

ENGLISH LANGUAGE INSTITUTE  
OAKLAND COMMUNITY COLLEGE

( Program Review )

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TABLE OF CONTENTS

TITLE	PAGE
ACKNOWLEDGEMENT .....	1
INTRODUCTION .....	2
ISSUES .....	3
College-Wide .....	3
Budget .....	5
Program Related .....	5
Staffing .....	6
Recruiting .....	7
RECOMMENDATIONS .....	8
College-Wide .....	9
Budget .....	12
Program Related .....	13
Staffing .....	14
Recruiting .....	15
Continuation of ELI As a .....	16
Self-Supporting Institute	
List of Interviewees	
APPENDICES	

#### ACKNOWLEDGEMENT

In late October of this year, Dean Nicols called me and asked my help with the English Language Institute (ELI) program assessment. The charge to me, as a consultant, was generally to review the ELI program at OCC as an outsider and to recommend appropriate changes for its improvement and enrollment growth.

For the past three weeks, I have been meeting with the individuals who have been directly and indirectly associated with the ELI program at the College. I have been also reviewing the office files and materials for further information.

I have been assisted in my efforts by many individuals. I owe special thanks to Dean Nicols for his continuing support and efforts to facilitate the reviewing process. I also would like to thank Dr. Reilly for his time, help, and full support in my efforts. Finally, I would like to thank Mrs. Habib who assisted me in several ways, particularly in collecting information necessary for the program review process.

## INTRODUCTION

Any discussion and reviewing of an ELI program on any college campus must begin with a definition of its goals and objectives. For the purpose of this report, I have considered the following four objectives:

1. The ELI program is a recruiting tool, which helps to bring foreign students to the institution.
2. The ELI program is an academic support device, which prepares and enhances the efficiency and quality of foreign students by enabling them to adjust to the American life through their communication skills learned through the program.
- The ELI program is an enrichment tool, which provides the cultural enrichment opportunities for both American and foreign students. It also helps and increases the global exposure of the institution.
- The ELI program is a revenue source, which helps to bring in money to the institution.

These four objectives provide the touchstones for this report, and all of the recommendations have been developed with them in mind.

In this report, college-wide needs and issues in dealing with foreign students have been reviewed briefly. However, the main part of the report focuses on the issues related to the ELI program. Hence, while the recommendations below make suggestions for dealing with non-language-related issues of foreign students at OCC, my recommendations also put heavy emphasis on the development of a

*Who wrote these?*

solid ELI program at OCC that could the language needs of foreign students more effectively.

### ISSUES

In general, the ELI program at OCC is in a state of desperation, insecurity, instability and frustration. This atmosphere is basically responsible for the declining quality of the program.

This part of the report outlines several areas in which I found the college in general and the current ELI program at OCC in particular to be deficient in serving foreign students properly. I have divided the issues in the following general groups:

#### College-Wide Issues

Although community colleges are limited in their services to foreign students in such areas as housing and advanced level courses and degrees, they have the potential to serve them as well as four-year institutions in such areas as academic advising, basic vocational courses, language training, skills training, and on-campus employment. Serving its foreign students, the Oakland Community College faces the following issues:

1. Foreign student affairs are a second priority at the College.
2. The academic counselors are not well-trained and well-prepared to advise foreign students with their special academic needs.
3. A central foreign student advisor who spends one-third of her time in foreign student affairs cannot advise almost one hundred foreign students on four campuses properly.

4. There is lack of cooperation, communication, and coordination among the offices dealing with foreign students, namely, the ELI, Central Admission Office, Counselors Office, Tutorial Services Office, etc.
5. There is a lack of college-wide support for the ELI program. The program suffers from the lack of identity in the college community.
6. Some campuses do not screen foreign students. This is against the official policy of the college that all foreign students and alien residents should be screened prior to their admission to regular college courses.
7. It is believed that some of the counselors do not cooperate with the ELI program to inform the newly admitted foreign students and alien residents about the ELI program and refuse to send them to the program to be tested and, if necessary, placed and trained.
8. It is believed the Foreign Student Advisor is not sometimes willing to refer foreign students to the ELI because of the time and paper work involved.
9. The foreign student advisor blames the geographic location of the ELI and the computer system of the college for her criticisms and her difficulty with monitoring the enrollment of ELI students.
10. The English Language Proficiency requirement for the admission to OCC is believed to be too high.
11. The ELI staff are not on the College mailing list.
12. The ELI courses are not on the College catalog.

### Budget Related Issues

In general, the lack of a solid budget for the ELI program is the core of almost all the ELI related issues that are discussed in this report:

1. The uncertainty in forecasting program enrollments in a seven-week session leads, in turn, to uncertainty with respect to the program budget.
2. A desire to avoid deficits makes the program to be less efficient in serving the students in the program.
3. The program has been dependent on students tuition to cover its expenses since it was established in 1983.
4. The college has not been supporting and has not had any financial commitment to the program. Moreover, the college is taking twenty percent of the ELI's revenues for use of space, telephone, facilities and office equipments.

