



OAKLAND COMMUNITY COLLEGE  
Excellence *Empowered.*

# INFORMATION

Board Agenda Item 6.1  
December 10, 2019

## COLLEGE READINESS MONITORING REPORT

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## Executive Summary

According to the [Center for the Analysis of Postsecondary Readiness \(CAPR\)](#), “community colleges educate nearly 40 percent of undergraduates and more than two-thirds of these students take at least one developmental course.”<sup>1</sup> Research has consistently shown that higher developmental needs among students pose greater challenges to their retention and academic goal attainment. A national [Community College Research Center \(CCRC\) analysis](#) of community colleges found high rates of attrition throughout developmental course sequences. Specifically, of the “63,650 students in the study who were assigned to three levels of developmental math,” after three years “only 11% successfully completed college-level introductory algebra and more than one-fourth never enrolled in their first remedial course.” Further, of the 11,210 students assigned to take three levels of developmental English, after three years 28% successfully completed introductory college-level English and nearly 30% never enrolled in their first remedial course.<sup>2</sup>

Based on these contexts and challenges, in recent years Oakland Community College (OCC) has pursued several refinements to its placement processes and developmental course sequences. The College has conducted numerous evaluations of its current practices and consulted research findings at the state and national levels, as well as participated in collaborative initiative teams with other community colleges, associations, and research centers.

The end result of these efforts is:

- Revamped placement processes
  - Required practice before taking the placement assessments in English and Math to increase familiarity with the exam and support accuracy of the results
- New placement assessments
  - Accuplacer for English and ALEKS for Math
  - On average, students placed higher in the developmental course sequences, requiring less time to reach college-level coursework
- New courses and curricular sequences to accelerate learning
  - One-credit English Essentials (ENG 1075) allows same-term enrollment in Composition I (ENG 1510)
  - Non-STEM Math pathway includes Math Literacy (MAT 1125) and Quantitative Reasoning (MAT 1525) or Statistics (MAT 1580), to align with a student’s specific academic goals (i.e. some Business programs, certain fields in social sciences/humanities) without posing an additional barrier of higher-level algebra
  - Students in science, technology, and education fields continue to pursue algebra-intensive sequences that can lead to trigonometry, calculus, and several advanced math options
- Several initiatives in student services and co-curricular learning to improve support of student academic and personal success

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<sup>1</sup> Ganga, E., Mazzariello, A., & Edgecombe, N. (2018). Developmental Education: An Introduction for Policymakers. Retrieved from: <https://ccrc.tc.columbia.edu/publications/developmental-education-introduction-policy-makers.html>

<sup>2</sup> Smith Jaggars, S. and West Stacey, G. (2014). What We Know About Developmental Education Outcomes. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-developmental-education-outcomes.pdf>.

## Background

As indicated in Board of Trustee [Policy 4.1](#), college readiness programming is an essential service that prepares students with basic academic skills needed to succeed in college-level study. OCC is an open access institution that serves the community by offering a value-added education to all students, regardless of their level of preparation. Accurate academic placement and sustained support are necessary aspects for promoting student success.

Students benefit from courses, programs, and services that develop attitudes, behaviors, and strategies needed to facilitate success in their academic pursuits. Students benefit from services that help them identify, select, and utilize various college resources that will assist them with academic success. They benefit from courses that help them close academic achievement gaps and prepare them for success in college-level work. Finally, students receive greater benefit when they can navigate through developmental courses and sequences as quickly as possible.

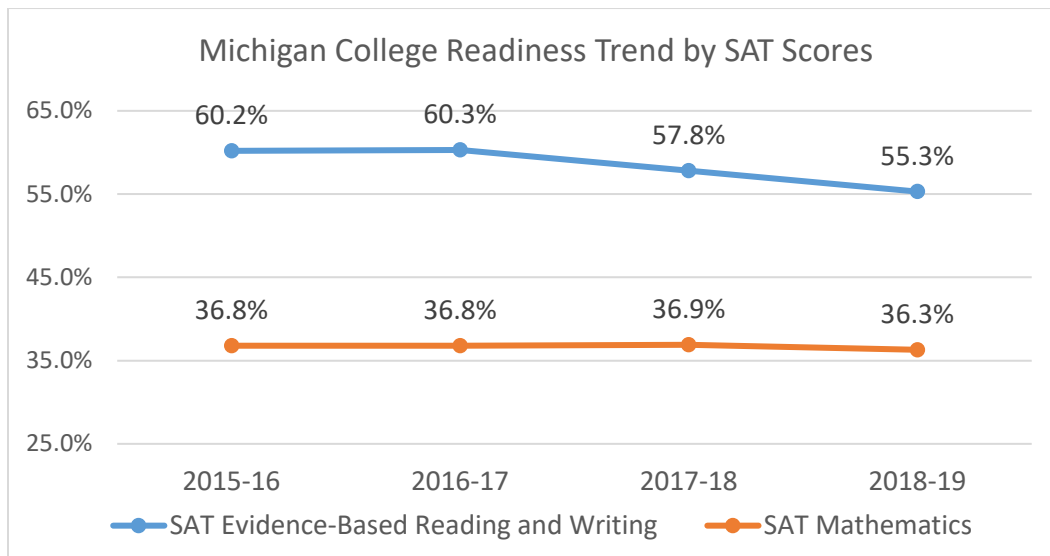
This report approaches college readiness from several perspectives. To help students progress in their abilities of English, Math, and English as a Second Language (ESL), OCC focuses on practices of placement, enrollment, and academic progress. Each of these academic areas serves a dynamic group of students with diverse needs. Through ongoing analysis and discussion, the College can better understand and improve student success in these areas, to help students achieve their goals of skill improvement, degree attainment, and/or transfer.

## Readiness in English and Mathematics

College readiness poses a challenge faced across the country. A 2019 national ACT report<sup>3</sup> showed that of the nearly 1.8 million students who took the test, 59% of students met the college readiness benchmark for English and 39% met the benchmark for Math. The rigor of curriculum that students took had an impact, with benefits shown for four years of English and three years each of math, science, and social studies.

