered design practices, a highly contextual design mentality, and use of certain methods and techniques that are applied through process management to produce cohesive, predictable, and desirable effects in a specific person, or persona (archetype comprised of target audience habits and characteristics). All so that the effects produced meet the user’s own goals and measures of success and enjoyment, as well as the objectives of the providing organization. - See more at: <a href="http://uxdesign.com/ux-defined#sthash.zim8js33.dpuf">http://uxdesign.com/ux-defined#sthash.zim8js33.dpuf</a></td>
</tr>
<tr>
<td>Videos and Images</td>
<td>Short videos of 1-3 minutes and appealing images</td>
</tr>
<tr>
<td>Factual Accuracy of the Content</td>
<td>Accuracy and consistent content</td>
</tr>
<tr>
<td>Simplicity, clean copy and clear call to action</td>
<td>White space use</td>
</tr>
</tbody>
</table>
Visually Appealing Fonts, Typography, Color Use, 1st Impressions

These are some home page/first pages of the international students’ pages of different colleges, with visually appealing fonts, layouts and first impression videos.

Note the crisp, clear simple writing and its contrast with the background image.

Note the use of real students representing a variety of cultural backgrounds.
UX Design Principles: Navigation, Easy-to-Find, Contextualization

The revamped website has to be easy to navigate and find information for international students. Here are some example navigation schemes and layouts.

← Note the ease in which headings are found

Note the clearly spaced and indicated bullet point which link to needed forms →

Note how each step is clearly listed and easy-to-find because of variations in font features

Note the variation of colors and use of boxes to group together related information →

← Note how the use of geometric shapes and distinguishable colors helps to make information clear
Videos and Images

The website can have short 1-3 minute videos with a virtual tour of HFC, student testimonials, and cultural or student activities.

Cultural activity

Virtual tour of campus

Real student testimonials
Factual Accuracy

The content on the website must be accurate and factually correct. Deadlines and important dates must be clearly visible and up-to-date. Similarly links to external forms and websites have to be up-to-date, relevant, and accurate.

### Important Dates

<table>
<thead>
<tr>
<th>Semester of Admission</th>
<th>Recommended Deadline</th>
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</thead>
<tbody>
<tr>
<td>Fall Semester (August through December)</td>
<td>August 1</td>
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<tr>
<td>Winter Semester (January through April)</td>
<td>November 15</td>
</tr>
<tr>
<td>Spring Semester (May through July)</td>
<td>March 15</td>
</tr>
</tbody>
</table>

Note the balance of white and color along with clear explanation of important dates.

### Student Deadlines

**New Student Deadlines**

The OISS&SA must receive your application on or before:

- Fall Semester: July 1
- Spring Semester: November 18
- Summer Semester: April 1

**Transfer Student Deadlines**

The OISS&SA must receive your application on or before:

- Fall Semester: July 15
- Spring Semester: December 6
- Summer Semester: May 1

**Note:** The OISS&SA will only accept complete transfer packets - all documents must be submitted together.
Improving F-1 Visa Enrollment

**Simplicity: Clean Copy, Clear Call to Action**

The web page must be clean and not verbose since many international students are English Language Learners and may not have advanced English skills, especially those entering the English Language Institute.

Note the use of bullet points in this web page below

---

**EXPLORE INTERNATIONAL STUDENTS**

**International Students**

Oakland Community Colleges welcomes students from all around the globe.

With a thriving international student community dispersed among its five diverse campuses, OCC is an ideal location for students seeking a college experience in the United States. Other reasons to attend OCC include:

- A fully-accredited English as a Second Language (ESL) program designed to prepare students for academic success and become more proficient in English.
- The possibility to combine two years of study at OCC and two years at a university to earn a bachelor degree.
- Small class sizes and affordable tuition.
- Multiple resources to make the most of your academic experience, including tutoring centers; programs and courses geared for your specific area of study; academic counselors and instructors who emphasize learning.
- Five campuses located in diverse communities spread throughout the metro Detroit area.

Whether you are accompanying a working spouse or parent to the U.S., or coming to study full-time, OCC can provide you with guidance for applications, admissions, enrollment and financial aid.

---

**KEEP CLEAN**
Summary of Website Improvements to Be Made

A detailed analysis of the HFC International website and its related pages reveals several opportunities for growth. By comparing and contrasting them with those of other colleges’ websites, the team recommends the following improvements:

- Use colors, fonts, images, layouts, white space, and typography so that it is much more visually appealing and easier for prospective students to understand.
- Revamp website’s homepage to be more visually appealing so that it will create a great first impression.
- Short procedural videos (e.g. “How to apply for an F-1 Visa”), clips of actual students participating in HFC activities, and recorded student testimonials should be incorporated into the website.
- Site pages must be organized in ways which provide easy-to-find important dates and procedural steps.
- They must be presented using easy layouts.
- Provide videos and a distinctive step-by-step models/approaches for improved user friendliness and easy navigation.
- Maintain a clean appearance, relevant material, and only necessary verbiage to avoid misunderstandings of ideas, and missed/over-looked key components.
- Add frequently asked questions (FAQ’s) for important sections/pages which describe various scenarios and possible solutions.
- Use repetitive color schemes and/or images (e.g. 🕵️ or 🎥) to draw attention to key points.
- International student activities and clubs must be accessible.
- Incorporate social media into the website since team data shows that “word of mouth” is the predominant way in which international students learn of HFC.

Remember: When the web site is revamped, the special needs and circumstances of prospective international student must be ever-present; with special sensitivity applied to cultural differences, language barriers, and the promotion of diversity.
Plan for Developing the HFC International Student Website

This Fishbone/Ishikawa diagram clearly shows the projected effects of the various recommendations that the team has made pertaining to the HFC international student website.