### Program Related Issues

1. There are no written rule and regulations in dealing with various program-related issues, particularly there is no written policy regarding the issue of admitting late students.
2. There are no written course objectives for different subject areas (Reading and Listening, Composition, and Grammar) as intensive ELI courses.
3. There are no written program evaluation procedures to assess the

quality of the program and to evaluate its success in achieving its primary goals and objectives.

4. There are no regular instructor evaluation procedures except the student evaluation at the end of each intensive sessions.
5. There are almost no meetings for reviewing and possible revising of course objectives and evaluating the quality and relevance of course contents and textbooks.

#### Staff Related Issues

In general, the program is overstaffed. In addition, it suffers from two major staff-related issues:

1. There is an administrative gap in the management, operation, and evaluation of the program. The gap is mainly resulted from (1) lack of a full commitment of the Director to the program and (2) lack of a solid budget to cover the expenses.
2. Instructors are not satisfied with the program because of the following reasons:
  - \* Disappointed with the college for the lack of its commitment and financial support for the program;
  - \* Insecurity about their future involvement with the program due to the continuing threat of program closure. Their contract with the college is on a seven-week basis;
  - \* Lack of fringe benefits that part-time instructors are entitled to;



- \* Frustrated with the size, length, and non-continuity of their classes as well as the unbalanced mixture of students in their classes. They get more frustrated when they waste the first two weeks of the session on counting the students and worrying about the program having enough students;
- \* Lack of their involvement in the various aspects of the program;
- \* Frustrated with the Admission Office for their insistence on keeping the English Proficiency requirement at 550 for TOEFL;
- \* Lack of their involvement in the professional development activities and programs due to lack of financial support by the program;
- \* Lack of office space/hours to be available to their students when they are needed;
- \* Unnecessary competition among the instructors for more teaching hours;

### Recruitment

Due to the lack of funding, nothing is done in recruiting more foreign students for the ELI program. For the same reason, ELI instructors are discouraged to offer new ideas and to get involved with the recruitment. For the lack of its adequate advertising, it is believed that the ELI program is not serving the community people properly.

## RECOMMENDATIONS

As I stated before, the recommendations listed below are organized according to the four previously described objectives. I wish to emphasize here that these recommendations are heavily interdependent. They are developed as components of an interlocking unit rather than a series of items related only by their relevance to a common topic. I urge that they be considered from this same perspective. Some could be implemented individually and still retain my support, but others would be severely compromised, or even rendered pointless, by their partial implementation. One general principle that underlines all of the following recommendations is that the OCC should design an ELI program that is sufficiently flexible to be responsive to the language needs of a diverse foreign individuals on its campuses - one that includes a traditional intensive language proficiency courses for its F-1 students for their future academic purposes as well as language training courses for the alien residents of the community that could help them to cope and adjust more easily to the way of life in their new environment. This means that the college should commit itself to the ELI program and provide it with financial support. Coordinated evaluation of the program performance and budgeting should be ultimately the responsibility of the central administration of the college, but strategies for using funds are best devised at the program level. I suggest the following recommendations for having a viable and successful foreign students program as well as a more effective and efficient ELI program at the college:

### College-Wide

These college-wide recommendations include both those on matters dealing with foreign students currently at OCC and those on matters related to the ELI:

1. A more committed foreign student advisor (time-wise) is needed to provide the services detrimental to the academic success of foreign students at the college. The lack of appropriate staff to deal with the issues of foreign students causes their hopelessness and confusion.
2. There should be more additional support services for foreign students at the college. The attitude of the college is that there is no need to increase the support services for foreign students because of the low enrollment of foreign students over the years. Although this might be true, the college has not done anything differently over the years and almost no effort has been made to bring more foreign students to the college. The lack of college preparation to serve foreign students by developing and implementing various suitable programs is the main reason for lack of foreign student enrollment growth over the past years.
3. The foreign student advisor should organize orientation sessions for foreign students, particularly for those in the ELI program. This would not only help the foreign students at OCC to learn more about their college, it might also encourage the ELI students to apply for their admission to OCC following their courses.
4. The ELI program should be recognized as a legitimate and regular

part of the College. It should be integrated with the rest of the institution. This integration has some advantages including: (a) the budget-related issues of the program would be solved; (b) the ELI instructors would not feel left out any longer; and (c) the morale of the ELI staff would be boosted.

5. The College should use ELI program for recruiting foreign students.
6. The College should apply for the certification of ELI as an official language training institute. The request should be sent to the Immigration and Naturalization Services Office (INS) in Detroit as soon as possible because it takes some time before they respond it. This action should be taken as a joint effort by the Admission Office and the ELI. In case of an unusual delay in the INS's response, a follow-up should be done.
7. Following the official permission from the INS, the ELI coordinator should be authorized to issue English I-20 Forms for the applicants to the ELI program. The admission criteria to the ELI program are to be different from those to the OCC. Admission to the ELI does not guarantee the ELI students' admission to the college.
8. A support group consisting ELI coordinator, Foreign Student Advisor, one counselor from each campus, and a representative from tutorial services office of each campus should be formed to address and discuss the college-wide issues related to foreign students.
9. A better communication between the ELI and two offices of

Admissions and Computer Services is needed to solve the monitoring of foreign students in the ELI program.