In 2018-19, 55% (n=56,753) of Michigan students who completed the SAT Evidence-Based Reading and Writing exam (N=102,656) met the benchmark for college readiness. Further, 36% (n=37,256) met the benchmark for college readiness on the SAT Mathematics exam (N=102,666).<sup>4</sup>

The table below shows the trend in college readiness among Michigan students who took the SAT:



Source: [MI School Data](#)

The county-level context is helpful to understand as well, in terms of how many high school graduates go on to enroll in higher education, and within what timeframe. Enrollment information available via the [MI School Data](#)<sup>i</sup> portal uses both state- and national-level data systems to track students over time, which shows:

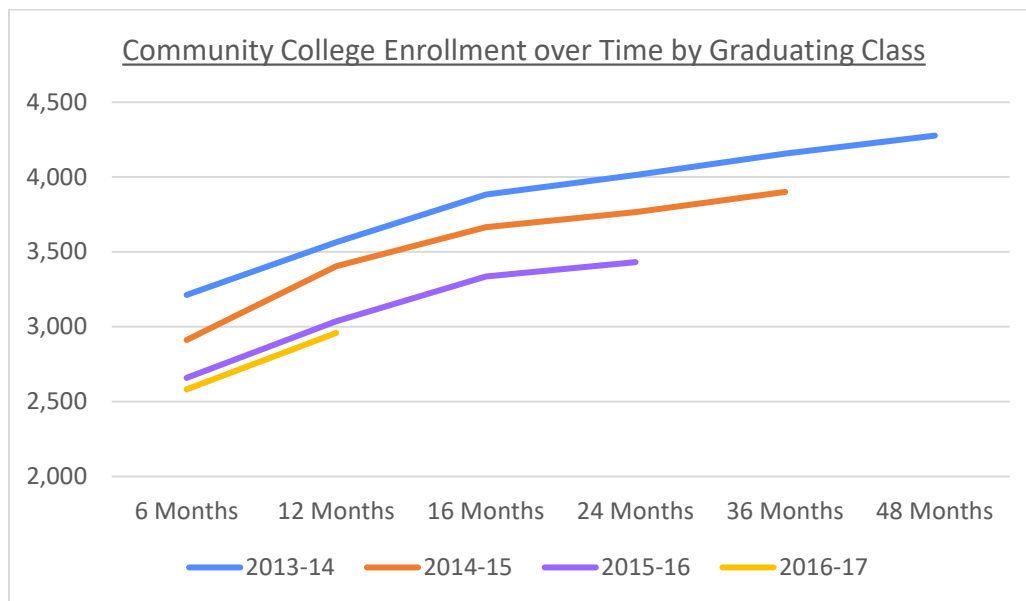
- Of 2017-18 high school graduates from Oakland Schools (N=14,024), 66% (n=9,430) enrolled in a college or university within six months of graduation, which is down from 71% in 2016-17.
- In the years following high school graduation, initial enrollment at community colleges increases at a greater rate than at four-year institutions.

<sup>3</sup> The Condition of College & Career Readiness 2019. (National ACT). Retrieved November 2, 2019, from [www.act.org/condition2019](http://www.act.org/condition2019).

<sup>4</sup> Source: MI School Data

<https://www.mischooldata.org/DistrictSchoolProfiles2/AssessmentResults/CollegeReadiness/CollegeReadiness.aspx>

- For high school graduates in 2013-14, 52% enrolled for the first time in a four-year institution within six months, which increased to 54% by the end of four years. By number of students, four-year institutions gained 368 new students between six months and four years post-graduation.
- Of the same group, 22% enrolled for the first time in a community college within six months, but the percentage increased to 30% by the end of four years. By number of students, community colleges gained 1,064 new students between six months and four years post-graduation. While some of these students may have attended a four-year institution in the interim, for those that wait to enroll in higher education for multiple years, that gap since completion of high school English and Math courses may impact their college readiness.



Source: [MI School Data](#),

Note: Once initial enrollment has occurred, a student is counted in all subsequent totals, whether retained or not. The data shows the total level of participation in community college of each Oakland County high school class within four years of graduation.

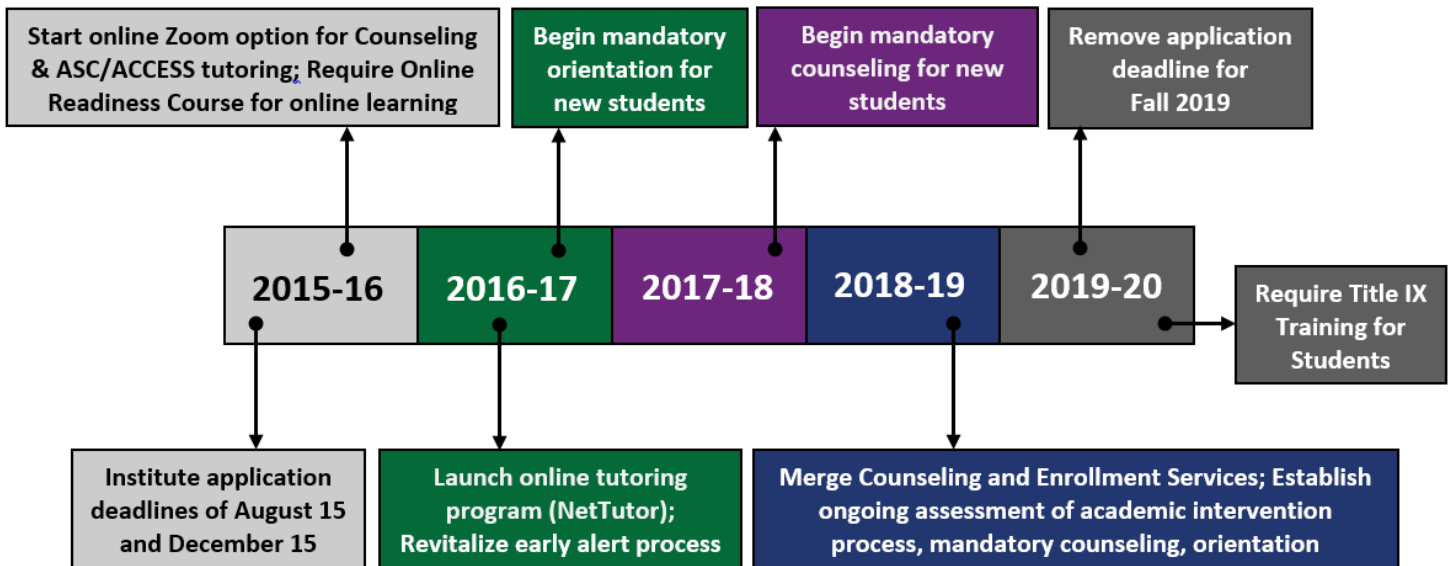
Within these contexts, developmental courses help students gain the knowledge and skills they need to succeed in college. However, placement into developmental courses also increases the time needed for students to reach their academic goals. Placement processes that accurately assess a student’s ability to succeed in a course can help students begin their studies at the appropriate level, where they are academically challenged but prepared to successfully complete a course and proceed in the course sequence.