Note:
If the visual appeal of HFC’s international student website is improved, then the enrollment of F-1 visa students will increase.
Objective: Improvement of HFC Student Engagement

Data collected by the team has shown that “word of mouth” and personal recommendation are the greatest forms of influence on potential students. Therefore, it is paramount that current students not only stay enrolled but that they have an amazing experience. If they are excited about studying at HFC and participating in various activities, they will become more energized and will likely be more eager to spread the word about the great opportunities that HFC can offer. It does not matter how excellent teachers or classes are unless there are students interested in enrolling. In order to improve the international students’ experiences, the team supports the initiation of the following:

Cultural Friendship Program

The Cultural Friendship Program is a program that pairs international students at Henry Ford College with students, staff and faculty from the United States. After participants sign up, International Student Services (ISS) staff will do their best to match pairs with similar interests, based on the information they provided. The pairs meet for a semester for at least an hour each week at times that work best for their schedules. When meeting, the participants may share a conversation, play sports, have lunch or anything they prefer to do. ISS staff will also arrange opportunities for pairs to meet, such as the opening social event (where pairs can meet for the first time) and international coffee hours.

The goal of the program is that not only will the participants broaden their worldview and improve intercultural communication skills; they will have the opportunity to develop quality friendships that could last for many years.

International Student Mentor Program

An International Student Mentor is a current HFC student who volunteers for a school year to assist new international students with their transition to their new environment and HFC. Each mentor will be selected after passing an application and interview process. The mentors will also receive training from ISS staff.
The International Student Mentor will have the following responsibilities:

1. Communicate with Prospective Students

F-1 students who have been admitted and are still abroad will have the opportunity to sign up to be connected with a mentor. The mentor will communicate with the prospective student via e-mail, phone or Skype to answer any questions the prospective student may have and share his/her HFC experience. These one-on-one peer interactions should a) encourage prospective students to choose HFC if still deciding on which institution to attend and b) better prepare the student for his/her new life in the U.S., which will assist in a smoother transition and more successful experience at HFC.

2. Welcoming

At the beginning of each fall and winter semester, the international office is busy with the new F-1 students checking in. The mentors will be available to assist (when their schedules permit) by hosting a welcome table outside the international office with snacks and a welcome sign. The mentors will help the new students in any way possible, including: making copies of their visa and I-20, going over the most basic and important immigration regulations (possibly in their native language, if needed) and going downstairs to the computer lab with the new students to assist with registering for classes and updating personal information using WebAdvisor. ISS staff will also be available to welcome new students, while guiding, educating and assisting all students.

3. Orientation Leadership

The mentors will participate in New International Student Orientation and will lead icebreakers, do presentations, perform skits and share mealtime conversation as a way to acclimate new F-1 students to HFC.

4. New Student Follow-Up

Each mentor will be assigned a small group of approximately five new students at orientation to follow-up with throughout the first semester. The mentor will make his or her phone number and e-mail available to the new students if ever they have any questions or concerns. The mentor will communicate with ISS staff to confirm USCIS immigration policies, if needed, before answering F-1 status immigration rules or related information. Additionally, the mentor will arrange at least two social events for the small group (i.e. bowling, movie or meal) throughout the semester. The mentors are welcome to collaborate with one another and join groups for the social events.

Student engagement programming is an essential factor in the development, success and retention of students in higher education. The more involved and connected students feel, the higher chance they will be successful and tell their friends and family about their positive experiences at Henry Ford College. Students’ success and happiness is important since “word of mouth” is a high recruitment factor at HFC for our F-1 population. The better the experience our students have the more
chance they will encourage their friends from home to join the great experience.

**Analysis of**

**FORCES FOR**

- Create CPI team to explore ways to increase F-1 visa student enrolment
  - +Met in Winter 2016

- Develop HFC’s International Student website to be student-friendly
  - +This website exists but needs to be revised

- Analyze current HFC enrolment of international students
  - +Some data exists for these students already

- Make website content available in multiple languages
  - Multilingual staff already work at HFC

- Increase "word of mouth" about HFC as a great opportunity for studies
  - +HFC is surrounded by Arab community

**FORCES AGAINST**

- Maintaining a team or allocating staff to this task costs time and money
  - BUT increasing enrolment increases profits

- Modifying and maintaining the current website will take time
  - BUT if info is easy to access ISS saves time

- Enrolment changes drastically during certain semesters at HFC
  - BUT changes are somewhat predictable

- Choosing which languages or dialects should be included takes time
  - BUT understanding more saves time

- Many world cultures are underrepresented in HFC’s student body
  - BUT there are some students as a start
# Redesigning of HFC International Website ("website")

| Project Lead: Jeremy Guc | M | A | R | F | E | B | A | P | R | M | A | P | R | A | P | R | M | A | R | F | E | B | A | P | R | M | A | P | R | M | A | P | R |
| **Redesign Website**      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Current website pages reviewed for content, navigation ease |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Website feedback gathered from current F-1 visa students |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Phase 1:** Feedback used by ISS/A. Parent to create document w/recommended improvement to visual appeal, ease, etc. |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| "Edit Request" form sent to WebAdmin for review/consideration for website |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Approved edits engrafted into website |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Redesign Website**      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **Phase 2:** Scripts written for steps to enroll at HFC as an F-1 visa student (how to apply, request an international transcript evaluation, etc.) |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Webadmin, marketing and/or Office of Teaching & Learning: videos/tutorials created for steps in F-1 visa admission process |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Created videos tutorial given to WebAdmin to be reviewed for brand & style |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Engraft approved video tutorials from Phase 2 web edits into website |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
## Redesigning of HFC International Website ("website")

### Improving F-1 Visa Enrollment

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<td>Redesign Website</td>
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<td>Phase 3: Select F-1 visa students for video testimonials to add to the international admission's section of website</td>
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<tr>
<td>Create general outline for what students will be asked to cover in their 1-3 minute testimonials</td>
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<td>F-1 student testimonials filmed in English &amp; students' native languages</td>
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<td>Non-English language testimonials verified for content by 3rd-party</td>
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<td>Student testimonials are added to the international pages of website</td>
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<tr>
<td>Survey sent to current F-1 visa students to review website</td>
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<td>Website continuously updated for validity, timeliness, &amp; accuracy</td>
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### Electronic Viewbook