10. Both the Central Admission Office and the Counselors should respect the OCC's written screening policy of foreign students.
11. The foreign student advisor and the counselors should cooperate with the ELI staff in disseminating the information on ELI courses and services.
12. ELI staff should be included in the college mailing list.
13. The ELI courses, particularly those for the alien residents, should be included in the college catalog.
14. The College's English Test requirement for admission purpose should not be lowered. However, in borderline cases (TOEFL scores of above 500 and Michigan Battery Test scores of above 75%), the Admission Office should consult with the ELI instructors prior to denial of admission. I, personally, believe that in these cases the students should be admitted to the College with three conditions:
  - a. The students should get the written approval of the ELI instructors on their English proficiency and readiness to take college courses;
  - b. The students should sign up for the ELI course(s) while taking college credit courses;
  - c. The students should be permitted to take only Science and Math courses.

15. The alien residents of the county should not be required to take the English test for admission to OCC. However, they should be encouraged to register in ELI program if they need to improve their English.
16. The alien residents of the county should be able to take the ELI courses for credit. This would also qualify them for financial aid.
17. The alien residents of the county should be able to take the ELI courses at a normal college fee.

#### Budget

The ELI's revenue can be increased by taking a combination of the following measures:

College Financial Support: the ELI is a college-wide service program, it serves other campuses as well; therefore, the program costs should be shared by all campuses. If the College cares and feels strong about foreign students on its campuses, it should commit itself to the ELI program and absorb some of its costs. The College's financial commitment to the ELI program should be on an annual basis rather than for a seven-week session.

Tuition Fee: through the expansion of ELI as well as promoting the recruitment efforts, more revenue can be expected from tuition. The expanded program can include:

- a. Traditional intensive courses for F-1 students;
- b. ESL courses for alien residents;

- c. ESL courses for business visitors;
- d. Tutorial services for those ELI Students with extra help;

Testing Fee: institutional TOEFL and Michigan Battery Test should continue to be offered at the ELI at the same cost.

#### Program Related

The integrity of the ELI program at OCC requires the following actions to be taken:

1. In a joint effort, the program coordinator and the instructors should work on writing (a) program objectives and the rules dealing with the expected issues and (b) course objectives - specific objectives should be written for every level and every subject area.
2. The ELI coordinator should visit classes and evaluate instructors' performance on a regular basis.
3. The ELI coordinator should review the student evaluation reports and share the results with the individual instructors.
4. Following each seven-week session, the ELI coordinator should meet the instructors both collectively and individually to discuss the general issues related to the program, including textbooks, course materials, and other issues that might come up during the session.
5. Small classes (8-12) at least at two levels of intermediate and

advanced should be offered for each subject area of grammar, composition, speaking & listening, and reading.

6. In order to keep the ELI class schedules more in line with the college schedule, students should be admitted to the ELI on a semester basis with two intensive sessions. This is also important for the continuity of the sessions.
7. As the result of the reorganization and expansion of the program as recommended in this report, the ELI space should be expanded to accomodate office space for the instructors.

#### Staffing

1. A full time instructor/coordinator should be hired with both teaching and program coordinating responsibilities. This person should have both ESL/Linguistics background and administrative skills. The full-time status of the coordinator is very crucial if the recommended college-wide and ELI program-related changes are to occur because these changes would increase the coordinating responsibilities of the program coordinator.
2. Recruitment, dissemination of information on ELI courses and services on the campuses and in the community, and regular contacts with counselors and the foreign student advisor should be included in the coordinator's responsibilities.
3. A part-time (maximum 20 hours/week) support staff should be hired responsible both to the program coordinator and the instructors.



4. The ELI instructors should be assured to have contract for a year or, at least, for a full semester. Their contract should be either on an hourly basis or for an exact amount of money to teach a course and doing the related activities, including at least two hours of office hours per week and attending the regular staff meetings.
5. The ELI instructors should be encouraged and financially supported by the program to attend professional development seminars and workshops. They should share their information with other ELI staff.

#### Recruitment

In order to disseminate the information on the ELI programs and services at OCC, as joint efforts, both the program coordinator and the instructors should take the following actions:

1. A special fund should be allocated for recruiting activities.
2. The newly revised ELI program at OCC should be communicated with the colleges and universities in the Tri-County area and with the public schools in Oakland County, and they should be encouraged to refer their foreign students to the ELI at OCC for language training.
3. The ELI programs and services should be included in the college brochures.
4. New brochures explaining the ELI services and programs as well as

its advantages over other language training institutions in the area should be sent out to public schools and higher education institutions and major companies in the area, and to the foreign consulate in Detroit as well as to the alien residents living the county.