Extensive initiatives at OCC in recent years have assessed the efficacy of placement processes and increased the efficiency of the curriculum, using data and best practices to support student attainment of college readiness. Changes at the institutional level have also sought to prepare students for success in college-level studies. Students need not only the academic content knowledge to complete their courses, but the knowledge of college processes and academic behaviors that will help them successfully persist to achieve their goals. The college engages with students to support their success. Counselors visit developmental-level classes to offer

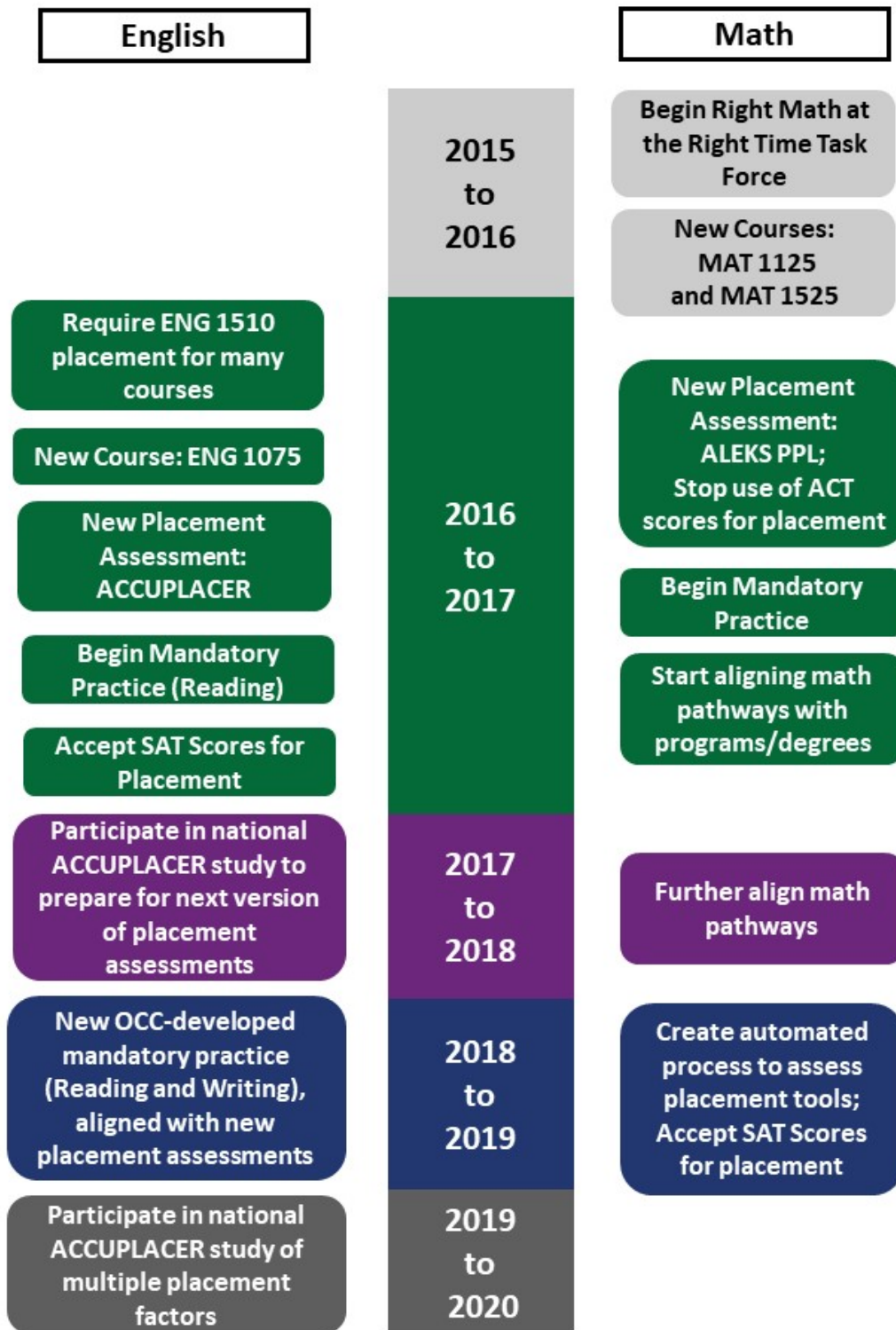
information and encouragement to students. The Dean of College Readiness connects with the [Michigan College Access Network \(MCAN\)](#), where the mission includes an increase in college readiness. The Director of Secondary Partnerships furthers relationships and connections at the high school level. The policies, practices, and support structures at OCC continually evolve in an effort to meet the dynamic needs of diverse student populations.

An additional change to placement practices involves standardized tests. All Michigan high school juniors took the ACT each March prior to 2017 when the state [switched to the SAT](#). At the same time, the College Board changed the SAT (both the test and scoring method), which took time to fully implement and correlate to ACT scoring. While students can use standardized test scores for placement purposes, often over a year has passed since the standardized test was completed. This additional year of high school coursework can result in a higher placement for students, so they are still encouraged to take OCC’s placement assessments.

The diagram below depicts several changes OCC has made to help students navigate the College and access support both in person and online.

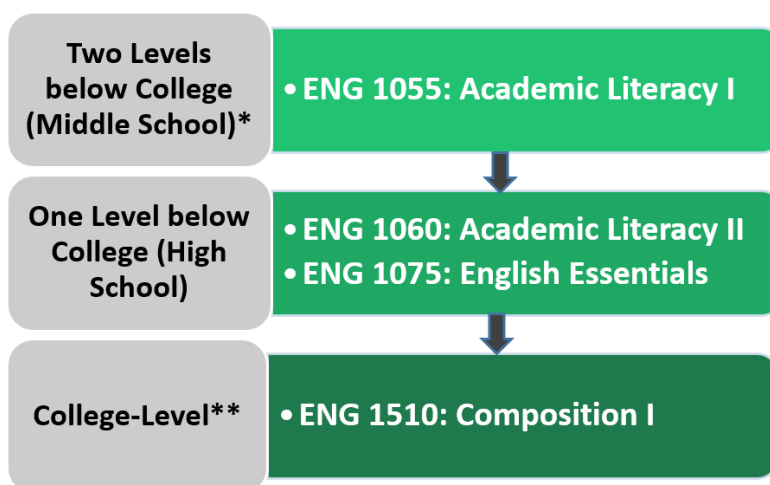


Further, the following diagram reflects numerous refinements of OCC’s placement processes and curricular structures over the past four years.





## English Readiness



\*Not eligible for federal financial aid

\*\*Meets English requirement for Michigan Transfer Agreement (MTA)

Source: [2019-20 OCC College Catalog](#)

New placement practices and the switch to the Accuplacer assessment have resulted in higher placements for students overall, shortening the time needed to attain college readiness. These changes shifted some of the enrollment from ENG 1055 to ENG 1060. These courses teach not only the reading and writing abilities necessary for college-level success, but help students develop rigorous study skills to serve them in future courses. While students are taking ENG 1055 and 1060, they are limited in the courses they can take based on the [approved course lists](#).