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<td>E-viewbook PDF link added to HFC website</td>
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<td>E-viewbook link added to prospect emails</td>
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</table>
## Creation of F-1 Visa Brochure Pertaining to HFC

| Develop initial F-1 student brochure draft (A. Boxed) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Draft reviewed by F-1 visa admissions team & current students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Edit (proofed, suggested changes to VP for sign-off & then to graphics to create brochure draft) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F-1 brochure developed by graphics & proof sent back to A. Par-ent to coordinate internal review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F-1 brochure proofs reviewed for editing by Marketing, Admissions, Recruiting & Student Services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final F-1 brochure is approved, PDF is added to website. Limited copies are printed for use in international office & email appropriate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Improving F-1 Visa Enrollment
### Developing Cultural Friendship Program (CFP)

<table>
<thead>
<tr>
<th>Project Lead: Jessica Dubey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal draft by J. Dubey sent to H. Diamond for review/approval</td>
</tr>
<tr>
<td>Make flyers/e-mails to market CFP to HPC students, faculty &amp; staff &amp; recruit to serve as &quot;cultural partners/friends.&quot;</td>
</tr>
<tr>
<td>CFP approved, send communications to recruit participants, students, faculty &amp; staff</td>
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<tr>
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<th>Cultural Friendship Program (CFP)</th>
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<tr>
<td>Proposal draft by J. Dubey sent to H. Diamond for review/approval</td>
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<tr>
<td>Make flyers/e-mails to market CFP to HPC students, faculty &amp; staff &amp; recruit to serve as &quot;cultural partners/friends.&quot;</td>
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<tr>
<td>CFP approved, send communications to recruit participants, students, faculty &amp; staff</td>
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### Develop International Student Mentor Program

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<td>Post meeting, survey sent to participants to evaluate/improve program</td>
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**Improving F-1 Visa Enrollment**
**Producing Electronic and Printed Materials for Prospects**

At present, HFC does not mail internationally. Therefore, online versions of our general marketing materials should be available to potential students, increasing outreach and enrollment. In addition, many students prefer web access over printed documentation. Having frequently asked questions, forms, and general admission information pertaining to HFC allows potential students to access important information when it is convenient for them regardless of time zone differences, etc.

Currently, HFC Marketing and Communications has PDF versions of the HFC Viewbook and other brochures. These resources already exist, so the task of adding them to the HFC International website should be rather easy. These materials could also be attached to emails or simply referenced via electronic correspondence.

More dynamic formats for e-brochures, aside of these PDF’s, are available but will come at a price. Software can be purchased for this purpose at about $1,300. Information Technology Services (ITS) staff would have to learn the software and convert documents to the format, so staff time and resources would also need to be considered. Options should be considered in the future.

At this time, HFC does not have marketing funds dedicated to the recruitment of international students. This CPI team strongly encourages that this changes. With the massive forced migration of many people today, especially in the Middle East from where most of our international students come, this is a major opportunity to recruit students. Based upon the feedback provided by the F-1 visa students in the team’s interviews and survey, brochures and/or videos that highlight the programs and services are of specific interest to international students. In addition to information about HFC, links to aspects of southeast Michigan which may be attractive to students looking to move here from around the world, should be included.

Copies of proposed materials would need to be reviewed by college staff who oversee programs and/or services highlighted in the brochure. HFC Marketing & Communications would then review the content for brand and style. Then, a brochure using pictures and other graphics to enhance the information would be added. After that, HFC ISS and HFC Admissions would review the completed products for final approval before printing.

The International Student Services Office and the Admissions Office are considered the “content owners” of the International Admissions webpages on the HFC website. Changes to content present on these pages can be proposed by International Student Services/Admissions team by making a “WebAdmin” request on the HFC employee portal. ITS has web developers on staff to make changes to the website. All proposed updates to the website must be reviewed and approved by Marketing & Communications to ensure validity and consistency with the colleges overall brand and style. Advanced feature requests for the website generally are more consuming of resources and therefore take more time to implement. The process of requesting more advanced features is the same as requesting updates to content (via a WebAdmin request) but generally take a longer time to implement.
Team Accomplishments

This is the first time a Continuous Process Improvement (CPI) team was formed for exploration of international students to improve services and increase enrollment at HFC.

Here are some of the key findings and possible actions that this team identified:

- Investigated and discussed current composition of HFC student body, especially in terms of F-1 visa students
- Underrepresented populations at HFC were identified through examining currently enrolled international student data.
- Countries of origin for the majority of HFC F-1 visa students were discussed
- Examined ways increasing overall international student enrollment at HFC
- Discussed the importance of creating a support network for international students which would include services at HFC and in underrepresented countries
- Identified factors influencing international student choice to attend a specific college
- Explored the use of social media to reach more potential students through “Snap Chat”, hyperlinks to cultural organizations, a calendar of cultural events, YouTube.com videos, online brochures (See Appendix xii for Viewbook brochure), student interviews/quotes, and interactive activities.
- Reviewed current Admissions Process flow chart for F-1 visa students and determined ways to improve and/or clarify it (See Appendix xiii),
- Collected data from primary sources (current F-1 visa students enrolled at HFC) by use of a survey and focused interviews
- Collected data from websites
- Defined all key terms related the HFC Enrollment Process for F-1 visa students
- Revisions to the current HFC International website were discussed and proposals were created to make it more student-friendly
- Exploration into how to increase student engagement and thereby retain current students and attract new enrollments occurred
- Multiple graphs and charts were created to record data and team discoveries as well as to present data in a visual manner
- Causes and effects of the current process and of the proposed changes was discussed and contemplated
- The offering of rewards and/or incentives to current F-1 visa students for recruiting friends/family from their home countries was discussed by determined to be a thought for the future
- Validated the belief that the decision to attend HFC by currently enrolled F-1 visa students was most influenced by “word of mouth” and recommendations of friends/family while in their home countries
Revenue to Be Gained through Team Recommendations