5. The ELI should develop its own application forms in order to recruit foreign students for the ELI program.
6. The Admission Office should provide the ELI Office with college application forms to be sent to target applicants along with the ELI applications.
7. The ELI courses should be mailed to the county residents before the sessions start. This requires the ELI to have its own mailing to be done earlier.
8. Slide presentations on the programs and services of ELI should be developed and shown on OCC campuses, other college campuses as well as in public schools of the area.

Continuation of the ELI as  
a Self-Supporting Institute

Although I do not recommend the continuation of the ELI program at OCC as a self-supporting institute, I offer the following suggestions if the administration decides to let the program continue to operate with its self-supporting status:

1. The number of instructors should be reduced to four with this size of enrollment;

2. The secretarial hours of the Administrative Assistant should be reduced to 20 hours per week. She should be used in another capacity for the rest of her time;
3. The position of the Assistant Director should be eliminated;
4. The costs saved due to these staffing reductions should be spent on activities to improve the quality of the program, including (a) office hours for instructors, (b) paid staff meetings, (c) recruitment, and (d) social and learning activities for ELI students;
5. The college-wide awareness about the ELI program should be increased;
6. More cooperation between the ELI and Admissions Office and Counselors Office should be developed;



OAKLAND COMMUNITY COLLEGE

ORCHARD RIDGE CAMPUS 27055 ORCHARD LAKE RD FARMINGTON HILLS, MICHIGAN 48018 313-471-7500

List of the People Interviewed

Ms. Johanna Kobran, Academic Dean Auburn Hills, Campus  
Former ELI Director

Mr. Robert MacKay, Professor  
Former ELI Director

Dr. B. J. Reilly, Professor  
Current ELI Director

Mr. Charles Kurzer  
College Registrar

Mrs. Carolyn Harrison  
Foreign Student Advisor

Mr. John Bergman  
Counselor

Mrs. Kaye Zapinski  
Assistant Director & ELI Instructor

Mrs. Helen Habib  
Administrative Assistant

Mrs. Cindy Gould  
ELI Instructor

Mrs. Linda Goodman  
ELI Instructor

Mrs. Malka Subrin  
ELI Instructor

Mrs. Ilene Abramson  
ELI Instructor

Mrs. Pat Shepich  
ELI Instructor

## APPENDICES

- A. ELI Students - Campus Proximity
- B. ELI Current Staff
- C. ELI Organizational Chart
- D. ELI Current Budget
- E. ELI Budget Proposal
- F. ELI Current Class Schedule
- G. ELI Current Textbooks
- H. ELI Enrollment History
- I. TOEFL Testing History
- J. TOEFL Testing Expenses
- K. TOEFL Testing Schedule
- L. Information on ELI
- M. ELI Student Survey
- N. Foreign Student Admissions Requirements
- O. Instructor Evaluation Form
- P. 1981 English Test Requirements at Other Institutions
- Q. Letters



AKLAND COMMUNITY COLLEGE  
ENGLISH LANGUAGE INSTITUTE



ORCHARD RIDGE CAMPUS

27055 ORCHARD LAKE ROAD

FARMINGTON HILLS, MICHIGAN 48018

(313) 471-7788

ELI-Students  
Campus Proximity

Year	Auburn Hills	Highland Lake	Orchard Ridge	South East
Winter 1-84	5	10	11	12
Winter 2-84	2	4	5	6
Spring 85	4	3	4	4
Summer 85	2	1	11	5
Fall 1-85	6	3	6	12
Fall 2-85	4	3	9	14
Winter 1-86	1	2	17	10
Winter 2-86	5	4	10	8
Spring 86	4	1	5	6
Summer 86	2	2	18	10
Fall 1-86	5	4	13	14
Fall 2-86	5	3	13	12

# English Language Institute Organizational Chart

Director/Coordinator  
Dr. Reilly  
(3 hours/week)

Assistant to Director  
Mrs. Zapinski  
(5 hours/week)

Administrative/Secretary Asst.  
Mrs. Habib  
(35 hours/week)

Instructor  
Cindy Gould  
(5 hours/week)

Linda Goodman  
Linda Goodman  
(5 hours/week)

Instructor  
Malka Suprin  
(5 hours/week)

Instructor  
Illene Abramson  
(10 hours/week)

Instructor  
Pat Shepich  
(10 hours/week)

\* Kaye Zapinski, the Assistant to Director, is also teaching in the program 5 hours/week.  
is also teaching a course in the program  
(5 hours/week).