The introduction of ENG 1075 in 2016 provides an accelerated option for students that need an intensive introduction to reading and writing strategies to prepare for success in ENG 1510. Students that place into the one-credit ENG 1075 may first take that course followed by a paired section of the three-credit, college-level ENG 1510 in the same term, accelerating their progress through the readiness sequence. As seen below, the overall enrollment and success rate of the sequence has been increasing, with some term-to-term fluctuation.

### ENG 1075 to ENG 1510 Accelerated Sequence:

Term	Enrolled in ENG 1075	Matriculated to ENG 1510 in the same term	Students enrolled in ENG 1510 that received grade of C or better
Fall 2016	80	69 (86%)	39 (57%)
Fall 2017	203	174 (86%)	126 (72%)
Fall 2018	241	198 (82%)	140 (71%)
Winter 2017	93	80 (86%)	46 (58%)
Winter 2018	181	155 (86%)	95 (61%)
Winter 2019	172	153 (89%)	107 (70%)

Source: Colleague Database

Note: The data above represents a subset of course sections. Some students continued to 1510 in a future term. Technically, a "D" grade passes the course, so the "C" grade reflected here shows a higher standard.

Recently, ENG 1055 has gone through a major course revision, including a reduction in the number of credit hours from 6 to 4. The change will go into effect in Fall 2020. The modification is a discipline-based strategy tied to students' needs for more focused instruction in key areas. The discipline's updated placement strategy, including the new OCC-developed mandatory practice, focuses on placing students into the highest possible course in which they can be successful. Due to these revisions, the discipline is addressing teaching strategies in both ENG 1055 and ENG 1060 that better match the students' needs and abilities, while still focusing on course outcomes.

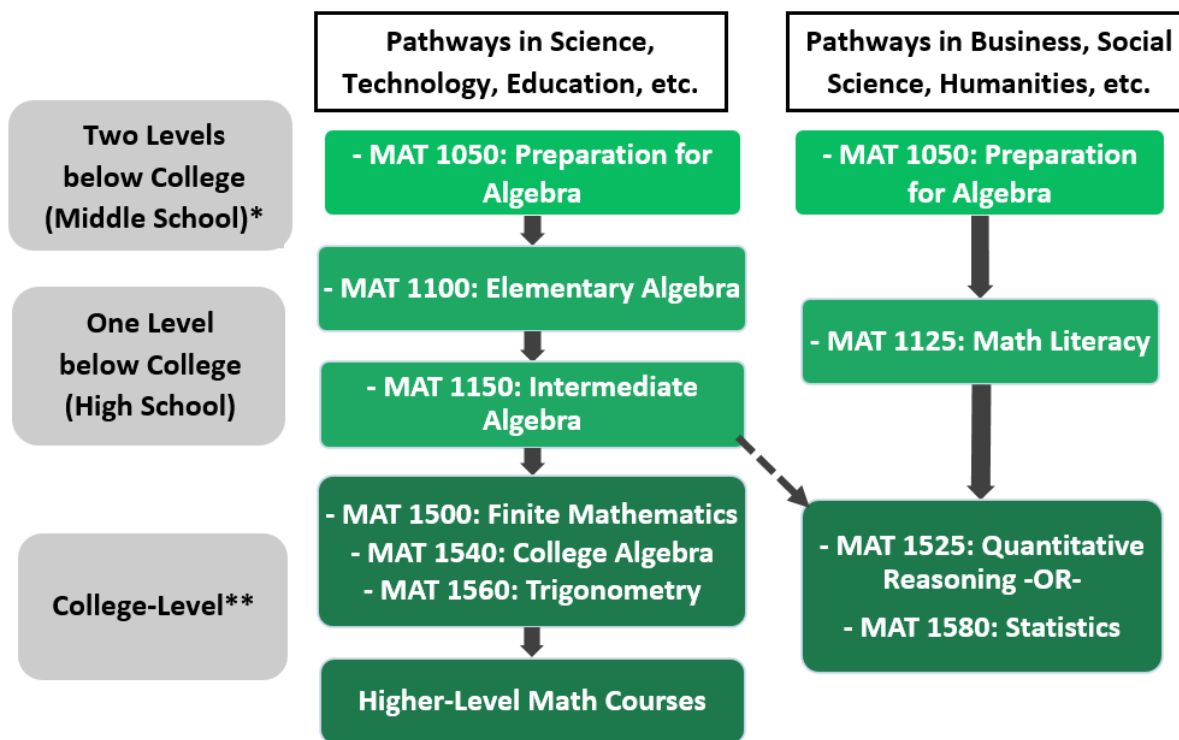
Action: In 2018-19, OCC developed mandatory practice for reading and writing aligned with the new placement assessments. The new practice course ends with a request for student feedback and in winter 2020, the English discipline will assess that data.

Action: OCC was selected from among many applicants by the College Board to participate in a national ACCUPLACER study of multiple placement factors in 2019-20. OCC's participation in this study will contribute key data to its ongoing reassessment of placement strategies. The study runs through Fall 2020 and final data is expected by Summer 2021.

This action aligns with the following [strategic initiatives](#) of the College:

- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.

## Mathematics Readiness



\*Not eligible for federal financial aid

\*\*Meets Math requirement for Michigan Transfer Agreement (MTA)

Source: [2019-20 OCC College Catalog](#)

After switching to the ALEKS placement assessment, Math has evaluated and refined its use of placement scores. Further, Math implements a mobility policy in the first few weeks of a course, allowing a student to shift to a different course level based on their readiness and course availability. There is also an increasing use of technology to support math teaching and learning, including: WebAssign, ConnectMath Hosted by ALEKS, MyMathLab, etc. (source: [Curriculum Review](#))

### Math Pathways Project

In Michigan's decentralized higher education landscape, coordinated efforts for statewide collaboration can help foster change, improvement, and greater alignment between institutions. By forming a statewide focus group called [Right Math at the Right Time \(RM@RT\)](#), Michigan associations and faculty representatives worked together to refine math requirements based on various student academic pathways. According to Michigan's Center for Educational Performance and Information ([CEPI](#)), in Fall 2015, College Algebra was shown to have significantly lower pass rates than Quantitative Reasoning or Introduction to Statistics.<sup>5</sup> By

<sup>5</sup> Schanker, J.B. and Kazis, R. (2019). The Right Math at the Right Time for Michigan: "Coalition of the Willing" Strengthens Math Pathways in a Decentralized Higher Education System. Retrieved from: <https://www.mcca.org/Reports-and-Publications>

requiring students to take intensive course sequences focused on algebra, trigonometry, and pre-calculus when those courses were not as directly related to their course of study or chosen profession, math requirements posed a greater challenge to successful academic progress.

