

JUNE '89



OAKLAND COMMUNITY COLLEGE
ENGLISH LANGUAGE INSTITUTE

ORCHARD RIDGE CAMPUS



27055 ORCHARD LAKE ROAD

FARMINGTON HILLS, MICHIGAN 48018

(313) 471-7788

**OAKLAND COMMUNITY COLLEGE
THE ENGLISH LANGUAGE INSTITUTE**

**MISSION AND GOALS
PAST, PRESENT AND FUTURE**

by **Helen Habib**
English Language Institute Specialist
Foreign Student Advisor



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MISSION AND GOALS

The English Language Institute at Oakland Community College serves as a recruitment tool that bridges the gap between a student's native country and his /Hers new school in the United States. It brings foreign students and revenue to our campuses. The ELI is a pillar for non-native students. It is an academic support system. This institute provides initial education in the English language which is necessary prior to the enrollment in the basic curriculum. Instruction and testing is included in the program, thus preparing the student for academic courses. The ELI is a testing agency for various colleges and universities in the Metropolitan area. Following is a list of the goals we have set for the future:

- 1) Awareness of our existence and full cooperation by all counselors, instructors and administrators at all our campuses.
- 2) Professional brochure which illustrates our mission and goals.
- 3) Financial and moral support for the expansion and growth of the ELI.
- 4) International Club that nurtures friendship and ethnic culture.
- 5) Residence Hall and International Housing that gives the students a home away from home.
- 6) Special efforts to reach and support foreign companies and corporations.
- 7) International Student Handbook



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PAST, PRESENT AND FUTURE

The ELI was founded in 1983. It was part of the curriculum and had two non-transferable credits. Thus its recipients, "the alien resident in the metropolitan area," were eligible for financial aid. To pursue their dreams and better themselves, they preferred OCC.ELI to adult education programs, seeking education and a degree. Today's resident students are still seeking quality education but cannot deprive their families from their monthly income. To alleviate this financial burden, they choose alternative routes. The objective of a college is to serve the needs of its community.

Our enrollment is on the uprise. We have been maintaining our present status. Our instructors are doing their utmost to insure and maintain our quality education. They are always searching for better text books and finding the ways and means to help our students achieve proficiency.

Developing a successful program is a combined effort of the instructors, students, counselors and the college administrators. However, the prime responsibilities of the program development belong to the students and their instructors. The key to the success of our institute is the student, whose needs and goals the institute must serve. It is imperative that the students and their instructors are able to reach their goals and achieve some proficiency towards the completion of the session. The perseverance, the determination, and the



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efforts to succeed on the part of the students combined with the knowledge, the dedication and the sacrifice of those who teach them and know what makes the ELI a unique and successful program. The future of our institute lies in the handle of our administrators.

A concept or an idea is only successful when it is implemented by those whose initiative relies on the cooperation and willingness of those individuals who possess the power to allow a dream to grow or perish before its conception. This is the key to our growth. By having the cooperative support of all OCC campuses and exposure to associative campuses the longevity and determined continuance of this program can only begin an upward movement towards world peace, and ethnic exposure. This undoubtedly is our "par excellence" motto, which serves as a recruitment instrument that brings foreign students to our campuses.

Although the ELI is only a few years old, it is rapidly growing abroad in foreign countries and domestically in our own county and its neighboring cities. Thanks to the professionalism and enthusiasm of our instructors, the foreign students carry home with them fond memories and increased knowledge of the English language. The alien residents promote the reputation of the ELI to their friends and relatives. We are to work as a team to reach out and touch our non-native English speakers. This is why more exposure is necessary. We know that it is the quality of teaching that makes the difference, not the cost, for education is never too expensive. Special efforts should be made to reach our foreign businesses, and by doing so, we also increase the global exposure of OCC.



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International Club

An International Club at OCC would nurture friendship among our students. I am working on establishing an International Club where students elect representatives in compliance with the college guidelines of rules and regulations. An International Club is a significant and truly supportive concept which, when in process, would not only provide camaraderie and fellowship among students who share the same interests, but would in essence link together those who seek a common ground. This club will enable students to create, involve, integrate and unite as one entity. This is not only our goal, but our dream.



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Residence Halls and International Housing

Many colleges and universities own and operate student dormitories and apartments. Since Orchard Ridge is becoming the headquarters of international student affairs and the haven of foreign students, it is suggested that this campus be designated as the initial contact point and residing premises of those students involved. The statistics gathered support the fact that OR now has the most foreign students enrolled of all OCC campuses. To be eligible for the college housing, a student must be enrolled as a full-time participant, and students may enroll in a meal plan at our cafeteria. Students must expect to have at least one roommate. A security deposit is held by the college until the lease expires or the student is ready to move. It is refunded to the student if he or she leaves the apartment clean and undamaged. A 30 day notice must be given to the college prior to moving out.



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Business

Foreign businesses have become increasingly involved within the U.S. corporate world. More and more foreign companies have entered the U.S. to establish subsidiaries of their home-based headquarters. In order to assist in negotiations and transactions, knowledge of the English language is crucial. Our responsibilities have thus increased. By providing courses in the English language to employees of foreign companies and their wives who have been transferred to the U.S., we are assisting in the awareness of not only our institute, but of our culture. This can be done by our site courses to the companies which desire the benefits which we can offer. Awareness of our abilities can only be noticed by providing to these companies within the corporate world a chance to bridge the communication barriers which they are faced with.