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### ELI STAFF

Current Session Fall 2  
November 3-December 19, 1986

Dr. B. J. Reilly Director/Coordinator	3 hours per week
Kaye Zapinski Assistant to Director	5 hours per week (administrative) 5 hours per week (teaching)
Helen Habib Administrative Assistant	35 hours per week
5 instructors:	
Cindy Gould	5 hours in ELI
Linda Goodman	5 hours in ELI
Malka Subrin	5 hours in ELI
Ilene Abramson	10 hours in ELI
Pat Shepich	10 hours in ELI





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ORCHARD RIDGE CAMPUS 27055 ORCHARD LAKE RD. FARMINGTON HILLS, MICHIGAN 48018 313-471-7500

Current Session, Fall 2  
November 3 to December 19, 1986

ELI REVENUES

Intensive Students	15 st. x \$700.00=	\$10,500.00
Semi-Intensive Students	11 st. x \$350.00=	3,850.00
TOEFL	40 st. x 20.00=	800.00
Proficiency Test	18 st. x 5.00=	90.00
Total		<u>\$15340.00</u>

ELI EXPENSES

Dr. B. J. Reilly, Director	3 hrs. x 7 x \$	=
Mrs. Kaye Zapinski, Assistant Director	5 hrs. x 7 x \$24.00	=\$840.00
Mrs. Helen Habib, Administrative	35 hrs. x 7 x \$10.00	=\$2450.00
<u>Instructors:</u>		
Mrs. Cindy Gould	5 hrs. x 7 x \$24.00	=\$840.00
Mrs. Linda Goodman	5 hrs. x 7 x \$24.00	=\$840.00
Mrs. Malka Subrin	5 hrs. x 7 x \$24.00	=\$840.00
Mrs. Kaye Zapinski	5 hrs. x 7 x \$24.00	=\$840.00
Mrs. Ilene Abramson	10 hrs. x 7 x \$24.00	=\$1680.00
Mrs. Pat Shepich	10 hrs. x 7 x \$24.00	=\$1680.00
TOEFL	\$12.00 x 40	=\$480.00
Supplies		19.15
College	\$14,350.00 x .22	=\$3157.00
Refund to students	\$300.00 + \$150.00	=\$450.00
Refund to instructors for seminar	\$35.00 x 4	<u>=\$140.00</u>
Total Expenses - Dr. Reilly		<u>\$14256.15</u>

Date: \_\_\_\_\_

## TOEFL TESTING SCHEDULE

9:00-10:00 Helen and Assistant Director check in students, their I.D., registration and admission forms

9:30-1:00 Teacher A  
Teacher B  
Seat students in random order in J292. All jackets, purses, books in back of room  
Passports and admission forms remain on desk  
Administer Composition first, then TOEFL

11:00-1:00 Comps read and scores posted  
Teacher C or 2 readers

1:00-1:30 Staff Break

1:30-5:00 Teacher D  
Teacher E  
Score TOEFL, post averages, make up student report, count, package and mail tests.  
Helen and Assistant Director will help

NOTE: Have to administer 35 tests to break even on pay for 4 teachers, Readers or 5th teacher to read comps is over and above, 40 tests administered to break even including readers or comp reader

MODEL

ANNUAL EXPENSES

One Level (One classroom 9:00 P.M. - 3:00 P.M., M-R)

84 Students X \$700.00 = \$58,800.00

Costs:	20 hours <u>Instruction</u> per week X 42 wks. X \$24.00	=	20,160.00
	Supplies, FICA, Services	22%	= 12,936.00
	Administration		= 15,000.00
	Promotion, Recruitment, etc.		= 10,704.00
			<u>\$58,800.00</u>

Director

- Ten Hours Instruction \$10,080.00
- Administrative Stipend 15,000.00

\$25,080.00

Two Levels (Two classrooms 9:00 A.M. - 3:00 P.M., M-R)

120 Students X \$700.00 = \$84,000.00

Costs:	40 hours <u>Instruction</u> per week X 42 wks. X \$24.00	=	40,320.00
	Supplies, FICA, Services	22%	= 18,480.00
	Administration		= 15,000.00
	Promotion, Recruitment, etc.		= 10,200.00
			<u>\$84,000.00</u>

Director

- Ten Hours Instruction \$10,080.00
- Administrative Stipend 15,000.00

\$25,080.00

Three Levels (Three classrooms 9:00 A.M. - 3:00 P.M., M-R)

168 Students X \$700.00 = \$117,600.00

Costs:	60 hours <u>Instruction</u> per week X 42 wks. X \$24.00	=	60,480.00
	Supplies, FICA, Services	22%	= 25,872.00
	Administration		= 15,000.00
	Promotion, Recruitment, etc.		= 16,248.00
			<u>\$117,600.00</u>

Director

- Ten Hours Instruction \$10,080.00
- Administrative Stipend 15,000.00

\$25,080.00



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TOEFL

<u>Date</u>	<u>ELI Students</u>		<u>Outsiders</u>	
June 21, 1985	14	3	17	2
August 23, 1985	13	1	14	3
October 25, 1985	23	1	8	0
December 19, 1985	21	2	14	2
February 20, 1986	20	6	14	3
April 25, 1986	9	4	19	4
June 25, 1986	3	1	11	3
August 22, 1986	5	1	25	4
October 24, 1986	15	1	14	5
	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
Total	123	20	139	26

## FALL

## WINTER

## SPRING/SUMMER

ADVANCED

Reading	Between the Lines	Readers Choice	
Comp	Fundamental of Writing for a Specific Purpose	Paragraph Development	
Grammar	Understanding & Using English Grammar	Rapid Review of English Grammar	
S & L	Inter Listening In & Speaking Out Listening Focus	Advanced Listening In & Speaking Out Non-Stop Discussion Wkbk.	Functions of American English