Tuition & Fees for International Students (2015-2016)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
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<tr>
<td>Registration Fee per Semester</td>
<td>$ 46</td>
</tr>
<tr>
<td>Infrastructure Fee per Semester</td>
<td>$ 45</td>
</tr>
<tr>
<td>International Tuition Rate per Credit Hour</td>
<td>$225</td>
</tr>
<tr>
<td>Service Fee per Credit Hour</td>
<td>$ 15</td>
</tr>
<tr>
<td>Technology Investment Fee per Credit Hour</td>
<td>$ 2</td>
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The goal of the International Admissions CPI team is to increase the enrollment of international students at Henry Ford College. F-1 students are required to enroll in a minimum of 24 credit hours per year. Typically, this takes place during the fall and winter semesters. Based on HFC’s current tuition and fee structure for international students, each additional F-1 student would generate a minimum of $5,899 of revenue from tuition and fees for the institution each academic year. It should be noted that there is talk of tuition fees increasing again which should mean that revenue will also increase.

Time Saving=Cost Saving

In the ISS, staff spend a minimum of twenty (20) to twenty-five (25) hours a week conversing with potential students or their relatives about the admission process. This time involves servicing walk-ins, answering telephone calls, and generating responses to received emails. Many of these inquiries could be addressed by the proposed website updates, reducing in-person, over the phone, and email inquiries. Reducing these FAQ-type inquiries means that ISS staff will be able to focus on implementing and innovating retention and marketing strategies to attract even more students and increase retention rates of current students. Of course, calls will still be placed to address special circumstances or ask more complex questions that potential students may have, but the website will address the more basic questions that are received by ISS on an hourly and daily basis. This savings of time will equate to savings of cost/ increasing profit.

Concluding Thoughts

In summation, the team believes that if the improvements, modifications, and developments presented in this report are executed sufficiently...

An overall increase in F-1 visa student enrollment at HFC will occur!
“If everyone is moving forward together, then success takes care of itself.”

-Keney Ford
Plan to Study and Monitor Results

Study Results Plan

The results plan measures the success of the project statement (to increase overall F1-Visa student enrollment at HFC by Fall 2016) by evaluating each of the three measurements included in the project statement. Listed below is each measure, responsible party/ies for the result, as well as how results will be evaluated. (See GANTT Chart on pages 60-64 for a complete timeline of all components of the Improvement Plan).

1. Increasing the overall headcount of F-1 visa students enrolled by 20%
   a. By improving process and accessibility of information, overall headcount of F-1 visa student enrollment will increase by 20% by Fall 2016 (i.e. from 217 students currently to 261 students)
      i. Enrollment will be verified by ISS staff
2. Revising the HFC international website so that it is more student-friendly to potential students
   a. Creation of e-material to be added to website
      i. ISS and Admissions & Recruiting staff will complete and manage material (Electronic HFC Viewbook and F-1 visa Student Brochure to be completed April 2016 and August 2016 respectively)
   b. International student focus groups will evaluate the effectiveness of adding functional and aesthetic features to website
      i. CPI Team, Admissions & Recruiting and ISS will manage updates in conjunction with other offices (i.e. IT Dept, Marketing Dept, etc)
      ii. CPI Team members will conduct follow-up focused interviews with student participant in order to assess how effective the updates are compared to previous features (or lack thereof) by September 2016
3. Developing outreach and student engagement programs to foster retention of enrolled students
   a. Three such programs are already running covering topics about employment, “Optional Practical Training” (OPT), and new international student orientation
      i. ISS staff will update these existing programs and send out surveys to attendees directly after the events throughout Fall 2016
   b. Two additional programs will be created and evaluated (by ISS staff)
      i. Cultural Friendship Program will begin development April 2016, launch Fall 2016, and feedback survey sent out to participants December 2016
      ii. International Student Mentor Program will begin development July 2016, launch Winter 2017 with a feedback survey sent out to participants May 2017

**Steering Committee Updates**
- Mid-Point Report Proposed Meeting: October 2016
- Final Report Proposed Meeting: May 2017
Engrafting & Monitoring

“Coming together is a beginning;
keeping together is progress;
working together is success”

-Henry Ford
Who Will Implement This Improvement Plan into the Current System

The ISS office and Admissions Office share recruitment responsibilities for international students at Henry Ford College. Jeremy Guc, Supervisor of Admissions and Recruiting, oversees both of these offices at the college. He, along with the International Admissions Associates, Jessica Dubey and Leyla Field, (hereby referred to as the “International Admissions team”) will be responsible for implementation of any improvements suggested by the CPI team into the international admissions process. As several of the recommendations will require the cooperation of other departments on campus. The progress of making those recommendations a reality will be monitored by the International Admissions team.
Monitoring Results

The International Admissions team will continuously monitor results of improvements enacted based on recommendations of the CPI team. The International Admissions team will meet regularly to discuss progress and opportunities for improvement in these and other areas that impact admission and recruitment of F1 students.

To evaluate F-1 visa student feedback, the International Admissions team will continue to have an “open door policy” to aid international students; email students after they participate in certain activities for feedback; and will review current policies for any ways they may be modified or adapted to facilitate F-1 visa student understanding and compliance.

Decision Making

Buy-in from the key stakeholders and those responsible for the overall brand of the college is critical when making changes to admissions and recruitment processes. Current protocol for enacting change will be followed while inserting improvements suggested by the CPI team. New or enhanced content proposed for the website or for brochures will need to be approved by Marketing & Communications before being enacted. The addition of new programming for international students (such as the Cultural Friendship Program) will be reviewed with the Executive Director of Enrollment Services, Holly Diamond, before launching.
Improving F1 visa Enrollment

Ideas for Future Teams

“If you always do what you’ve always done, you’ll always get what you’ve always got.”