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ORCHARD RIDGE CAMPUS

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

206

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 Intehsive
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
6 Semi-Intensive

Second seven weeks: 29 Students

29 Students
0 Semi-Intensive

WINTER SESSION - 1986

First seven weeks: 28 Students

28 Intensive
0 Semi-Intensive

Second seven weeks: 20.5

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 Intensive
8 Semi-Intensive

Second seven weeks: 26 Students

15 Intensive
11 Semi-Intensive

WINTER 1987

First seven weeks: 25

19 Intensive
6 Semi-Intensive

Second seven weeks 32

18 Intensive
14 Semi-Intensive

SPRING 1987

29 Intensive
10 Semi-Intensive



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SUMMER 1987

17 Intensive
6 Semi-Intensive

FALL 1987

First seven weeks: 27 Students

23 Intensive
4 Semi-Intensive

Second seven weeks: 24 Students

20 Intensive
4 Semi-Intensive

WINTER 1988

First seven weeks: 49 Students

32 Intensive
17 Semi-Intensive

Second seven weeks: 29 Students

22 Intensive
7 Semi-Intensive

SPRING 1988

21 Intensive
6 Semi-Intensive

SUMMER 1988

27 Intensive
15 Semi-Intensive

FALL 1988

First seven weeks: 49 Students

36 Intensive
13 Semi-Intensive

Second seven weeks: 54 Students

34 Intensive
20 Semi-Intensive

WINTER 1989

First seven weeks: 40 Students

33 Intensive
7 Semi-Intensive

Second seven weeks: 33 Students

34 Intensive
5 Semi-Intensive

SPRING 1989

32 Intensive
6 Semi-Intensive



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TOEFL

<u>DATES</u>	<u>ELI Students</u>		<u>Outsiders</u>	
		<u>Pass</u>		<u>Pass</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
December 18, 1986	12	3	9	2
February 26, 1987	11	0	5	0
April 23, 1987	10	1	10	2
June 25, 1987	8	1	21	7
August 20, 1987	14	3	28	6
October 22, 1987	15	3	14	3
December 17, 1987	12	2	18	4
February 25, 1988	17	4	23	6
April 21, 1988	11	5	27	9
June 16, 1988	13	4	13	3
August 18, 1988	14	0	30	11
October 20, 1988	22	5	12	4
December 15, 1988	15	1	16	6
February 23, 1989	18	2	18	5
April 20, 1989	21	1	16	1



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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

WINTER 1987 to PRESENT

33

9

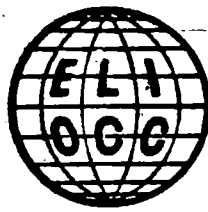
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ACADEMIC YEARS

<u>SESSIONS</u>	<u>STUDENTS</u>	<u>INTENSIVE</u>	<u>SEMI-INTENSIVE</u>
FALL 1983 - SUMMER 1984	266	119	147
FALL 1984 - SUMMER 1985	146	121	25
FALL 1985 - SUMMER 1986	143	109	36
FALL 1986 - SUMMER 1987	175	120	55
FALL 1987 - SUMMER 1988	194	145	49
FALL 1988 - WINTER 1989	176	143	33
WINTER 1989 - TO PRESENT	111	87	24



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CALENDAR 1989-1990

<u>START</u>	<u>END</u>	<u>TOEFL</u>
<u>FALL</u>		
September 11	October 26	October 26
November 6	December 21	December 21
<u>WINTER</u>		
January 8	February 22	February 22
March 5	April 26	April 26
<u>SPRING</u>		
May 7	June 21	June 21
<u>SUMMER</u>		
July 9	August 23	August 23

ELI/ESL COURSE DESCRIPTIONS
COMMUNITY COLLEGES

Aquinas College, Grand Rapids

English as a Second Language, two four hour credit courses concentrating on speaking, listening, reading and writing skills. No special fee outside standard tuition costs.

Calvin College, Grand Rapids

Program provides extensive practice to students whose native tongue is not English. Coursework covers grammar, vocabulary development, and instruction in writing in preparation for the TOEFL.

Ferris State University, Big Rapids

Intensive English Program, improves language skills so that students can benefit from educational experiences in United States.

Grand Valley State University, Allendale

English as a Second Language, offers three courses for nongraduation credit. Courses are vocabulary, speaking and listening skills, and composition. No special fee outside standard tuition costs.

Hillsdale College, Hillsdale

English as a Foreign Language, offers two courses, 3 hours credits each, which cover English comprehension, speech, reading and writing. No special fee outside standard tuition costs.

Macomb Community College, Mt. Clemens

English as a Second Language, offers four, four semester hour courses which cover reading and conversation I & II and basic grammar and composition I & II. Credits can be applied to General Studies Degree. No special fees outside standard tuition costs.

University of Detroit, Detroit

Offers the American Language and Culture Program which provides coursework for proficiency in English. Students first must be admitted to an academic program at the University of Detroit or other approved institution.

Wayne County Community College, Detroit

English as a Second Language, offers five three credit hour courses which cover grammar, composition, reading, listening, pronouncing and speaking. No special fees outside standard tuition costs.

William Tyndale College, Farmington Hills

English Proficiency, students not proficient in English are required to take this 3 credit hour course which provides a basic introduction to grammar and writing. Attention is also given to spelling and vocabulary difficulties. No special fee outside standard tuition costs.

OUTLINE OF ESL LITERATURE

I. RETENTION

-Successful experience in reading and /or writing is one of most significant factors related to persistence.

-Personal/cultural support for all education goals related to persistence (Kangas &Recheldifer)

-1985-86 Study in Florida-4% of AA graduates had ESL credits

-Miami Dade Study (Belcher, 1988)-ESL studies more likely to have left colleges and less likely to have graduated. Less than 30% passed ready and writing basic skills assessment.

-Enrollment growth attributed to ESL demands-Washington Com. Col. report.

-Of 20,000 students enrolling without HS diploma or equivalent, half are enrolled in ESL classes, Washington Com. Col. Report(Seppanen, 1988).

-Kirkwood Community College study, Cedar Rapids, Iowa, (Rosberg, 1983) Purpose was to determine if ESL courses assist students and increase their liklihood of success. Study of 263 students who were enrolled between August 1978-June 1982. 85% were between 17-22 years old. Over 56% were enrolled in liberal arts programs. The majority were academically successful with only 4.18% achieving gpa's of less than 1.75 63.6% of the students had not graduated or transferred nor where they currently enrolled at Kirkwood.

-ESL courses are also seen as a support service to retain students with limited english ability.

-One of the most difficult problems facing colleges today is dealing with students whose basic skills are too low to allow them to benefit from college-level studies.

-1981, Bronx Community College Study, (Santa Rita, Emilio), indicated that when comparing academic performance and retention rates of regularly enrolled students with Hispanic students in ESL, grade point averages for regular students were not higher than ESL during first two semesters, but reg. admitted students had a slightly higher persistence rate than ESL students. ESL students selected secretarial and technological courses while regularly admitted students opted more often for business courses.

-1988 longitudinal study out of San Jose City College, Calif. indicated that in Fall 1981 ESL students were primarily Vietnamese, 79% had been living in U.S. two years or less, 53% lived in downtown San Jose, 84% were between 18 and 39 yrs. old, 21% had more than 12 yrs of education in home country, 24% were continuing their education in SJCC in fall 1987, 1.66% earned associates degrees, 4% transferred to four year institutions.