INTERMEDIATE

Reading	In Context	Momentum	
Comp	Basic Composition for ESL	Paragraph Patterns	
Grammar	Fundamentals of English Grammar	Mastering American English	
S & L	Listening Contours Speak for Yourself, Book 2	Can't Stop Talking Listening Tasks	Missing Persons Listening Transitions

BEGINNING

Reading	Insights and Ideas	Concepts and Comments	
Comp	Write From the Start	Basic Composition for ESL	
Grammar	Basic English Grammar	English Sentence Structure English Structure Practice	
S & L	Now Hear This Getting Together	Listening Dictation Improving Aural Comprehension	

## SEMI-INTENSIVE

Guided Composition  
Intensive English for Communication, Book 2  
Audio Tape Program



ENGLISH LANGUAGE INSTITUTE

FALL SESSION - 1983

First six weeks: 85 Students	15 Intensive
	70 Semi-Intensive
Second six weeks: 42 Students	23 Intensive
	19 Semi-Intensive

WINTER SESSION - 1984

First six weeks: 60 Students	32 Intensive
	28 Semi-Intensive
Second six weeks: 24 Students	24 Intensive
	0 Semi-Intensive

SPRING SESSION - 1984

	7 Intensive
	22 Semi-Intensive

SUMMER SESSION - 1984

	18 Intensive
	8 Semi-Intensive

FALL SESSION - 1984

First seven weeks: 44 Students	30 Intensive
	14 Semi-Intensive
Second seven weeks: 20 Students	20 Intensive
	0 Semi-Intensive

WINTER SESSION - 1985

First seven weeks: 29 Students	29 Intensive
	0 Semi-Intensive
Second seven weeks: 14 Students	14 Intensive
	0 Semi-Intensive

SPRING SESSION - 1985

14 Intensive  
5 Semi-Intensive

SUMMER SESSION - 1985

14 Intensive  
6 Semi-Intensive

FALL SESSION - 1985

First seven weeks: 31 Students

27 Intensive  
4 Semi-Intensive

Second seven weeks: 29 Students

29 Intensive  
0 Semi-Intensive

WINTER SESSION - 1986

First seven weeks: 28 Students

28 Intensive  
0 Semi-Intensive

Second seven weeks: 20.5 Students

20.5 Intensive  
0 Semi-Intensive

SPRING SESSION - 1986

5 Intensive  
9 Semi-Intensive

SUMMER SESSION - 1986

20 Intensive  
0 Semi-Intensive

FALL SESSION - 1986

First seven weeks: 30 Students

22 Full-Time  
8 Part-Time

Second seven weeks: 26 Students

15 Full-Time  
11 Part-Time

Academic Year	Students	Intensive	Semi-Intensive
Fall 1983-Summer 1984	266	119	147
Fall 1984-Summer 1985	146	121	25
Fall 1985-Summer 1986	142.5	129.5	113
Totals	554.5	369.5	185



FALL 2, 1986

Final

047

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:00-10:10	9:00-10:10	9:00-10:10	9:00-10:10
G108	G108	G108	G108
Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
Gould	Gould	Gould	Gould
10:20-11:30	10:20-11:30	10:20-11:30	10:20-11:30
G108	G108	G108	G108
Grammar	Grammar	Grammar	Grammar
Shepich	Shepich	Shepich	Shepich

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LUNCH 11:30-12:30

---

12:30-1:40	12:30-1:40	12:30-1:40	12:30-1:40
Reading	Reading	Reading	Reading
G108	G108	G108	G108
Shepich	Shepich	Shepich	Shepich
1:50-3:00	1:50-3:00	1:50-3:00	1:50-3:00
G102	G102	G102	G102
Composition	Composition	Composition	Composition
<del>Subrin</del>	<del>Subrin</del>	<del>Subrin</del>	<del>Subrin</del>

~~Subrin~~  
Zapinski

2, 1986

048

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
9:00-10:10	9:00-10:10	9:00-10:10	9:00-10:10
G102	G102	G102	G102
Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
Goodman	Goodman	Goodman	Goodman
10:20-11:30	10:20-11:30	10:20-11:30	10:20-11:30
G102	G102	G102	G102
Grammar	Grammar	Grammar	Grammar
Abramson	Abramson	Abramson	Abramson

LUNCH

11:30-12:30

12:30-1:40	12:30-1:40	12:30-1:40	12:30-1:40
Reading	Reading	Reading	Reading
G102	G102	G102	G102
<del>Zapinski</del> <i>Abramson</i>	<del>Zapinski</del>	<del>Zapinski</del>	<del>Zapinski</del>
1:50-3:00	1:50-3:00	1:50-3:00	1:50-3:00
G102	G102	G102	G102
Composition	Composition	Composition	Composition
Subrin	Subrin	Subrin	Subrin

1 1/2 LEVELS

TOEFL TESTING EXPENSES

10/8/86

We ordered 30 tests at \$12 per test		- \$360.00
30 tests at \$20 (charge to students)		+ \$600
2 morning teachers for 3½ hrs	\$168.00	
Comp Teacher 2 hrs	48.00	
2 comp Readers 2 hrs at \$10	40.00	
2 afternoon teachers	168.00	
	<hr/>	
	\$	456.00

1 Morning teacher for 3½ hrs	84
Comp Teacher 2 hrs	48
2 Comp readers 2 hrs at \$10	40
1 Afternoon teacher for 3½ hrs	84
	<hr/>
	\$256.00

This assumes that we test 30 people and get \$20 from each.