Led by the [Michigan Community College Association \(MCCA\)](#), Michigan joined a six-state Mathematics Pathways to Completion project via the [Dana Center](#) at the University of Texas at Austin. The curricular changes brought about by the Math [pathways](#) project provide students with efficient options to meet Math requirements based on their specific academic goal, degree program, or transfer plan. For students who plan to pursue fields more aligned with statistics or quantitative reasoning than algebra, trigonometry, calculus, and other advanced math, they now have the option of choosing an accelerated path to completing college-level Math. Referred to as the “non-STEM” pathway, this sequence of courses targets learning in Math based on a student’s academic needs and potential future career. A 2015-16 study by the [Center for the Analysis of Postsecondary Readiness \(CAPR\)](#) found that students taking the quantitative reasoning pathway at four colleges in Texas using the Dana Center model were “nearly 50 percent more likely to have passed college-level math (after three semesters) than those assigned to the traditional developmental sequence.”<sup>6</sup> Further, OCC offers [courses](#) targeted to the Math needs of specific professions, such as MAT 1070: Business Mathematics and MAT 2530/2540: Mathematics for Elementary Teachers I/II. Overall, through this project and its initiatives, Michigan (and OCC) have focused on “structuring higher education mathematics pathways that:

- 1) serve students at varying levels of preparation
- 2) align with students’ intended programs of study and transfer
- 3) apply more consistently and predictably across 2-year and 4-year institutions”<sup>3</sup>

The pathways help counselors at OCC guide students to maximize their time and meet relevant Math requirements based on their end goal. While it can be challenging for new students to know the specific degree or transfer pathway they want to pursue, early conversations about their options and the related sequence of courses can allow students to plan ahead and give them the best chance of success. Students can choose the appropriate courses to help them attain college readiness based on the kind of academic preparation they need in order to meet their broader academic and professional goals. Moving from a high school math curriculum to the rigor of college-level study can be challenging, particularly for students that place into developmental-level courses. By meeting with a counselor and addressing math requirements early in their studies, students can define a specific pathway and strategy to complete it.

**Action:** Encourage student participation in the non-STEM math pathway based on academic and career goals.

This action aligns with the following [strategic initiatives](#) of the College:

- Enhance and innovate educational offerings.
- Guide students to their desired outcomes.
- Implement processes to increase persistence and completion.

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<sup>6</sup> Ganga, E. and Mazzariello, A. (2018). Math Pathways: Expanding Options for Success in College Math. Retrieved from: <https://ccrc.tc.columbia.edu/publications/math-pathways-expanding-options-success.html>

## Student Services and Co-curricular Learning

Student services at OCC provide an important system of guidance and support for all students. Those that place into developmental coursework and/or are attending college for the first time can especially benefit from resources to help them successfully navigate higher education. Going from high school to college requires greater independence and initiative to seek support for educational development and growth. Through OCC's wide-ranging student services, students can find support for college-level learning and academic success.

For many years, OCC has conducted comprehensive, cyclical reviews of academic programs and disciplines that help identify strengths and areas of improvement. Starting in 2019, this same approach will be used to examine strengths and areas of improvement for other areas of the College, such as student services. In Fall 2019, the College is implementing student satisfaction surveys in all major student services areas. In Winter 2020, OCC will also implement an evaluative framework starting in Counseling, the Libraries, and Financial Aid. For students who are not college-ready, identifying ways to bolster and improve student services can help increase the support they receive to achieve academic success. The following highlighted services (among many others) help students new to OCC and/or new to college, then support them in their studies and progress toward academic goals.

### Mandatory Counseling of FTIAC Students

Starting in 2018, students attending college for the first time are required to meet with a counselor to help them begin to plan their academic studies and connect them with resources for success. For students that are first time in any college (FTIAC), these meetings are especially important introductions into college-level studies and academic pathway options.

<b>Term of Admission</b>	<b>FTIAC Student Meetings with Counselors</b>
Summer 2018	540
Fall 2018	3,276
Winter 2019	619
Summer 2019	509
Fall 2019 (to 11/20)	3,022
<b>Total</b>	<b>7,966</b>

Source: Colleague Database

Beginning in academic year 2018-19, student learning outcomes were established for the [Mandatory Counseling](#) of First Time in Any College (FTIAC) students. Annual assessment of these student learning outcomes below will help measure how prepared students are to succeed at OCC and how counseling and college resources can help contribute to that success.

<b>Mandatory Counseling of FTIAC Students: Learning Outcomes</b>	<b>Summer 2019 Met Learning Benchmark (Goal: 80%)</b>
Understand differences between secondary and postsecondary environments as they relate to college readiness	77%
Identify an academic goal and course plan for the upcoming semester	80%

Source: [ARTIS](#) (Assessment Results Tracking Information System)

### Online Orientation: StudentLingo

As part of the online orientation to OCC, students have access to “[StudentLingo](#)” through Innovative Educators. This program includes 47 brief instructional modules to guide students through a range of topics related to college readiness and success. Students may choose to use them while completing orientation or return to them at any time. OCC faculty can refer students to them and students on academic intervention use them to improve academic and personal skills. In total, thousands of students complete the modules each year, whether taking one, several, or all 47 of them. They are an accessible support available to students at any time based on their evolving needs.

<b>StudentLingo Modules Completed</b>		
<b>Month</b>	<b>2018</b>	<b>2019</b>
January	579	508
February	177	501
March	722	411
April	582	725
May	805	805
June	1,100	1,224
July	1,135	2,609
August	2,657	3,840
September	464	1,000
October	275	420
November	384	As of 11/20: 479
December	555	TBD
<b>Total</b>	<b>9,435</b>	<b>To date: 12,522</b>

Source: Innovative Educators Analytics

Highlighted StudentLingo Training Topics	
<p><u>Learning to Learn</u></p> <ul style="list-style-type: none"> <li>• 10 Habits of Mind for College Success</li> <li>• Academic Integrity: The Do's and Don'ts</li> <li>• Exam Preparation Tips &amp; Test-Taking Strategies</li> <li>• How To Overcome Math Anxiety</li> <li>• How To Reduce Test Anxiety</li> <li>• How To Succeed In Math</li> <li>• Learning Strategies Every Student Should Know</li> <li>• Study Tips &amp; Note-Taking Strategies</li> <li>• The Difference Between High School &amp; College</li> <li>• Understanding &amp; Avoiding Plagiarism</li> </ul>	<p><u>Personal Management/Other</u></p> <ul style="list-style-type: none"> <li>• Financial Literacy: Smart Money Skills For College &amp; Beyond</li> <li>• Improving Student-Faculty Relationships</li> <li>• Mental Health &amp; Suicide: Helping Yourself &amp; Others</li> <li>• Navigating The Financial Aid Process</li> <li>• Overcoming Procrastination: Causes &amp; Cures</li> <li>• Setting &amp; Accomplishing Realistic Goals</li> <li>• Stress Management Techniques</li> <li>• Time Management: Strategies For Success</li> <li>• Classroom Expectations &amp; Behavior</li> <li>• Developing Critical Thinking Skills</li> <li>• Discover Your Learning Style Preferences</li> <li>• Handling Failure In &amp; Out of The Classroom</li> <li>• How Your Personality Style May Impact Your Academic Success</li> <li>• Preparing for Final Exams</li> <li>• Success Strategies For First Generation Students</li> </ul>
<p><u>Reading &amp; Writing Strategies</u></p> <ul style="list-style-type: none"> <li>• Developing A Strong Thesis Statement</li> <li>• Drafting Introductions, Body Paragraphs &amp; Conclusions</li> <li>• Pre-Writing Techniques</li> <li>• Reading Comprehension Strategies</li> <li>• The Revision Process: How To Proofread &amp; Edit Your Writing</li> </ul>	