-Losak(1983) presented a summary of retention patterns for full time 1st time in college students based on entry level test performance. 4318 students tested during Fall 1980 term and 37.5% passed all three subtests of Comparative Guidance and Placement Test and 65.6% were still enrolled during Winter Terms 1982. These students were characterized by high school origin, immigration status, native language other than English or Spanish and lack of high school diploma.

-Belcher(1985) assessed the performance of ESL students on the CLAST (College Level Academic Skills Test) and addressed some of the issues related to the ESL program. Data consisted of students who took all four sections of the CLAST in the Fall of 1984. 10% of this group had taken ESL course work. Performance on the test was decidedly lower for those students who entered college and enrolled in ESL courses. Performance by ESL students was not related to the number of ESL credits they had taken and there was no difference in performance by ESL students with and without college prep work.

II. PROGRAM CHARACTERISTICS / GOALS

-1987 review of college and university ESL indicate programs housed in English Depts.

-Literature coming from southwest, Calif., Texas, Arizona mainly discuss Hispanic populations

-ESL students tend to be older

-Multi-cultural, multi-level needs of students need to be met, attributes this to growth of a program

-1986, 95 randomly selected 2 year colleges study suggested that ESL accounted for 30% of all foreign language classes in 1978 and 43% in 1986.

-Teacher's perception of their role is mediator of the culture

-Roxbury, Mass. study indicated that 83% of students who were accepted fro transfer began their studies in developmental and/or ESL courses. (McCartan, A. & Rodriguez, Kyrasis, 1984).

-Students who enroll have usually been assessed in reading, writing and math skills.

-Some are designed to meet the needs of students with limited English ability who were having difficulty in basic reading and study skills courses.

-Individualized approach to instruction.

-Student body report out of N.Y. indicated 65.6% Hispanic student body, Hostos Community College

III. ISSUES

- ESL faculty disadvantaged in reference to tenure, heavier loads, working conditions and hiring practices.

-Problems with credibility, status and interface of ESL and English faculty.

-programs need improved data collection and course wide activity reporting and assessment procedures.

-Major concern is that programs have to serve the needs of a populaion which has a variety of language, educational and cultural backgrounds.

-Educators are striving to remove the stigma that bilingual education is only compensatory education for the disadvantaged.

-Los Angles Community College Report indicate an expansion of ESL and Amnesty programs, 1988.

-Census Bureau data, 1980, indicates that between 4-6.5 million residents of the U.S. do not speak english well or do not speak it at all.

IV. SKILLS TAUGHT

-Listening and speaking in conversational settings emphasis on communication skills.

-Process writing techniques.

-Literature is referring to Vocational English which is different from ESL, California, vocational ESL related to cultural awareness, jobs, vocational skills. In Texas, students receive survival english training until they are able to enter vocational/technical programs. Also, concentrate on providing english fluency needed in the workplace. Houston's program came about due to influx of Indonesian people.

-A study in California analyzed their population which consisted of immigrants and refugees of mainly Hispanic and Indochinese descent, developed a Vocational English as a Second Language program to meet their needs. Evaluation developed to monitor vocational language proficiency, acceptance into vocational programs, acceptance into higher education, employment, upgrading. Program consists of pre-VESL instruction and concurrent VESL instruction for machine shop, business skills and industry VESL for employees in food processing plant.

-Staff is prepared for cultural differences of population.

-El Paso, TX - ESL curriculum focuses on speaking, listening, reading, and writing and attempts to integrate ESL english, reading and speech into comprehensive language development programs.

Paper from Illinois (Menges and Kelly, 1982) described a VESL course, reported strengths: promoting student comprehension, clarifying subtechnical vocabulary, assisting instructor's evaluation of student's skills acquisition, and boosting students' self confidence.

V. GOALS

-Help students move into college mainstream

-Improve retention

-Work with students who have limited english speaking ability
which affects their learning, disadvantaged student



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

<u>INSTITUTION</u>	<u>TOEFL</u>	<u>MICHIGAN TEST</u>
Central Michigan University	550	70
Delta Community College	475	60
Eastern Michigan University (Conditional-English classes required)	390	60
(Normal)	500	80-83
Michigan State University	550	80 - 83
Lawrence Tech. University	550	85
Oakland University	550	85
University of Detroit (full-load)	550	80
(Partial-load)	500	70
University of Michigan	550	85
Wayne State University	550	80
Western Michigan University (conditional-English classes required)	500	75
(normal)	550	85
Henry Ford Community College	550	85
Highland Park Community College	500	75
Macomb Community College	550	80
Wayne 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.



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FALL 1988 - to PRESENT	176	143	33

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.

Date: August 18, 1989
To: Dan Jaksen
From: Vince Linder
Re: Oakland Community College English Language Institute

I have provided some information here that represents a preliminary look at the ELI and partial answers to some basic questions about what goes on in the ELI and where their students come from and go after ELI. Except for the financial data, my data all came from Helen Habib in the ELI office. As you will see when we discuss this, the ELI picture is not yet complete and further analysis will be needed along with some data collection if the situation warrants. The following are some key points in outline form, additional information is attached.

1. ELI Objectives
 - Public Service
 - OCC Recruiting
 - Self Sustaining Funding
2. ELI Functions, College-wide
(note the absence of ESL classes for credit)
 - Foreign student recruiting
 - Foreign student admissions (I 20's)
 - Foreign student advising
 - Foreign student activities
 - ESL non-credit class programming (see attached)
 - Toefl and OCC Proficiency test administration
3. ELI Staff and Facilities
 - Orchard Ridge office and classrooms
 - 1-Full-time administrator (reporting to Dean Batty, OR)
 - 6-Part-time faculty
 - 1-Part-time OCC student office help
4. ELI Budget

