INFORMATION
Board Agenda Item 6.1
December 12, 2018

COLLEGE READINESS
MONITORING REPORT

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Background

The Oakland Community College Board of Trustees, in their policy on College Purpose (4.1), identifies six critical services that OCC shall provide to the Community:

- Career and Technical Programs
- Transfer Programs
- Workforce Training
- Continuing Education
- College Readiness
- Student Services

In addition, the Board identified Accreditation (4.4) and Diversity (4.5) as essential elements for supporting achievement of the College's "Purposes" as defined in Policy 4.1.

The Board, in fulfilling its oversight responsibility, reviews a series of monitoring reports that evaluate College performance in broad operational areas considered critical to the attainment of the aforementioned purposes. Monitoring reports provide the Board with a comprehensive and consistent evaluative framework to assess overall institutional effectiveness and allow for a more coherent approach to making decisions related to the College's strategic direction, the prioritization of performance improvement initiatives, and the allocation of resources.

Policy 4.1 in part states that 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.

In accordance with Board Policy 4.3, this report provides an analysis of performance indicators, an examination of internal strengths and challenges along with external opportunities and threats, and a review of initiatives designed to build on best practices and improve college effectiveness.

This report approaches college readiness from several perspectives. To help students progress in their abilities of English, Math, and English as a Second Language, 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 the ongoing analysis and discussion of the performance indicators, 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.

College Readiness

Voluntary Framework of Accountability

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 (AACC).

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. VFA also specifies a six-year cohort for reporting, in order to allow students time to develop academically and make progress towards achieving their educational goals. As such, the data reported below represent students who started at OCC in Fall 2011, with their outcomes reported in 2017-18.

Of 3,324 FTIAC students starting at OCC in Fall 2011, 1,726 (52%) of them were identified as "not college ready" in English and/or Math according to our placement processes. Additional points include:

- 70% of the 1,726 students who tested at the developmental level were Pell recipients (a federal grant given based on financial need).
- Full-time students were more likely to attempt a developmental course and to become college ready than part-time students. In this student cohort, 40% of full-time students who tested at the developmental level attained college readiness, compared to 27% of part-time students.
- The lower a student placed in English and/or Math, the more challenging it was to achieve college readiness.
- Placement levels and course completion rates varied based on race/ethnicity and age. Gender was a less significant variable in terms of college readiness attainment.

VFA Comparative Data

As we analyze the college readiness of new students via English and Math placement and their academic progress, it is helpful to look at a comparison group of other community colleges in Michigan. Based on size, location and demographics, we selected the following nine community colleges as a comparison group: Grand Rapids, Henry Ford, Kalamazoo Valley, Kellogg, Lansing, Macomb, Mott, Muskegon, and Washtenaw. Since colleges vary according to their placement processes, test score policies, and curricula, it is not a perfect comparison across institutions, but the data still provide an interesting context to consider.

For students who enter community college with any developmental need in English and/or Math, OCC shows the following rates of college readiness progress in comparison to the peer group. While levels vary throughout developmental paths in English and Math, OCC's rate of overall college readiness attainment is comparable to that of the group, 33% compared to a 35% average among peer institutions.

Development Need/Progress	OCC	Comparison Group
FTIAC Count	3,324	23,251
Development Need Math	1,340 (40%)	13,605 (55%)
Development Need English	1,090 (33%)	8,379 (38%)
Any Development Need	1,726 (52%)	15,662 (66%)

Development Need/Progress	OCC	Comparison Group
Development Need Math	1,340	13,605
Attempted Dev (By Referral) Math	756 (56%)	8,921 (65%)
College Ready Math	402 (30%)	5,163 (36%)
Completed College-Level Math	359 (27%)	2,837 (22%)

Development Need/Progress	OCC	Comparison Group
Development Need English	1,090	8,379
Attempted Dev (By Referral) English	635 (58%)	5,998 (72%)
College Ready English	424 (39%)	4,281 (49%)
Completed College-Level English	311 (29%)	2,701 (33%)

Development Need/Progress	OCC	Comparison Group
Any Development Need	1,726	15,662
Attempted Any Dev Course (By Referral)	1,144 (66%)	11,668 (74%)
College Ready All Subjects	**564 (33%)**	**5,405 (35%)**