Source: Innovative Educators Analytics

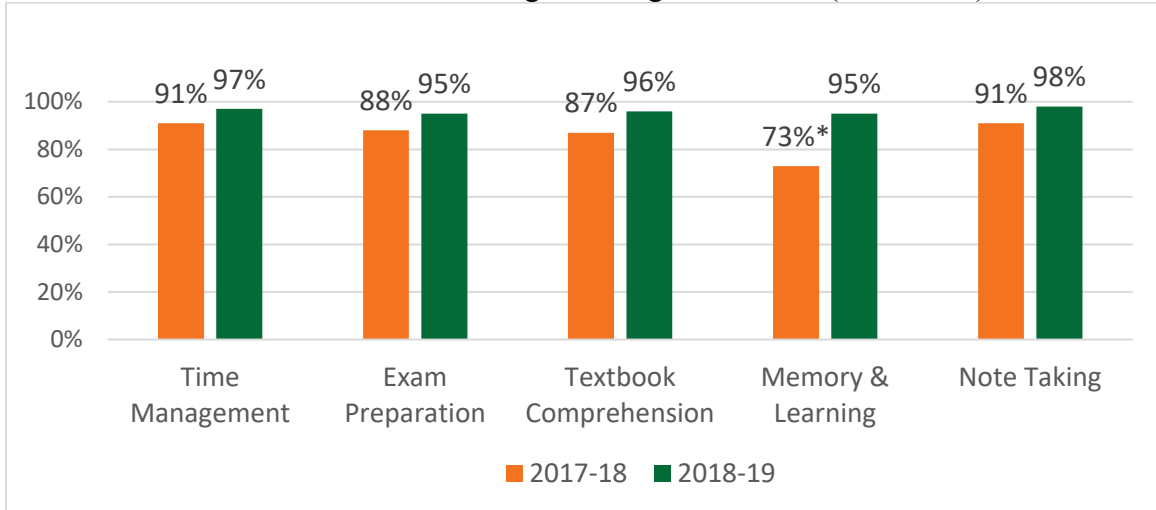
### Academic Support Center (ASC)

The [Academic Support Center \(ASC\)](#) is a valuable resource for students working to improve their learning skills and college success strategies. The ASC provides programs and services that help students achieve their academic goals via skills seminars, Supplemental Instruction (SI), courses on college learning, and tutoring.

- [Skills seminars](#) include: time management and organization, learning styles and strategies, math study strategies, textbook reading strategies, memory strategies, test-taking strategies, final exam preparation, note-taking strategies, goal setting, critical thinking and problem solving, campus resources, specialized sessions on academic topics and individual consultations, etc.

Since [co-curricular](#) student learning outcomes and assessment methods were first created for ASC seminars in 2017, there has been an increase in both the number of students assessed and the success of student learning reported. In 2017-18, about 400 students were assessed on these skills, while in 2018-19 over 1,600 were assessed.

Academic Support Center (ASC): Success Seminar Learning Outcomes  
Percent of Students Meeting Learning Benchmark (Goal: 80%)



Source: [ARTIS](#) (Assessment Results Tracking Information System)

\*From 2017-18 to 2018-19, the ASC faculty implemented an action strategy to revise the assessment survey for this learning outcome, to make it more consistent among campuses and more user-friendly for students.

- [Supplemental Instruction Leaders](#) run study groups on an ongoing basis, once or twice a week, to support the learning in specific courses and sections, including English, Mathematics, and English as a Second Language (ESL).
- ASC faculty teach credit-based [courses](#) on College Success Skills (ASC 1070), Textbook Learning Strategies (ASC 1072), Lecture Learning Strategies (ASC 1074), and Critical Thinking Strategies (ASC 1076).
- [Tutoring](#) occurs across all campuses, in several subjects, with multiple days and times available to meet student needs. [Online tutoring](#) via D2L and [NetTutor](#) provides 24/7 online tutoring support in a wide range of subjects, including those that can support college readiness in English and Math.

NetTutor Sessions Applicable to College Readiness (Fall 2018 through Summer 2019)		
Topic	# of Sessions	Time
Writing and Paper Center	672	326 hours, 27 minutes
Math (Basic Math, Algebra, and Pre-Calculus)	356	156 hours, 16 minutes
English	309	139 hours, 52 minutes
Math (Statistics)	107	42 hours, 26 minutes
<b>Total</b>	<b>1,444</b>	<b>665 hours, 1 minute</b>

Source: NetTutor Data



## English Language Learner (ELL) Program

The Farmington English Language Learning (ELL) program at OCC's Orchard Ridge campus currently serves about 40 students per year (20 high school juniors and 20 high school seniors). The program began in 2015 in partnership with Farmington Public Schools, which provides transportation for students and support for the program. It focuses on helping students develop both in their language abilities and in their understanding of college. It intends to help students improve their college readiness and potentially recruit them to attend OCC.

Program activities include:

- Juniors participate in the College Success Skills seminar via OCC's Academic Support Center (ASC)
- Seniors take the MTELP (Michigan Test of English Language Proficiency) and participate in the one-credit CNS-1100 Orientation to College, via scholarship funding
- OCC supports the program through: Administration, Counseling, ASC, Admissions, Financial Aid, and lunch for the students that attend

Evaluation of the ELL program is currently underway, which will include two focus groups in Winter 2020 (in January and April) to help measure the impact of the program on students.

## Voluntary Framework of Accountability (VFA): Comparative Data

OCC reports annually on the college readiness placement of new students and their academic success through the [Voluntary Framework of Accountability \(VFA\)](#). The VFA is a national system of accountability designed specifically by and for community colleges via the [American Association of Community Colleges \(AACCC\)](#).