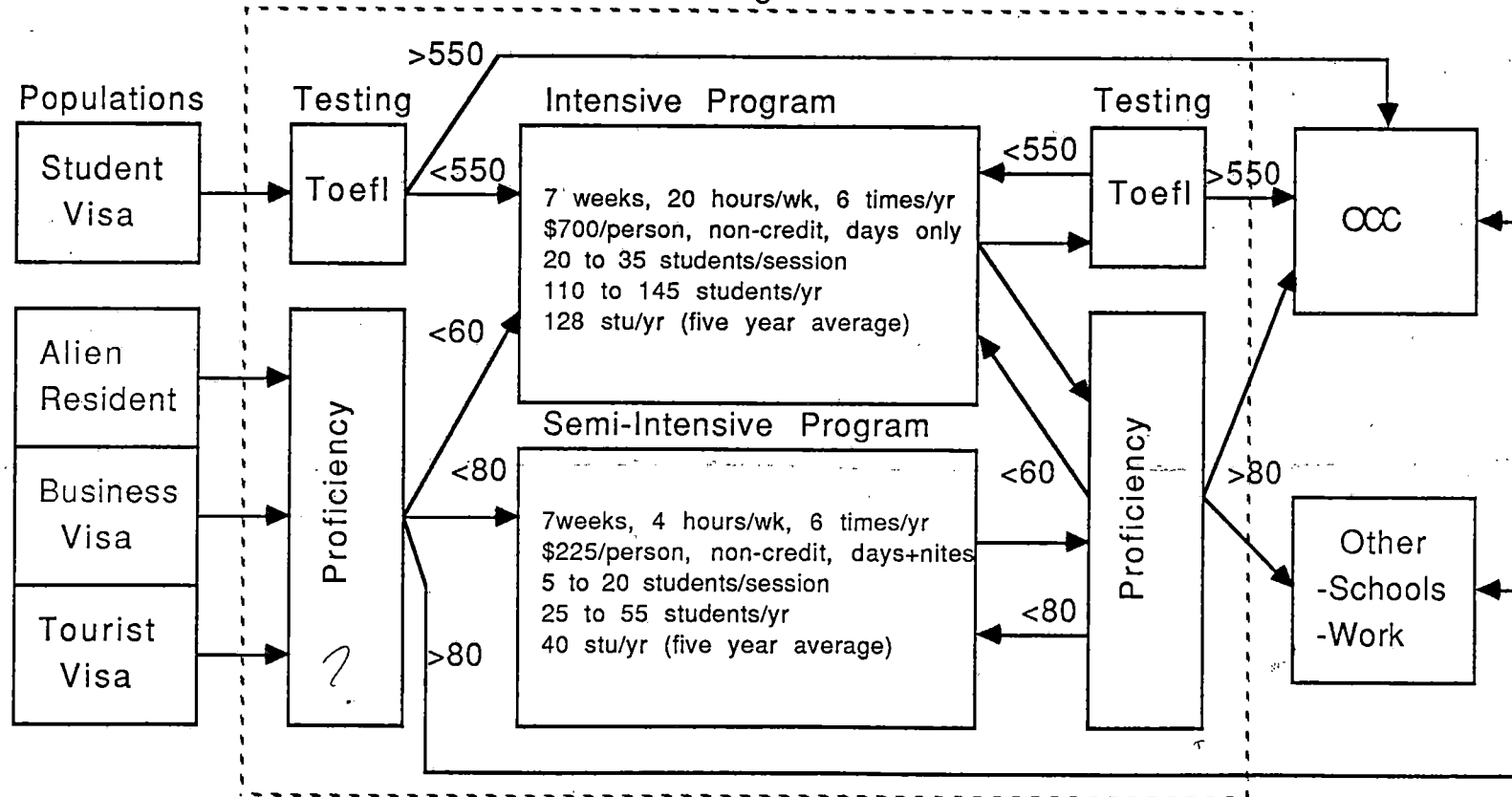
Year	Revenues	Expense	Surplus
FY89	\$135,460	\$90,160	\$45,300
FY88	\$114,011	\$85,334	\$28,677
FY87	\$96,015	\$85,072	\$10,943
5. Student Characteristics (based on F88-Su89, see attached)
 - 31 different countries
 - Most student/registrations from the Middle East (42.6%)
 - Many from Japan (28.6%) and Lebanon (28.1%)
 - About 12.5% from Mexico, Central and South America
6. Student Success and "Where do they go?"

About 1/2 to 2/3 are F1 visa students (see attached) who attend OCC for at least one semester after ELI. The ELI success rate on the Toefl is about 17.9% (see attached), so many retake the ELI program several times (?). Additional follow-up is required to determine the number of non-F1 students who attend OCC.

550 Toefl
~~80~~ Michigan Business Test
admission contingent on
this
Transfer clearance
pages if student
attends another
University
F1 visa backlog
for the student
computer not set up
Central office
gets app.

Oakland Community College English Language Institute

ELI Program



Oakland Community College English Language Institute

ELI Country/F1 Count - Fall 88 to Summer 89

Country	F1-88	F2-88	W1-89	W2-89	Sp-89	Su-89	Tot.Reg	% Reg	Ranked % Reg	Country
Argentina	1		1	2	1		5	2.5%	28.6%	Japan
Brazil	1						1	0.5%	28.1%	Lebanon *
Chile			1	1	1		3	1.5%	6.0%	Syria *
China			1				1	0.5%	3.5%	Korea
Columbia	1						1	0.5%	3.0%	Peru
Czechoslovakia					1		1	0.5%	2.5%	Mexico
Ecuador	1						1	0.5%	2.5%	Jordan *
France	1	1	2				4	2.0%	2.5%	Argentina
India	1	1			1	1	3	1.5%	2.0%	Kuwait *
Iran			1	1	1		3	1.5%	2.0%	France
Iraq		1	1	2			4	2.0%	2.0%	Iraq *
Israel			1		1		2	1.0%	1.5%	Chile
Italy	1	1					2	1.0%	1.5%	India
Japan	13	13	6	7	17	1	57	28.6%	1.5%	Tiawan
Jordan			2	1		2	5	2.5%	1.5%	Russia
Korea	4	2	1				7	3.5%	1.5%	Iran *
Kuwait		1	1	1	1		4	2.0%	1.0%	Turkey
Lebanon	17	7	14	11	7		56	28.1%	1.0%	Venezuela
Mexico		1	1	1	2		5	2.5%	1.0%	Italy
Peru	1	2	1	1	1		6	3.0%	1.0%	Israel
Puerto Rico					1		1	0.5%	0.5%	Phillippine
Phillippine	1						1	0.5%	0.5%	Brazil
Romanian	1						1	0.5%	0.5%	Puerto Rico
Russia			1		1	1	3	1.5%	0.5%	Ecuador
Saudi Arabia	1						1	0.5%	0.5%	Czechoslovakia
Spain	1						1	0.5%	0.5%	Columbia
Syria	3		3	4	1	4	12	6.0%	0.5%	Spain
Tiawan		1		1	1		3	1.5%	0.5%	Saudi Arabia *
Turkey		1	1				2	1.0%	0.5%	Romanian
Venezuela	1	1					2	1.0%	0.5%	China
W. Germany					1		1	0.5%	0.5%	W. Germany
Student Count	49	33	39	33	39	6	199	100.0%		* 42.6% Middle East
F1 Count	23	NA	26	16	18	0				
Percent F1	46.9%	NA	66.7%	48.5%	46.2%	0.0%				
Country Count	16	13	18	12	16	5				
	31									