-Kerry Ford
Suggestion Areas for Future CPI Teams

1. Increase the pool of prospective F-1 visa students from which to.

The focus of the current CPI team is centered on the key question: What can be done to increase conversion of HFC prospects into HFC applicants and ultimately to HFC enrollees? Once the proposed processes are optimized as suggested in this report, the next logical step would be to increase the number of international HFC prospects - the proverbial “front end of the funnel.” Specific suggestions to consider are as follows:

- Increase networking within the international communities surrounding
- Develop global marketing strategies and firms to help promote HFC worldwide
- Form partnerships to enhance enrollment
- Focus on recruiting students from some of the specific regions or countries (i.e. India, China, Brazil, or South Korea) which are known to send the most F-1 visa students
- Focus on recruiting students from underrepresented, non-Arab countries to enrich and diversify the HFC student body and community
- Consider creating “live chat” or Skype options for students abroad to get answers in real time to their enrollment/application questions

2. Offer opportunities for HFC’s international students to create a more "global" feel here on campus.

If HFC can build upon the strengths already present at the college, especially in terms of global diversity, then student satisfaction (which leads to recommendations which in turn leads to more enrollment) will likely increase. In addition, providing more opportunities for international students to engage in conversation and share experiences, thus building community, would be a strong marketing point.
3. Adapt current placement processes to take place earlier in the admissions process.

Currently, students must wait until they arrive, sometimes only two or three days before classes begin, to take the placement test. Testing earlier would allow them to register for classes earlier, thus securing a seat in the most convenient offering possible and giving HFC divisions and the Registrar an earlier sense of demand for particular courses, times, and levels.

4. Field trip collaboration between the ELI and HFC’s International Student Services Office.

Students in the ELI participate in field trips that would be a benefit to other international students as well. However, these field trips are sporadic and unpredictable, often initiated by instructors for individual courses. Providing more structure to and greater frequency of field trips would benefit both the ELI students and other international students. In addition, all participants would have the opportunity to explore the surrounding community of Dearborn, metro Detroit, Michigan, etc. This would increase excitement and a more positive experience which would lead to more recommendations which would lead to an increase in enrollments.

5. Create and hold a seminar/workshop(s) to more extensively and intensely train all counselors, academic advisors, and ISS staff on the current F-1 visa process and relevant international student issues.

A main seminar/workshop should be given to make sure advisors and counselors are familiar with key terms and requirements for F-1 students. In addition, ongoing seminars/workshops could be developed as needed to respond to student concerns as well as developing issues/changes in sending countries that impact students here.

6. Improving processes and policies pertaining to documentation requirements.

Several processes/policies at HFC make providing documentation laborious and sometimes redundant for prospective students. Currently, prospective students receive their I-20 and admission letter or via a contact person or via U.S. and then in-country/local mail. Future teams should investigate the viability of HFC sending these documents directly to students via international courier services to ensure timely receipt of documents. In addition, students currently must submit financial data that is no older than three (3) months. However, many students encounter problems with other documentation taking so long to be processed that the financial documents then become invalid and must be resubmitted. Since the three (3) month timeline is an in-house decision and other institutions allow longer (i.e. six (6) months), future CPI should investigate the feasibility of extending HFC’s timeline for financial documents.
7. Explore ways/possibilities for ELI students in upper levels to dual-enroll in general education requirements like Math, CIS, etc.

Many international students reported frustration that as level 5 or 6 students in the ELI, they were not able to enroll in other college courses. This impacts the timeline of degree programs and many students consider attending other institutions if the English Language programs are more flexible. In addition, the current ELI programs are divided into 2 major components: Reading/Listening/Speaking and Writing/Grammar. A student could, and often does, place at one level in one area and a different level in another. If students do not receive sufficient opportunities to enroll in classes and maintain or achieve levels which are closer together, an F-1 visa student may find him or herself having completed the Grammar/Writing level 6 but still having to complete the Reading/Listening/Speaking portion. This can be problematic for F-1 visa students because they must be enrolled for a specific number of credit hours to maintain their status. If these two issues persist, HFC may lose potential enrollment as students seek English Language programs that better fit their needs at other institutions.

8. Look into work and/or training opportunities for F-1 students.

F-1 students could benefit from internship and other involvement opportunities on campus since their opportunities in and connections to the community are often limited. Options and possibilities for work should also be explored. Furthermore, creating more volunteer opportunities at HFC should also be explored as many students in the focused interviews said they would like to volunteer on campus doing some kind of work just so they could communicate and interact with others in English.

If HFC continues to explore growth opportunities and a better understanding of student needs,

the solution to the puzzle of increasing enrollment will become clearer and clearer, and the success of HFC, the students, and the global community will become greater and greater!
Appendix

i. Emails to Prospective F-1 Students
ii. Information about Ellucian Recruiter
iii. F-1 Visa Student Instructions
iv. International Student Admissions Application Check List
v. Affidavit of Financial Support
vi. Student Information Form
vii. HFC Admissions’ Letter
viii. Change of Program Form
ix. Cultural Friendship Program (CFP) Handout
x. Open Doors Data- “Top 10 Countries…” Statistics
xi. Open Doors Data- “South American…” Statistics
xii. HFC Viewbook
xiii. International Students Steps to Enrollment and I-20
xiv. Steering Committee Feedback Form
Appendix i

Emails to Prospective F-1 Visa Students

Here is a sample set of the automated emails that will be sent to F-1 prospects and applicants from Ellucian Recruiter (See Appendix ii) on the behalf of HFC ISS:

International Prospect Email 1 (Sent thirty minutes after initial inquiry):

![Email Sample](image)

Dear Kelli,

Thank you for your interest in Henry Ford College.

We are committed to meeting all of your educational needs. Consider how we can prepare you for the future with a wide variety of high quality programs in which you can enroll. Our affordable tuition rates make an HFC education a great value.