While multiple cohorts of students are included in the VFA reporting system, the data below focuses specifically on the First Time in Any College (FTIAC) Cohort. FTIAC students are degree or certificate seeking students who have no prior postsecondary experience, attending any institution for the first time at the undergraduate level. While last year's monitoring report looked at the six-year cohort of students, to provide ample time for student academic progress, the data below focuses on the two-year cohort of students that started at OCC in Fall 2015 and Fall 2016. As shown earlier in this report, the College has made significant changes to both placement processes and developmental curriculum, some of which will be reflected in the data below and some of which need additional time to be fully integrated into college practices.

The tables below include a comparison group of seven peer institutions that are similar to OCC in terms of size, location, and student demographics:

- Grand Rapids Community College
- Henry Ford College
- Lansing Community College
- Kalamazoo Valley Community College
- Macomb Community College
- Mott Community College
- Washtenaw Community College

When comparing OCC to other institutions, it is important to note that colleges vary according to their policies, placement tests, and curricula. These differences need to be considered as they impact the data that gets reported. To provide insight into the context of these seven schools, in 2015 and 2016:

- Four institutions used COMPASS testing for English and Math placement, as did OCC. The remaining three institutions used Accuplacer for English and Math placement.
- Six institutions accepted SAT and/or ACT scores for placement and one institution did not. At this time, OCC accepted ACT scores for English and Math placement.
- No institutions required students to submit their transcript/GPA (same as OCC), but two colleges allowed transcript/GPA to help with the placement/appeal process.
- Three institutions required math placement for all new students, while four institutions only needed it prior to taking a math course, as OCC does.
- Further, based on curriculum, some institutions report English and Reading separately, while others combine them (as OCC does).

While practices will always vary by institution, and even from year to year, VFA data still represents the most thorough, carefully defined comparison data tailored specifically to community colleges and their students.

## OCC Trend

For OCC's FTIAC cohort, from 2015 to 2016 college readiness in Math increased slightly while readiness in English increased at a greater rate. The 2017 cohort will be included in next year's report and will start to reflect the changes in placement assessments and practices that have taken place based on the data and best practices, so their impact can begin to be considered.

FTIAC Cohort	OCC 2015 Cohort	OCC 2016 Cohort
FTIAC Students	3,060	2,710

Math Developmental Need	2,155	1,964
Attempted Dev. Math Course	1,574 (73%)	1,412 (72%)
College Ready Math	532 (25%)	514 (26%)
Completed College-Level Math	226 (10%)	248 (13%)

English Developmental Need	894	659
Attempted Dev. English Course	666 (74%)	535 (81%)
College Ready English	419 (47%)	369 (56%)
Completed College-Level English	316 (35%)	284 (43%)

Any Developmental Need	2,230	1,997
Attempted Any Dev. Course	1,766 (79%)	1,566 (78%)
College Ready All Subjects	865 (39%)	785 (39%)

## OCC Peer Comparison

When compared to the peer group for this one cohort in this one year, OCC shows a lower level of Math readiness attainment and a somewhat higher level of English readiness attainment. Again, starting next year with the 2017 two-year cohort, many of the placement changes (such as the new placement assessments and mandatory practice) will be reflected for the first time. These changes were made to help shorten the time needed to achieve college readiness. The major curricular changes that have been made to improve readiness will take additional time to be fully reflected in the data (particularly the non-STEM Math pathway). For the 2016 cohort, OCC's rate of overall college readiness slightly exceeds that of the peer group.

FTIAC Cohort	OCC 2016 Cohort	Peer Colleges 2016
FTIAC Students	2,710	15,985

Math Developmental Need	1,964	8,955
Attempted Dev. Math Course	1,412 (72%)	5,895 (67%)
College Ready Math	514 (26%)	3,085 (36%)
Completed College-Level Math	248 (13%)	1,741 (21%)

English Developmental Need	659	4,175
Attempted Dev. English Course	535 (81%)	2,966 (72%)
College Ready English	369 (56%)	2,267 (55%)
Completed College-Level English	284 (43%)	1,587 (38%)

Any Developmental Need	1,997	9,947
Attempted Any Dev. Course	1,566 (78%)	7,297 (75%)
College Ready All Subjects	785 (39%)	3,534 (37%)

### First-Term FTIAC Student Success

A student's GPA and course grades within the first term of study can provide good early indicators of overall success. The data for First Time in Any College (FTIAC) students at OCC over the past five years shows an overall upward trend in first-term academic performance, pointing toward a positive initial impact of the institutional and curricular changes documented in this report.

<b>Term</b>	<b># of FTIAC students</b>	<b>FTIAC students with a 3.00 or higher first-term GPA</b>	<b>% of FTIAC students with a 3.00 or higher first-term GPA</b>
Fall 2014	4,585	2,140	46.7%
Fall 2015	4,000	2,000	50.0%
Fall 2016	3,619	1,885	52.1%
Fall 2017	3,220	1,781	55.3%
Fall 2018	2,844	1,536	54.0%

Source: Colleague Database

<b>Term</b>	<b># of courses taken by FTIAC in the first term</b>	<b># of courses successfully completed by FTIAC students (C or better)</b>	<b>FTIAC student course success rate (C or better)</b>
Fall 2014	12,722	3,468	27.3%
Fall 2015	10,814	3,189	29.5%
Fall 2016	9,673	2,883	29.8%
Fall 2017	8,537	2,630	30.8%
Fall 2018	7,480	2,283	30.5%

Source: Colleague Database

## English as a Second Language

The English as a Second Language (ESL) curriculum has eleven courses total across three different “sequences” (3 oral/speaking, 4 grammar/listening, 4 writing/reading). The [Michigan Test of English Language Proficiency \(MTELP\)](#) (and other methods) provide student placement into all three sequences, based on an individual’s specific level of proficiency within each.



The ESL program serves a diverse group of students with varied academic goals. Some students wish to take a select number of courses to improve their English skills, while others choose to complete the full sequence and potentially pursue further study at OCC. While most non-ESL courses require successful completion of the ESL sequence as a prerequisite, there is a list of [approved courses](#) that students can take with a placement into ESL 2510 or 2520. Some students already have college degrees from their native countries, while others are pursuing higher education for the first time.

ESL students that attend OCC as international students benefit from the International Student Office at Royal Oak. The College also holds international student orientations at Auburn Hills, Orchard Ridge, and Royal Oak. Finally, OCC is the only community college in Michigan to use the acclaimed [Terra Dotta](#) software as its student portal, which facilitates student communication and support regarding the international student via process, while maintaining compliance with federal requirements.

To help portray the wide diversity of ESL student backgrounds, below is information provided by students from one sample daytime section and one sample evening section in Fall 2019.

In a daytime section, 18 respondents represented:

- 13 countries
- 11 languages
- In the U.S. from 6 months to 5 years
- Ages from 19 to 52
- Goal: 15 intend to earn a degree or certificate from OCC; three plan to transfer to another institution; one is working solely on improving language skills.