Vince Linder 8/18/89

Oakland Community College English Language Institute

ToeFl Success Rates

Test Date	ELI Students			Outsiders		
	Total	Pass	%	Total	Pass	%
February 87	11	0	0.0%	5	0	0.0%
April 87	10	1	10.0%	10	2	20.0%
June 87	8	1	12.5%	21	7	33.3%
August 87	14	3	21.4%	28	6	21.4%
October 87	15	3	20.0%	14	3	21.4%
December 87	12	2	16.7%	18	4	22.2%
February 88	17	4	23.5%	23	6	26.1%
April 88	11	5	45.5%	27	9	33.3%
June 88	13	4	30.8%	13	3	23.1%
August 88	14	0	0.0%	30	11	36.7%
October 88	22	5	22.7%	12	4	33.3%
December 88	15	1	6.7%	16	6	37.5%
Total	162	29	17.9%	217	61	28.1%

Vince Linder 8/18/89

International Institute

OF METROPOLITAN DETROIT, INC.

111 EAST KIRBY ■ DETROIT, MICHIGAN 48202 ■ 313/871-8600

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FAX

To: June Martin
Research Office - OCCC
From: Janice MacMichael
International Institute

Here is a partial list.
Hope it helps!

OUTREACH OFFICES:

Southwest: 4138 W. Vernor, Detroit 48209 (554-1445) • Dearborn: 2651 Saulino Ct., Dearborn 48120 (841-1677)
Hamtramck: 11333 Joseph Campau, Hamtramck 48212 (365-1084 or 365-1092)

AFFILIATIONS: United Way for Southeastern Michigan; American Council for Nationalities Service,
National Immigration Refugee & Citizenship Forum; U.S. Committee for Refugees-
University Cultural Center Association; Family Service America;
National Association for Foreign Student Affairs;

Accredited by U.S. Department of Justice, Board of Immigration Appeals Since 1958

***** HISPANIC continued *****

Ypsilanti

Bilingual Teacher Education Prog.
Eastern Michigan University
Delma J. Banuelos, Director
Ypsilanti 48197
(313) 487-0135

HUNGARIAN

RELIGIOUS INSTITUTIONS

Blessed Sacrament Church
6340 Roberta St.
Burton 48509
(313) 742-3151

*Provides Hungarian pastorate to members of St. Joseph's parish since that building was razed; St. Elizabeth society sponsors annual Hungarian festival

Christ The King Byzantine Catholic
20701 Haig
Taylor 48180
(313) 291-0251

First Hungarian Baptist Church
Contact: Gusztav Szabadi
1370 Michigan
Lincoln Park 48146
*Services Sun 10 a.m., 5 p.m.

First Hungarian Evangelical and Reformed Church
Rev. Joseph Szirmai, Pastor
9936 Carter
Allen Park 48101
*Hungarian service Sun. 10 a.m.

First Hungarian Lutheran Church
Rev. Julius Asboth, Pastor
8156 Thaddeus
Detroit 48209
(317) 841-3077
*Hungarian service Sun. 11 a.m.

Holy Cross Roman Catholic Church
Rev. Dominic Csorba, Pastor
8423 South St.
Detroit 48217
(313) 842-1133/841-4566
*Hungarian service Sun. 10 a.m.

Hungarian Christian Pentecostal Congregation
8505 Dearborn
Detroit 48209
*Hungarian Service Sun. 3 p.m.

Hungarian Greek Catholic Church
20701 Polk St.
Taylor 48180

Hungarian Presbyterian Church
1566 Parent
Windsor,, Ontario N8X 2H8
372 Brighton Rd.
St. Clair, Ontario N8N 2L4

Hungarian Reformed Church
Bishop Dezso Abraham
9901 Allen Rd.
Allen Park 48101
(313) 382-1001
*Hungarian service Sun. 11 am;
Offices of the Federation of
Hungarian Churches and Orgs. of

Hungarian Reformed Church
Rev. Zoltan Kovacs, Pastor
1829 Delaware Ave.
Flint 48506

Hungarian Reformed Church
Rev. Bela Szabo, Pastor
868 East Ellis St.
Windsor, Ontario N8X 2H8

Hungarian United Church of Christ
8016 Vanderbilt
Detroit 48217
(313) 843-7136

St. John the Baptist Hungarian Byzantine Rite Catholic Church
441 S. Harbaugh
Detroit 48209
(313) 841-0290
*Hungarian Service Sunday
10:30 a.m.

St. Mary Byzantine Catholic Church
631 Giles Blvd.
Windsor, Ontario N9A 4E3

SOCIAL, CULTURAL AND SERVICE ORGANIZATIONS

Calumet and Hecla Library
101 Red Jacket Road
Calumet 49913
(906) 337-1976
*Hungarian collection

Daughters of Divine Charity
Hungarian Religious order-
operate two homes for the aged:
St. Elizabeth Briarbank
1315 N. Woodward
Bloomfield Hills 48013
Villa Francisca
565 W. Long Lake Rd.
Bloomfield Hills 48013

Federation of Hungarian Veterans
Contact: Endre Staar
74 W. Longwood
Detroit 48203
(313) 869-8563
*A world wide organization of former members of the Royal Hungarian Army

Hungarian-American Club
Mrs. Olga Burinda
18130 Mulberry
Riverview 48192
(313) 282-8654

Hungarian Arts Club
Contact: Vilmos Misangyi
10882 Hillway
Union Lake 48085
(313) 363-3089