See for yourself. Explore our more than 75 in-demand degree programs.

Click "Apply"

Ready to apply? Submit a free application for admission online.

Learn about the easy steps to enroll at HFC as an international student, by visiting the following web page: https://www.hfcc.edu/international/future-student-f1visa

We look forward to welcoming you to Henry Ford College. Please let us know if you have any questions.

Thanks,

Jessica Dubey
International Prospect Email 2 (Sent three days after initial inquiry):

Dear Keli,

Thank you for your interest in Henry Ford College:

Apply

Be reminded that your first step to enroll at HFC is to complete a free international application for admission.

More information about international students who want to study in the US can be found here:
https://www.hfc.edu/international/future-student-f1-visa

Any questions? Please feel free to reach out to me directly; I am happy to help!

Thank you!
Jessica Dubey

International Prospect Email 3 (Sent two weeks after initial inquiry):

Dear Keli,

Have you had a chance to learn about what HFC has to offer? Henry Ford College has various departments on campus that provide valuable services to students. These include:

- **English Language Institute**: fosters a cooperative learning environment that supports English language learners as they strive to reach their academic, personal, and professional language goals
- **Student Activities Office**: organizes and oversees student clubs and activities, including club formation, event planning, fund-raising, and on-campus event promotion
- **Learning Lab**: serves students, faculty, and the college community by researching, developing, and providing supplemental resources and services to help students succeed in their classes, by providing tutoring, test preparation, etc.
- **Assisted Learning Services**: provides accommodations to students with disabilities through a number of support services

Feel free to contact me directly if you have any questions.

Apply

Remember, your first step to enrolling at HFC is to complete the free admissions application.

Thank you!
Jessica Dubey

Appendix 1 (pg 2 of 3)
Application Started Email 1 (sent one day after application is started)

Thank you for your interest in Henry Ford College! We noticed that you started your application for admission to HFC but have not yet submitted it.

Apply

Completing your free admissions application is easy: just log back into your student account by clicking the button and selecting the application you started. Next, complete any unfinished sections and submit your application. Once received, you can expect an email confirmation informing you that we've received your application.

Request Required Documents

After you've successfully submitted your international online application, please refer to our website at [https://www.hfc.edu/international/apply/student-faqs](https://www.hfc.edu/international/apply/student-faqs) for more information regarding the documents needed in order to complete your application.

We need the following from you at one time, please:

- Stacked Information Form
- Proof of financial responsibility #1 - Affidavit of Support Form
- Proof of financial responsibility #2 - Bank documentation (Please follow the instructions on our website carefully)
- Copy of passport pages

Additionally, please have the following official documents post mailed directly from the company to Henry Ford College:

- Official Transcript (evaluated)
- We cannot accept your academic transcript from you. You must have your transcripts sent directly from an evaluation service to Henry Ford College. Please follow the instructions on our website carefully.
- Proof of English proficiency (if applicable)

Documents should be sent to:
International Student Admissions
Henry Ford College
5101 Evergreen Road
Dearborn, MI 48128

Please feel free to contact me if you have any questions or need assistance with submitting the application. I'm happy to help.

Thank you,
Jessica Dutay

Application Started Email 2 (Sent three days after application is started)

Hi Kelli,

I just want to check in with you regarding the admissions application that you've started for Henry Ford College. Do you need any assistance with the application or any part of the admissions process?

Apply

Complete your application by logging back into your account, populate the remaining fields, and submit the free application. We will send you a confirmation email once you have successfully submitted your application.

Request Required Documents

After you've successfully submitted your international online application, please refer to our website at [https://www.hfc.edu/international/apply/student-faqs](https://www.hfc.edu/international/apply/student-faqs) for more information regarding the documents needed in order to complete your application.

Please feel free to contact me if you have any questions or need assistance with submitting the application. I'm happy to help.

Thank you,
Jessica Dutay
Appendix ii

Information about Ellucian Recruiter

In Summer 2015, the college began the implementation of Ellucian Recruiter (Recruiter), the new platform to be used by HFC ISS to manage prospective students and applicants to the college. Recruiter will allow us to automate personalized communications to prospective students and applicants that are pertinent based on information we collect from them during the inquiry and application process. This should be especially valuable for international students.

Recruiter is scheduled for full implementation in mid-April, 2016. ISS has set-up specific, personalized communication tracks for international prospects and applicants. It is the hope that these personalized communications will help engage international prospects with international admissions associates. Since the emails will be sent out automatically at specific intervals from the point of inquiry, there should be less variability in the prospective student experience at Henry Ford College.
Appendix iii

1. Employment is limited to part-time (less than 20 hours per week) on-campus employment with permission from your international advisor.

2. All F-1 students must file taxes with the IRS by April 15 of each year, even if you did not work. Please see www.irs.gov for more instructions.

3. See www.hfcc.edu/international for more details.

4. Keep all documents with you at all times (I-20, I-94) and see your international advisor if you plan on traveling.

5. Report any changes (name, program, immigration status, transferring to another college) to your advisor right away.

6. Pay close attention to HFC’s academic and enrollment calendars.

7. 12 credit hours are required each semester (with a maximum of one credit course completed online). Do NOT drop your classes without prior permission from your international advisor.

8. Update your address and phone number in WebAdvisor within 10 days of any changes.

9. Remember to purchase medical insurance. Ask your advisor for brochures.
Appendix iv

Check List
International Student HFC Admissions Application

We need the following from you IN ONE PACKAGE:

1. Student Information Form
2. Proof of financial responsibility #1 - Affidavit of Support Form
3. Proof of financial responsibility #2 - Bank documentation (MUST be originals - Please follow the additional instructions you were given carefully)
4. Copy of passport pages

Please have the official documents post mailed directly from the company to Henry Ford College:

5. Official Transcript (evaluated)
   We CANNOT accept your academic transcript from you. You must have your transcripts sent directly from an evaluation service to Henry Ford College. Please follow the instructions you were given carefully.
6. Proof of English Proficiency (if applicable)

Documents should be sent to:

   International Student Admissions
   Henry Ford College
   5101 Evergreen Road
   Dearborn MI 48128

Thank you!
Dear Prospective HFC F-1 Student:

U.S. immigration regulations require that HFC obtain reliable documentation that an F-1 student has sufficient funds to pay all expenses as necessary to complete their program of study and to cover living expenses while they reside in the United States. Applicants must provide documentary evidence that specific funds are available to cover the first year. Expenses for 2015-2016 are listed below.