In an evening section: 15 respondents represented:

- 11 countries
- 10 languages
- In the U.S. from 6 months to 10 years
- Ages from 18 to 48
- Goal: Seven plan to earn a degree or certificate from OCC; three plan to transfer to another institution; eight are working solely on improving their language skills.

On average, ESL students attend OCC for three terms. Out of a possible range of four to twelve credits per term, on average students take seven credits each in fall and winter terms, then an average of five credits in the summer term for students who attend.

Term	Students	Total ESL Credits	Average ESL Credits by Term
Fall 2016	657	4,284	7
Fall 2017	674	4,460	7
Fall 2018	594	4,092	7
Winter 2017	643	4,368	7
Winter 2018	615	4,188	7
Winter 2019	505	3,428	7
Summer 2017	268	1,300	5
Summer 2018	259	1,372	5
Summer 2019	201	960	5

Source: Colleague Database

### Intake/Exit Testing

Students first use the MTELP (Michigan Test of English Language Proficiency) or other options (ACT, SAT, TOEFL/Test of English as a Foreign Language, prior coursework or degree) to place into courses within the three ESL sequences. However, there is also a comprehensive assessment process on the first and last days of ESL classes to ensure a student's proper placement and readiness to continue on to the next course in the sequence. Since students enter OCC with varied levels of proficiency across the three ESL sequences – writing/reading, grammar/listening, and oral/speaking – these additional evaluations help ensure student preparedness to get the most out of a specific course level and successfully complete it. As needed, students may repeat a course or participate in the [Bridge Class](#) for additional practice to further develop their skills.

In the oral communication courses (ESL 1011, 1021, and 2011), students take a test via the phone that is computer-rated and provides scores in grammar, vocabulary, fluency, and pronunciation. It is the same test for all levels, though each student will take an individual version of the test. As students move from beginning to advanced course levels, they are required to achieve higher scores. This test will be moving wholly to computers in the next year, offering technical challenges to overcome in the transition.

For the grammar/listening courses (ESL 1410, 1420, 2410, and 2420), students take a multiple-choice listening and grammar test. Similar to the oral communication test, as students move from beginning to advanced course levels, they are required to achieve higher scores. However, unlike the oral test, every student on each campus takes the same test. The primary goal is, again, to ascertain that students who are moving into the next course level share a level of language proficiency that will help them succeed at that level.

In the writing/reading courses (ESL 1510, 1520, 2510, and 2520), students are asked to create a writing sample during a class period. Students have practiced their writing and reading through numerous exercises and activities during the semester. They also practice this test at least three times (with different topics) through the semester so that instructors can help students focus attention on their areas of weakness. To rate the writing samples, instructors meet, norm on former tests, and then spend a day rating papers as pass/not pass based on discipline expectations of students at each level.

Through these processes, ESL instructors help assess the academic readiness of students to proceed within the course sequences and successfully complete the next course.

### Enrollment and Academic Progress

Faculty in ESL focus holistically on student success and the students benefit from a strong sense of community. Since ESL students take many of the same courses as an unofficial cohort, they get to know one another and receive ongoing support from instructors and the group. This community-based approach extends to outreach for the program, as current and former students refer others to OCC. Faculty also engage in the community and in 2019-20 plan to recruit students from the English conversation programs at local libraries.

While the time periods have been refined slightly from the prior year for more consistent tracking going forward, the numbers below show an increase in both the number of students with an ESL placement and those that registered in the following years.

<b>Students with ESL placement results from MTELP/other tests (scores last two years)</b>	<b>Students with placement results that register in ESL course</b>
Summer II 2013 - Summer 2015: <b>2,240</b>	Summer II 2013 - Winter 2018 <b>1,609</b>
Summer 2015 - Summer 2017: <b>2,916</b>	Summer 2015 - Summer 2019: <b>1,759</b>

Source: Colleague Database

When focusing on cohorts of students that started at specific points in time, on average over half of ESL students continue on to take college-level courses within three years of their first ESL course, and on average 86% successfully pass their first college-level course.

Academic Year	Students who started first level of ESL course	Students who took college-level courses within three years after first ESL course		Students who passed (D or better) first college-level course within three years	
		#	%	#	%
2014-15	723	370	51.2%	312	84.3%
2015-16	655	354	54.0%	301	85.0%
2016-17	684	332	48.5%	294	88.6%

Source: Colleague Database

Action: The discipline recognizes the diversity of ESL populations and is exploring alternative placement measures to serve students in the best possible way.

This action aligns with the following [strategic initiatives](#) of the College:

- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.

## Conclusion

OCC has made substantial changes in recent years to the institutional policies and curricular sequences that impact students in their pursuit and attainment of college readiness. Some of these changes have been fully realized, while others need additional time in order for their impact to be fully determined. The College will continue to assess and refine its policies, practices, curricula, and support services to best meet the wide range of student needs. OCC provides open access to higher education for the community it serves. It helps to place and guide students in their pursuit of college readiness, their selection of academic, personal, and professional goals, and their progress toward attaining them.

## Acknowledgements

Many thanks to the numerous faculty, staff, and administrators from across OCC that contributed their insights, writing, review, and revision to this report, from its earliest stages through to the final draft. Their ongoing work and efforts help the students represented by these numbers to achieve success at OCC.



## Endnotes

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### <sup>1</sup> [MI School Data College Enrollment Details:](#)

- The number of months to enrollment is cumulative; once enrolled, students are reflected in all subsequent month categories.
- Students may have enrolled in more than one college in the four years after graduating high school, but are counted only once for each institution type (community college or four-year college/university), as of the time they enroll. Students are counted for their first college enrollment, favoring the university if a student happened to enroll at a university and community college at the same time. A student who enrolled in a community college within 6 months of graduating high school, and also enrolled in a 4-year university within 12 months of graduating high school (or later) appears in both enrollment counts.
- Not every instance of college enrollment is counted in this report. For example, those students participating in dual enrollment or Early/Middle College programs have not yet graduated high school and are not included in this report. Only once a student earns their high school diploma does the report follow these high school graduates into postsecondary enrollment.
- High school graduates identified in the Michigan Student Data System (MSDS) are matched against Michigan's Student Transcript and Academic Record Repository (STARR) Collection, a collection agency within the MSDS, and national college enrollment data from the National Student Clearinghouse (NSC) StudentTracker to create this report. Michigan acquires NSC StudentTracker student-level records by a matching process which includes the first name, middle name, last name, suffix, and date of birth. If a student's name or date of birth in the NSC StudentTracker database doesn't exactly match the state's graduation record, a match may not be made. Another limitation is that most, but not all, colleges and universities provide data to NSC. Both situations can result in lower enrollment totals.