***** ALBANIANS continued *****

Albanian Teke Bektashian
21749 Northline
Taylor 48180
Baba Rexheb
(313) 287-3646

*Monastery and place of prayer and retreat, language classes, hall; building is a former farmhouse converted to a Tekke in 1954 to serve about 400 Bektashian Dervish families; sponsors Albanian-American Moslem Society and Women's Auxiliary; library, Archives

Our Lady of Albanians
20866 W 13 Mile Rd.
Beverly Hills 48076
Rev. Ndervaslaj, pastor
(313) 642-0816

*Catholic church, school and language classes

St. Paul Albanian Catholic Church,
3411 12 Mile Rd.
Warren 48092
Rev. Robert Keller, pastor
(313) 573-8110

*Sponsors Albanian Life Center for Education; catechism, Albanian language, citizenship classes

St. Thomas Albanian Orthodox Church
5549 Oakman Blvd.
Detroit 48204
Rev. James Blomquist, Pastor
Victor Chacho, President,
Church Council
(313) 258-7034

*Language classes

SOCIAL, CULTURAL AND SERVICE ORGANIZATIONS

Albanian American Cultural Society
4028 Miller Rd.
Detroit 48211
*Promotes educational and cultural growth of Albanians

Albanian-American Congress of Michigan
17755 Grand River
Detroit 48227
Contact: Gjon Lulgjuraj
(313) 272-1200

*Founded 1976; promotes Albanian culture

Albanian American National Organization

5510 Maple
Dearborn 48126
Contact: Betty Stevens
(313) 581-0064

*Meets bi-monthly; cultural activities; dances

Albanian American Student Association

P.O. Box 02934
Detroit 48202
(313) 923-3251
Contact: Zef Mihilli
(313) 841-0430

*Founded 1973; students, promotes education and culture

Shqiponja Soccer Club
Contacts: Gjon Lulgjuraj
Tony Juncaj
(313) 399-1000

VATRA (Pan Albanian Federation of America)

517 E. Broadway
South Boston, MA 02127
Pauline Lukas, Secy.

*Key national organization; oldest Albanian cultural organization in the U.S.

POLITICAL ORGANIZATIONS

Balli Kombetar
(Albanian National Front)
Contacts: Elem Bardha
Petrit Butka

*Founded in 1944 to fight Communism; publishes "Flamuri", bi-monthly newsletter and "Liberate Albania"

Bashkimi Demokrat Shqiptare
(United Democratic Albania)

Contact: Loro Slajku
*Purpose to overthrow Communist government in Albania; publishes magazine "Koha Jone"

Baskimi Shqiptare
(United Albanians)

Contact: Kol G. Mihilli
*Purpose is to overthrow Communist government in Albania

Herozima Shqiptare
(Albanian Heroes Party)

Contact: Varel Ujka
*Purpose is to overthrow Communist government in Albania; publishes "Herozima", a quarterly magazine

Legaliteti

(Monarchy Legal Party)
Contacts: Xhafer Malijshi
Tahir Shaska

*Purpose is to overthrow Communist government in Albania; publishes "Atedheu", a bi-monthly newsletter

Lidhja e Prizrenit
(League of Prezren)

Contact: Nikol Gjiododa
*Political and educational organization of Albanian unity; publishes quarterly magazine "Lidhja e Prezrenit"

***** UKRAINIAN continued *****

Prosvita, Ukrainian Women's
Educational Organization
Baselina Harfey, President
2691 Carpenter
Detroit 48212
(313) 893-8640

*Support schools including
studies at Harvard

"Riona Shkola" Ukrainian
Educational Association
Ihor Iwanyckyj, President
15510 Faircrest
Detroit 48205
(313) 521-5350

*Manages the Ukrainian
Language and Culture School with
140 students

Saint John's Elementary School
Sr. Leonard Setzko, Principal
3877 Clippert
Detroit, 48210

*K - 8; academic, religious,
and Ukrainian

Sheychenko Scientific Society
Bohdan I. Lonchyna, President
41837 Langley Drive
Sterling Hqts., 48078
(313) 731-4438

*Supports scholarly activi-
ties; publishes quarterly magazine

Society of Ukrainian Engineers in
American

Lubomyr O. Hewko, President
10393 Whipple Tree Lane
Clarkston 48016
(313) 625-9230

*Promotes science and
furthers the social role of
engineers; publishes "Bulletin of
Ukrainian Engineers of America"
quarterly

Ukrainian American Archives,
Museum and Library

Roman Dacko, Curator
11756 Charest
Detroit 48212
(313) 366-9764

*Serves teachers of all
levels and from any school; docu-
ments, art objects, publications

Ukrainian American Bar Association
Jaroslaw Karpinsky, President
(313) 689-9390

*Fosters better relations
among lawyers

Ukrainian American Center, Inc.
Steven Weichar, President

2691 Carpenter
Detroit 48212
(313) 893-8640

*Owns building; sponsors cul-
tural events; folk dance, operet-
tas, theatre

Ukrainian American Cultural
Foundation, Inc.

Dr. Mykola Klmyshyn, President
26601 Ryan Rd.
Warren 48091
(313) 757-8130

Ukrainian Amer. Cult. Fdn. cont.
*Supports teaching Ukrainian
at Wayne State University; 2 year
language and culture classes

Ukrainian Congress Committee of
America

Metropolitan Branch
Zenon Wasylykevych, President
26795 Ryan Rd.
Warren 48091
(313) 755-3535

Southeast Michigan Branch
Bohdan Fedorak, President
26601 Ryan Rd.
Warren 48091
(313) 757-8130

Ann Arbor Branch
Mykhailo Ciapa, Representative
547 Elm St.
Ann Arbor 48104

*An umbrella organization to
coordinate all Ukrainian activi-
ties and groups

Ukrainian Cultural Center
Bohdan Fedorak, President
26601 Ryan Rd.
Warren 48091

(313) 757-1052

*Meeting place for Ukrain-
ian people and organizations;
language and arts classes; lib-
rary, gym, available for rent

Ukrainian Cultural Club of Detroit
Edward Kozak, President

4503 Stratford
Warren 48092

(313) 751-8486

*Sponsors cultural events,
concerts, lectures, art exhibits

Ukrainian Fraternal Association
Allied Council

Steven Weichar, Vice President
39182 Aynesley

Mt. Clemens 48044
(313) 286-6490

*Life insurance group; social
and cultural activities

Ukrainian Institute of Music
Bohdan I. Lonchyna, Director

51837 Langley Dr.
Sterling Hqts., 48078
(313) 731-4438

*Teaches music to children

Ukrainian Medical Association of
North America

Irene Lazarchuk, President
20457 Van Dyke

Detroit 48234
(313) 891-6341

*Assists students; maintains
ethnic ties

Ukrainian Michigan League
Zane Kurylaw, President

6690 Michigan Ave.
Detroit 48210
(313) 894-9334

*Meeting place; sponsors
baseball team; assists other orgs.