OAKLAND COMMUNITY COLLEGE

ORCHARD RIDGE CAMPUS 27055 ORCHARD LAKE RD. FARMINGTON HILLS, MICHIGAN 48018 313-471-7500

A summary report on all students who had taken the Michigan Battery Test at O.C.C. from 1983 to 1985.

1983	19 students	8 passed
1984	271 students	60 passed
1985	62 students	18 passed

In June 1985, we started administering the Institutional TOEFL at the end of each session. ELI students and outsiders alike, took the test at the same time.



OAKLAND COMMUNITY COLLEGE  
ENGLISH LANGUAGE INSTITUTE



ORCHARD RIDGE CAMPUS

27055 ORCHARD LAKE ROAD

FARMINGTON HILLS, MICHIGAN 48018

(313) 471-7788

The English Language Institute started in the Fall of 1983. Currently, there are six seven week sessions at Orchard Ridge Campus. There are two sessions during the fall semester, two during the winter semester, one in the spring, and one in the summer.

Foreign students who apply to OCC are sent by Carolyn Harrison (Foreign Student Admissions) to Orchard Ridge to take either the TOEFL Institutional Test (if they are on an F-1 Student Visa) or the OCC Test of English Language Proficiency (if they are resident aliens or on another visa).

If a student fails to pass either the TOEFL with a score of 550, or the Proficiency Test with a score of 80, he enrolls in the ELI to improve his English skills.

Students on a Student Visa must enroll, and those who wish intensive study can enroll in the Intensive English Program which meets 20 hours each week for seven weeks. Those who are not on Student Visas can enroll in the Semi-Intensive English Program 6 hours a week for seven weeks.

Our office is G115 at Orchard Ridge Campus. For more information or to check on the status of a student call 471-7788.



OAKLAND COMMUNITY COLLEGE  
ENGLISH LANGUAGE INSTITUTE



ORCHARD RIDGE CAMPUS

27055 ORCHARD LAKE ROAD

FARMINGTON HILLS, MICHIGAN 48018

(313) 471-7788

DATE: October 16, 1986  
TO: Dr. Reilly, Director, and ELI Staff  
FROM: Helen Habib, Administrative Assistant  
SUBJECT: ELI Students, Past and Present

It has been a great pleasure and a very intriguing endeavor to have the privilege of conducting a survey on all the students that have attended the English Language Institute. All students who are currently on record in our files were personally contacted. Those who could not be reached by phone, I have talked to in person or have spoken with their sponsors or relatives.

Overwhelming enthusiasm, The comments and verbal responses by former students led me to believe that all at the E.L.I. have done a very marvelous job. All responses indicated that students were very grateful to the staff for all forms of assistance ( both academic and personal). They were very pleased and happy to have been contacted by us. A high amount of praise and appreciation for all the services from instructors and the director, was noted.

The majority of the students (75%) who are attending OCC on an F-1 student Visa are either taking credit classes toward an associate's degree or attempting to accumulate enough credits to be able to transfer to a four year university or college, such as Lawrence Institute of Technology, Oakland University, Walsh College, The University of Michigan..... The remainder of the students ( 25%) are attending Wayne Community College, due to the fact that they were accepted with a TOEFL score of 450.

From speaking with relatives of those who were here on tourist or business Visas ( Some I was able to converse with in English, others I had to speak to in their native tongue), I have learned that those students who have attended our program, have returned to their mother land carrying with them the knowledge they have so long sought after. They carried with them many fond memories of our E.L.I. that will be shared with friends and relatives, and which will remain with them in hope that one day they will return to complete their education.

As for our non-native students and immigrants in the U.S.A. (Alien Resident) who came to us seeking higher education, I have learned that a minute number of them are attending Adult Education to alleviate a financial burden. "the quality and standard of education they receive in adult education classes have no comparison to that of our program." They said.

E.L.I. Students, Past and Present.

Like the F-1 Visa students, alien resident students are also attempting to seek associate's degree or transferable credits in hopes of attending other colleges and universities.

A few students who attended OCC through the English Language Institute, belong to the working class and have applied in order to upgrade their communication skills with the public at large and their co-workers.

It has been an enjoyable task and a learning experience to gather the data and information.

My sincere thanks to Dr. Reilly and to the staff for allowing me this great opportunity.

CC.