Please complete this Affidavit of Financial Support for yourself or as a sponsor of a student. Submit this form with your or your sponsor’s current bank statement showing funds in the amount of $21,000 U.S. dollars. The bank statement must be no older than three months from the issuance of the I-20.

For 2015-2016, estimated expenses include but are not limited to:

- Tuition, Fees and Educational Expenses (9 months) $7,500
- Living Expenses (12 Months) $13,500

Total Expenses for first year $21,000
- Living Expenses for accompanying spouse (F-2) $6,500
- Living Expenses for accompanying child (F-2) $3,500

(If multiple sponsors, each sponsor should complete the affidavit and submit bank statements)

My relationship to the student is [Self, Parent, Uncle/Aunt, etc.].

(Print Name of Sponsor, if self-sponsored use your name) guarantee to provide the necessary funds for all educational and living expenses for [Name of student or “myself” if self-sponsoring] during his/her/my stay in the U.S. as a student at HFC. I understand that I am responsible for his/her/my expenses during my entire stay and have at least $21,000 U.S. dollars in cash to cover the first year as demonstrated by the attached bank statement.

I hereby declare that the contents of the above statement(s) are true and correct. Moreover, I will not request any services from the student in return for the promised support and I fully understand it is a violation of law to require domestic work, child care or any other kinds of service from the student.

Signature of Sponsor: ___________________________ Date: ___________________________

(Signature of sponsor in all capital letters)

Mail to: Henry Ford College
International Student Services
5101 Evergreen Road
Dearborn MI 48128

10/24/15
Appendix vi

STUDENT INFORMATION FORM
For students requesting I-20

International Student Services
Phone (313) 317-6042 Fax (313) 945-9931
Email: international@hfcc.edu

STUDENT NAME (as it appears in your passport):
Last /Family/Surname ____________________________________________
First/Given name ______________________________________________
Date of birth: Month________ Day________ Year________
Country of birth: ___________________ Country of citizenship: ________
Program of study planning to pursue at HFCC: ______________________

Are you bringing a spouse or child along with you? Please circle one: YES  NO

ADDRESS IN COUNTRY OF RESIDENCE
Street name and house/apartment number (if no postal address please provide description for mailing purposes)
City________________________________ State/Province/District __________ Country _______ Postal code _______

ADDRESS IN THE UNITED STATES (while attending school—if known at this time)
Number and Street
City________________________________ State_________________________ Zip code _______
U.S. home phone ( )____________________ Cell phone ( )__________
Email address____________________________________________________

EMERGENCY/CONTACT PERSON in the United States
Name________________________________ Relationship to student ______________________
Address
Home phone ( )____________________ Cell phone ( )____________________
Email address____________________________________________________

Please permit the contact person to handle my admission process including, but not limited to, sending the I-20: YES  NO

Student’s signature __________________________ Date ______________

For CANADIAN CITIZENS only:
While attending school you will be living in: Canada United States
You will be attending school: Full-time Part-time
Appendix vii

HFC Admissions’ Letter

April 4, 2016

Dear Student (first name and last name),
HFC Student ID: 0000000

Welcome to Henry Ford College!

You have been admitted to begin your studies for the fall 2016 semester. As an F-1 student, you are permitted to arrive up to 30 days before your first day of classes on August 25, 2016. Please note that a mandatory international student orientation will be held on August 23, 2016. Attendance is required to please plan your travels accordingly.

Enclosed is your I-20. The I-20 is documentation that you have met the academic and financial requirements for admission to HFC. Before you book an appointment with the U.S. Embassy, you will need to pay the SEVIS fee. The instructions on how to pay the non-refundable $200 SEVIS fee are online at www.fmfee.com. Please read the "Instructions to Students" on page 1 of your I-20.

WHEN ENTERING THE USA: Be sure you have your passport, I-20 and financial papers in hand. Make sure that the stamp the officials place in your passport is accurate. It should say "F-1" and "D/S" for duration of stay.

WHEN YOU GET TO DEARBORN:
1. Bring your passport and I-20 to an International Student Advisor. The advisor will make a copy of these documents for your file and orient you to what is expected of you as an F-1 student. You will need to take the English (and perhaps a math) placement test. These exams are required before you can register for classes. You will also need to get permission to get a Henry Ford photo ID.

2. Sign up for the required orientation program with your International Student Advisor.

3. After any required testing, please make an appointment to meet with an academic advisor. The advisor must approve your program before you can register for classes.

4. After meeting with the advisor, you must enroll for twelve credits (if admitted in an academic program) or two ELI classes (for English Language training). Be sure to check the information you are given at registration. You are expected to pay your tuition in full before the relevant deadline or apply for the EZ-Pay payment plan.

It is highly recommended that you obtain a bank statement closer to your visa appointment and make sure your passport is extended at least six months beyond the date you hope to enter the USA.

Please be advised that you should apply for an international driver’s license in your home country. HFC also expects you to be responsible for your short and long-term housing and transportation needs. Also, please be advised that wintertime in this region can get very cold.

I wish you the very best at your visa interview. I look forward to working with you as you pursue your education at Henry Ford College.