***** POLISH continued *****

Michigan Circle of the Polish
Institute of Arts and Sciences
Prof. Monica Wagner
6511 Timber Ridge
Birmingham 48010

The North American Study Center
for Polish Affairs
P.O. Box 7392
Ann Arbor 48107

Advocates Bar Association
Carla Kaczmarck, President
600 Woodward Ave.
Detroit 48226
*Association of Polish-
American attorneys since 1925

Albert A. Zak Library
2360 Caniff
Hamtramck 48212
*Large collections of Polish
and Polish-American materials;
public library

Ann Arbor Polish-American Congress
Blanche Ehrenkreutz
c/o Multi-Ethnic Alliance of
Ann Arbor
P.O. Box 7466
Ann Arbor 48107
(313) 662-7109

Calumet and Hecla Library
101 Red Jacket Road
Calumet 49913
(906) 337-1976
*Over 6,000 books in several
languages including Polish

Friends of Polish Culture
Marie Senkowski, President
1107 Orchard Rd.
Essexville 48732

Friends of Polish Art
Maria A. Wegrzecki, President
28551 San Marino Drive
Southfield 48034

Ms Tyska 0) 225-9655
Polish American Citizens Club
1639 McKinley
Wyandotte 48192

Polish Falcons of America
*Polish scouting organization

Nest 86
3501 Caniff
Hamtramck 48212

Nest 959
6555 Allen Rd.
Allen Park 48101

Nest 79
4130 Junction
Detroit 48210

Muskegon Nest
1014 W. Hackley
Muskegon
(616) 755-1451

Grand Rapids Nest
937 W. Fulton
Grand Rapids
(616) 774-8693

Jackson Nest
1423 Joy
Jackson
(517) 789-6321

Polish National Alliance (P.N.A.)
* A national fraternal and
social organization

Lansing Chapter
15178 Chetwyn Drive
Lansing 48906

Battle Creek Chapter
15 Claire
Battle Creek
(616) 965-9286

Inkster Chapter
115 Vincent St.
Inkster 48141

Polish American Congress
Michigan Division
Kazimierz Olejarczyk, President
11333 Joseph Campau
Hamtramck 48212
*Central Polish "umbrella-type"
organization nationally and in
Michigan; 106 member organizations
in Michigan

Polish Century Club
5181 E. Outer Dr.
Detroit 48234

Polish American Century Club
3201 Holbrook St.
Hamtramck 48212

Central Citizens Committee
Roman Ulman, President
PNA Hall
Conant & Belmont
Hamtramck 48212

Polish Roman Catholic Union of
America (PRCU)
Contact: Dolores Kret
848 Superior St.
Wyandotte 48192

PRCU
Contact: Ted S. Klamerus
7350 Barrier St.
Dearborn 48126

Polish National Aid Society
921 Jackson N.W.
Grand Rapids

The Advocates Bar Association
Roman S. Karwowski, President
3315 Cadillac Tower
Detroit 48226

Polish American Librarians
Association
Victoria Gala, President
18516 Jamestown
Northville 48167

Detroit
871-8783

365-9400
365-1084

892-0230



OAKLAND COMMUNITY COLLEGE
ENGLISH LANGUAGE INSTITUTE



ORCHARD RIDGE CAMPUS

27055 ORCHARD LAKE ROAD

FARMINGTON HILLS, MICHIGAN 48018

(313) 471-7788

O.C.C. Institutional TOEFL

Oakland Community College
Orchard Ridge Campus
English Language Institute
27055 Orchard Lake Road
Farmington Hills, Michigan 48018

Phone 471-7788

This is to certify that _____

took the Institutional TOEFL at the English Language Institute on:

_____ TOEFL Score : Raw Score

_____ Composition Score

_____ Teacher Evaluation

_____ Composite Score

Foreign Student Advisor
English Language Institute Specialist
Oakland Community College

Sample of handwriting on composition is attached.
Please call 471-7788 to verify score.

SESSION: _____

LEVEL: _____

Circle the BEST answer.

1. The class is useful and helps me to better understand English.
2. The teacher is well prepared for this class.
3. The teacher gives clear explanations and answers students questions well.
4. The amount of work the teacher requires is:
5. The homework assignments are useful.
6. The homework is corrected and quickly returned to the students.
7. The teacher is polite to the students.
8. The teacher makes the students comfortable about participating in the class.
9. The books for this class are interesting and useful for the subject.
10. The teacher makes it clear to the students what is required of them in the class.
11. I recommend this class to my friends and relatives.

Please explain your answer to # 11.

12. How can this class be improved?

13. What do you like about this class?

SUBJECT: _____

TEACHER: _____

- | | | | |
|-----|------------|--------|--------------|
| 1. | yes | no | I don't know |
| 2. | yes | no | I don't know |
| 3. | yes | no | I don't know |
| 4. | too little | enough | too much |
| 5. | yes | no | I don't know |
| 6. | yes | no | I don't know |
| 7. | yes | no | I don't know |
| 8. | yes | no | I don't know |
| 9. | yes | no | I don't know |
| 10. | yes | no | I don't know |
| 11. | yes | no | I don't know |

LA SECCIÓN: _____

EL NIVEL: _____

Contéstense las preguntas siguientes por favor con una marca.

1. La clase fue buena y me ayuda a entender mejor la idioma inglesa.
2. El profesor estuvo listo y bien preparado por esta clase.
3. El profesor explicó y contestó bien a las preguntas de los estudiantes.
4. El trabajo que exige el profesor fue:
5. Las tareas son muy bonitas.
6. Las tareas hubieron corrigiendo y devolviendo a los estudiantes muy rapido.
7. El profesor es amable y cortuoso con los estudiantes.
8. El profesor se puso los estudiantes al sentir y tambien a envolverse en la clase.
9. Los libros por este clase son interesantes y buenos por el curso.
10. El profesor explique claremente a los alumnos lo que deben hacer en la clase.
11. Aconsejo este clase a mis amigos y parientes.
Explique su respuesta de # 11 por favor.
12. Como se puede mejorar esta clase ?
13. Que te gusta mas de este clase?