Dr Jaksen

Charles Kurzer

Dr Don Nichols,

Carolyn Harrison.

John Bergmen.



OAKLAND COMMUNITY COLLEGE  
ENGLISH LANGUAGE INSTITUTE

ORCHARD RIDGE CAMPUS



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(313) 471-7788

The requirements for foreign admission to O.C.C. goes as follow:

1. Obtaining an I-20 from Mrs. Carolyn Harisson at central office by following these steps:
  - a. Apply to O.C.C. for admission to the college.
  - b. Submit original transcripts of all previous academic work, high school or college level.
  - c. Complete application for admission.
  - d. Financial Statement.
  - e. A notarized form for U.S. Sponsor.
  - f. Two references sheets.
  - g. A current photograph with the admission form.
  - h. Proof of English Proficiency by taking the TOEFL and scoring 550 or the Michigan Battery Test with a score of 80 percent.

Students are not eligible to take credit classes until English Proficiency is proved. They are advised to enroll and take ESL Classes at the English Language Institute at the Orchard Ridge Campus.

Alien Residents, tourist and business visa students are subject to take the following steps upon registration at O.C.C.:

1. Students must take the English Proficiency Test (given twice a week Tuesday 6:00 p.m. or Thursday at 2:00 p.m.) at the I.I.C. at the Orchard Ridge Campus.
2. They must score 80 percent or above to be allowed to take credit classes.
3. If they score below 80 percent there will be a hold imposed on their admission, and they are advised to take class at the English Language Institute. They may repeat the test every six weeks.





1981

The following Michigan Colleges and Universities were contacted and reported their minimum score for the TOFEL and the Michigan Test for Foreign Students.

<u>Institution</u>	<u>TOFEL</u>	<u>MICHIGAN TEST</u>
Central Michigan University	550	
Delta Community College	475	70
Eastern Michigan University (conditional-English classes required)	390	60
(normal)	500	80-83
Michigan State University	550	80-83
Lawrence Institute of Technology	500	80
Oakland University	550	80
University of Detroit (full-load)	550	80
(Partial-load)	550	70
University of Michigan	550	85
Wayne State University	500	80
*Western Michigan University (conditional-English classes required)	500	75
(normal)	550	85
Henry Ford Community College	550	85
Highland Park Community College	500	
Macomb Community College	550	80
Wayne County Community College	450	65

\*Transferring students from a college with 45 credit hours or more and a 3.0 Grade Point Average do not need to take the conditional English classes.



**HARIRI FOUNDATION**

1020 19th Street, N.W., Suite 920, Washington, D.C. 20036, (202) 659-9200

**November 17, 1986**

Mrs. Helen Habib  
2480 Opdyke Road  
Bloomfield Hills, MI 48013

**Dear Mrs. Habib:**

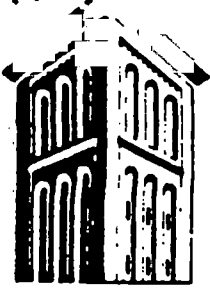
It is my pleasure to thank you on behalf of the Hariri Foundation and its staff for your assistance and hospitality during my recent site visit to your institution. It was extremely helpful to have an opportunity to meet with you first hand and discuss the status of present and future Hariri students.

I appreciate all the information you provided me and the personal interest you have shown in our students. Should you have any questions, or require further information about the Foundation, please do not hesitate to contact me.

Again, thank you for your hospitality. Should you be traveling to the Washington area, please be sure to visit our office!

Sincerely,

Reem El-Awar  
Educational Program Associate



## ST. JOHN'S PROVINCIAL SEMINARY

44011 Five Mile Road  
Plymouth, Michigan 48170-2599  
(313)453-6200

Office of the Academic Dean

January 14, 1985

English Language Institute  
Oakland Community College  
Orchard Ridge Campus

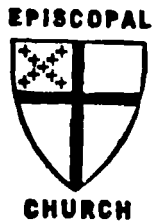
Dear Mrs. Habib:

This is to thank you for accepting Vincent Van Doan into the English Language Institute and to certify that Vincent Van Doan is a student of this Seminary, which will guarantee his tuition, since he is sponsored by the Roman Catholic Diocese of Lansing.

Sincerely,

(Rev.) William F. Meyers  
Academic Dean

WFM/hb



# DIOCESE OF MICHIGAN

4800 WOODWARD AVE., DETROIT, MICHIGAN 48201 • (313) 832-4400

The Rt. Rev. H. Irving Mayson  
Bishop Suffragan of Michigan

July 3, 1986

Oakland Community College  
27055 Orchard Lake Road  
Farmington Hills, Michigan 48018

Attention: Mrs. Habib

Dear Mrs. Habib:

The enclosed check is to be credited to the amount owing on the bill of Akile Bianga, a student at the College. I am assisting Mr. Bianga to raise the balance on his bill.

Thank you for all of your help and patience. It has meant a great deal to this needy and lonely student.

With every good wish to you, I am

Always sincerely,

+   
H. Irving Mayson

HIM:ab