International Admissions Associate
Henry Ford College

Appendix vii (pg 1 of 1)
Appendix viii

CHANGE OF PROGRAM FORM

(Complete all fields for processing and please print legibly)

STUDENT INFORMATION

Student Name: ___________________________ Student ID: ___________________________

Email address: ___________________________ Phone: ___________________________

Are you a Financial Aid recipient? □ YES □ NO

Do you receive Veteran’s benefits? □ YES □ NO

Are you on an F-1 VISA? □ YES □ NO

Reason for Program Change:

CHANGE OF MAJOR/PROGRAM (INCLUDES CERTIFICATE):

If you are adding the Biotechnology, Culinary Arts (Bachelor degree), Health Careers, or Nursing program, other than “Pre”, the Biotechnology/Culinary Arts/Health Career/Nursing Advisor must provide his/her signature. The signature will indicate you have been accepted into the specific program.

Name of program to be ADDED: Example: Associate in Business, Business Administration program. Please refer to https://www.htcc.edu/catalog/programs for the exact program you want to add. You will be placed in the current catalog version.

Write the Program to be ADDED on this line.

ALL OTHER ACTIVE PROGRAMS WILL BE REMOVED.

NOTE: Certain certificate programs are not eligible to receive federal financial aid. Please contact the Office of Financial Aid to determine if your desired certificate program is aid eligible.

I hereby authorize the Registrar’s Office to make the designated changes to my program (major). I also understand that developmental credits will not be used toward my graduation requirements and program changes may extend my anticipated date of graduation.

Student Signature ___________________________ Student ID ___________________________ Date ___________________________

Dept. Signature [Req. for students ACCEPTED into Biotech., Culinary Arts (B.S), Health Careers, Non ONLY] Date ___________________________
What is the Cultural Friendship Program (CFP)?

- CFP is a program that pairs international students at HFC with students, staff and faculty from the United States.

Why should I join CFP?

- Learn about another culture while teaching someone about yours
- Build rewarding friendships and expand your network
- Increase intercultural communication skills
- Broaden your worldview

How does CFP work?

- After signing up, ISS staff do their best to match participants based on similar interests
- Pairs meet for the first time at the opening social event
- Participants are encouraged to meet for a semester for an hour each week at times that work best for them
- Pairs may share a conversation, cook or eat a meal, play sports or anything they prefer

For more information and to sign up, please contact:
International Student Services, Welcome Center 210
international@hfcc.edu
313-817-6842
Appendix x

INTERNATIONAL STUDENTS: LEADING PLACES OF ORIGIN

Top 10 Countries of Citizenship in 2014/15 and
South America Countries of Citizenship as per the Top 25 Places of Origin of International Students – 2014/15

Appendix xi

INTERNATIONAL STUDENTS: LEADING PLACES OF ORIGIN
Top 10 Countries of Citizenship in 2014/15 and
South America Countries of Citizenship as per the Top 25 Places of Origin of International Students – 2014/15

South America Countries of Citizenship as per the Top 25 Places of Origin of International Students - 2014/15

Appendix xii

Henry Ford College Viewbook

*to be added online for F-1 (and domestic) student access*
International (F-1) Students
Steps to Enrollment and an I-20

Step 1
Apply Online
- Complete the HFC international student online application at: www.hfcc.edu/apply
- Click on “International Students” on the right-hand side
- The name on your application (and all documents) must match the name on your passport exactly

Step 2
Evaluate Your High School or College Transcript
- You must use an approved NACES evaluation service such as Educational Credential Evaluators (ECE): www.ece.org
- For a list of other evaluation services, go to the NACES website (www.naces.org) and click on “current members”
- The document must be sent directly from the evaluation service to HFC
- https://www.hfcc.edu/international/transcriptrequest

Step 3
Provide Proof of Financial Responsibility (Bank statement and affidavit form)
- Provide:
  a) signed affidavit of support form
  b) bank documentation in English showing the most current month’s bank statement, no older than three months
- Full-time students will need to show $21,000 U.S. funds annually
- Additional financial requirements for an accompanying spouse is $6,500 and for a child is $3,500 U.S. dollars

Step 4
Show Proficiency in English (if applicable)
- This step is not necessary if you would like to study in our English Language Institute
- Acceptable scores for the TOEFL, IELTS and more can be found on our website: https://www.hfcc.edu/international/futurestudent-f1visa
- Proficiency tests must be no more than 2 years old and must be mailed directly to HFC from the testing agency
- Regardless of any proficiency test, all applicants must take our placement test upon arrival and abide by the results

Steps 5 & 6
Fill out the student information form and Give a copy of your passport
- Please make sure your complete international address is on the student information form
- Passport: Show your name, photo, passport number and expiration date
- Your passport must be valid at least six months from your date of entry into the USA

Contact Information
- Please mail documents to:
  International Student Admissions
  Henry Ford College
  Welcome Center
  5101 Evergreen Road
  Dearborn, MI 48128
- Any questions? Please e-mail or call us at: international@hfcc.edu or 313-317-6842
# Appendix xiv

## Steering Committee Feedback Form

Team Name: **CPI International Students, Improving Services and Increasing Enrollment (WIN 2016)**  
Sponsor: Cynthia Glass, VP Human Resources

<table>
<thead>
<tr>
<th>Idea for Improvement</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Improve website, adding functional and aesthetic features (focused-interview participants will be invited back to provide feedback on changes/updates)</td>
<td></td>
</tr>
<tr>
<td>2.) Creation of e-materials: HFC Viewbook and F-1 student brochure</td>
<td></td>
</tr>
<tr>
<td>3.) Create surveys to evaluate workshops currently offered to F-1 students (employment, OPT, and new student orientation)</td>
<td></td>
</tr>
<tr>
<td>4.) Create and evaluate Cultural Friendship Program</td>
<td></td>
</tr>
<tr>
<td>5.) Create and evaluate International Student Mentor Program</td>
<td></td>
</tr>
</tbody>
</table>

Team Feedback Meeting—Date: ________________________________

Sponsor: ________________________________ Leader: ________________________________
Acknowledgements

The International Enrollment CPI team would like to thank the following for their contributions in our teams effort:

Mazen Al-Badany
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