LA CLASSE: _____

IL NIVALE: _____

1. La classe va bene e mi aiute a capire meglio L'inglese.
2. L'insegnante è ben preparata per questa classe.
3. L'insegnante dà chiare spiegazioni e risposte alle domande degli studenti.
4. L'insieme del lavoro richiesto all'insegnante è:
5. I compiti assgnati siano buoni.
6. Il compito deve essere corretto e consegnato nel minor tempo (presto) agli studenti.
7. L'insegnante deve essere gentile (disponibile) verso gli studenti.
8. L'insegnante deve rendere confortevole la partecipazione in classe agli studenti.
9. I libri per questa classe sono interessanti e buoni per il soggetto
10. L'insegnante deve chiarire agli studenti che cosa è loro richiesto per partecipare attivamente alla vita di classe.
11. Raccomandare questa classe agli amici ed ai parenti.

Per favore spiegare la tua impressione (risposta) al punto # 11.

12. Che cosa può dare (provare) questa classe ?
13. Che cosa ti piace di questa classe ?

G E R M A N

1. Die Klasse ist ["]nützlich und hilft mir Englisch besser zu verstehen.
2. Der Lehrer ist ["]für diese Klasse gut vorbereitet.
3. Der Lehrer gibt klare Erklär["]ungen und beantwortet die Fragen der Studenten gut.
4. Die Quantität["] von Arbeit, die der Lehrer verlangt ist:
5. Die Hausaufgaben sind ["]nützlich.
6. Die Hausaufgaben . sind . verbessert und den Studenten schnell zurück["]gegeben.
7. Der Lehrer ist ["]höflich zu den Studenten.
8. Der Lehrer macht es den Studenten bequem, wenn sie ["]Teil an der Klasse nehmen.
9. Die Bü["]cher dieser Klasse sind interessant und ["]nützlich ["]fürs Fach.
10. Der Lehrer macht es den Studenten klar, was von ihnen in der Klasse verlangt ist.
11. Ich empfehle meinen Freunden und Verwandten diese Klasse.
12. Wie kann diese Klasse verbessert werden? (Wie kann man diese Klasse verbessern?)
13. Was gef["]ällt Ihnen ["]über diese Klasse?

الفصل:

المستوى:

حقوق الجوانب المناسبة من نظري

- ١- كان الصف جيد و ساعدني على فهم اللغة الانكليزية ؟
- ٢- هل كانت العملية متعلمة في المادة ؟
- ٣- هل كانت العملية تستعمل طريقة واضحة في الشرح ؟
و هل كانت تعوان على مختلف الأسئلة ؟
- ٤- الدروس التي تغطي في الصف كانت :
- ٥- هل كانت الفروض التي تغطي للطلاب نافعة ؟
- ٦- هل كانت الفروض تصلح و تعاد فوراً ؟
- ٧- هل كان المعلم او معلمة مهذبين نحو الطلاب
- ٨- هل كان الطلاب يشعرون براحة خلال هذا الصف
- ٩- هل الكتب التي استعملت لهذا الصف جيدة و نافعة ؟
- ١٠- هل شجع المعلم بوضوح ما هي واجبات الطلاب في الصف
- ١١- سأجهز بهذا الصف أي أدواتي و اهلي :
- اشرح جوانبي بعبارات قصيرة
- ١٢- كيف يمكن تحسين هذا الصف ؟
- ١٣- ما الذي احببته خلال هذا الصف ؟

LA SESSION: _____

LE NIVEAU : _____

Encerclez la meilleure reponse, s'il vous plait.

1. La classe était bonne et m'a aidé a mieux comprendre la langue anglaise.
2. Le professeur était bien préparé pour la classe.
3. Le professeur explique et repond clairement aux questions des étudiants.
4. Le travail dont le professeur exige était:
5. Les devoirs étaient bons.
6. Les devoirs étaient corrigés et retournés aux étudiants rapidement.
7. Le professeur était poli avec les étudiants
8. Les étudiants étaient à l'aise en participant dans la classe
9. Les livres pour ce sujet sont interessants et utiles.
10. Le professeur a bien exprimé aux étudiants ce qu'ils devraient faire dans la classe.
10. Je recommande cette classe a mes amis et parents.

Expliquez votre réponse au # 11

12. Comment peut-on améliorer cette classe?
13. Qu'est ce qui vous a plût le plus dans cette classe ?

256-2400
256-2750
2918

ELI PROGRAM
NOTES FROM 2/26/90 MEETING

-Paul Batty and Marty Orlowski discussed the ELI program, its history, direction and its research needs.

-ELI=English Language Institute. Teach english to people for whom english is not their native language.

-Process: Students who apply for student visa must fill out a Ix form. In order to get a Ix form they must take the TOEFL test. If score on TOEFL is low (below xxx) the student typically enrolls in a ELI program, either at OCC or at some other institution who offers such a program. The intent is to gain better english skills in order to function in U.S. schools.

-Research: How many applications? Where do they go after taking ELI classes? Do they enroll at OCC, WSU or go directly into the job market. How do foreign find out about the program? How many people in the service region could benefit from the ELI program? What has the program done in the past? How many students have been served?

-Auxiliary Fund supported: Helen Habib=administrative assistant.

-Major of students are from Middle East, some increase in Japanese and Chinese students.

-Perhaps set up record keeping system (computer based).

-Perhaps seek additional funding (federal, state grant).

-Needs assessment might be the appropriate direction to take the research. What other programs in southeast Michigan exist. What are their activities? What is their curriculum?

-ELI is currently set up to serve "in-coming" foreign students. What is the potential to serve the general population who do not speak english?

-Word of mouth is the primary means of marketing. Family, friends.

-Cost is \$1,500 per semester. As apposed to \$35 per credit hour for credit courses.

-Get data on county and southeast Michigan with regard to who does not speak english as first language. SEMCOG, Census Data.....

-Should program be changed in order to serve a much larger population? All of Oakland county/Southeast Michigan?

-What are the staff requirements? Funding? What OCCFA implications are involved?

-Are programs being offered in the public schools? At other colleges/universities/private business?

-Program established in 1980 or 1981.