MI School Data

As an additional point of comparison, the MI School Data portal provides extensive information on the full Michigan education system, from preschool through post-secondary, as part of the State's Center for Educational Performance and Information (CEPI). The data show college readiness as determined by standardized testing such as SAT scores. In 2017-18, 45% of high school students in Oakland County were found to be college-ready based on the total SAT score.[1] As a counterpoint, OCC's placement processes in Fall 2017 found that 43% of students were college ready. So, the two measures found similar proportions of the students prepared to begin in college-level coursework. The wealth of comparative data in this area provides ample opportunity for future analysis and improvement, but the diversity of student backgrounds and educational histories needs to be considered.
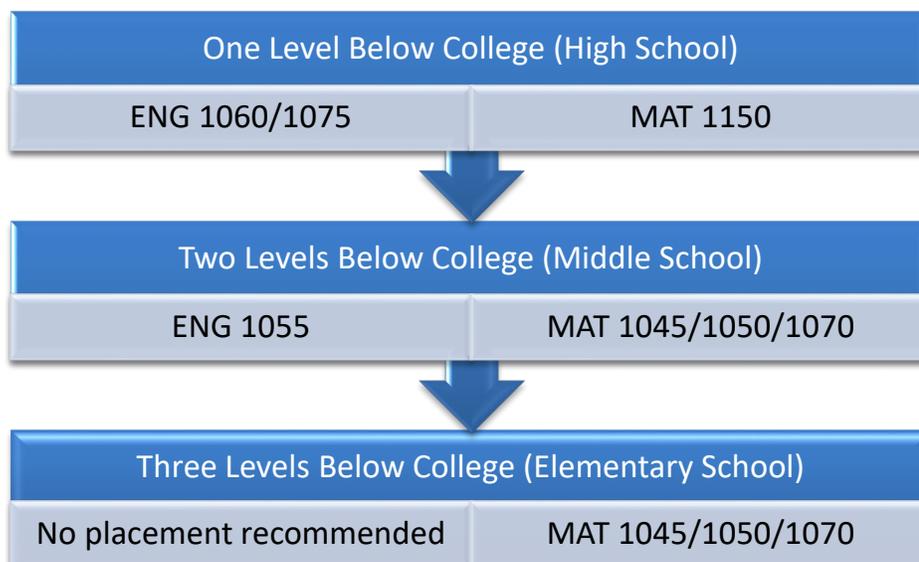
Student Learning Assessment

A critical part of student academic progress is the attainment of course learning outcomes as defined by the faculty across all sections, campuses, and modes of delivery. In 2017-18, from a total of 88 student learning outcomes reported in 17 college readiness courses in English, Math, and ESL, students met or exceeded the benchmark for 90% of outcomes. For the remaining outcomes, when appropriate faculty created an action strategy (reviewed and approved by the Academic Dean) to modify the curriculum, pedagogy, or other practices to improve student learning. Action strategies in assessment (as well as curriculum review) are tracked to monitor their impact and the need for any additional intervention.

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[1]https://www.mischooldata.org/DistrictSchoolProfiles2/AssessmentResults/CollegeReadiness/CollegeReadiness.aspx

Situational Analysis: English and Math

The following chart depicts the levels of English and Math courses into which students place based on the College's placement procedures:

One Level Below College (High School)	
ENG 1060/1075	MAT 1150

↓

Two Levels Below College (Middle School)	
ENG 1055	MAT 1045/1050/1070

↓

Three Levels Below College (Elementary School)	
No placement recommended	MAT 1045/1050/1070

*Note: Students can go from MAT 1125 to either 1525 or 1580 (which are college-level) as part of the non-STEM (Science, Technology, Engineering, and Mathematics) sequence of courses.

There have been several initiatives for improvement in the English courses, Math courses, Counseling practices, and College policies since the Fall 2011 cohort started at OCC. Hence, the impact of these changes on new entering student cohorts needs time in order to be fully evaluated.

Placement:

- In December 2016, English changed from the COMPASS placement assessment to ACCUPLACER. Math changed the placement assessment in November 2016 and now uses ALEKS. The curricula in both academic areas, and the courses into which students place, have changed as well. So far, students show higher rates of success with the new placement practices (see data in appendix section one).
- OCC now requires new students to complete practice tests for English and Math placement assessments. Students can retake the ACCUPLACER English assessment twice (or a third time with approval). Students can take the ALEKS Math assessment three times in order to help improve their scores, but remediation and practice is required each time before a retake is allowed. These policies are intended to help students place more accurately, and to perform on the placement assessments to the best of their ability.
- College-level is now defined a step higher than it used to be. Federal financial aid will not pay for lower-level courses that are below high school level in content, which could potentially be a deterrent for those students that cannot otherwise afford them.
- The Director of Secondary Partnerships will increase our interactions and coordination with area school districts.

- Organizations such as the Michigan College Access Network (MCAN) are involved in extensive initiatives across the state to improve college access, readiness, and success.

Enrollment:

- The ALEKS assessment places students higher than COMPASS did, shortening the time needed to become college ready, and so far students are showing higher rates of success. The Math discipline has also introduced different paths for math so that students can take the courses most applicable to their interests and academic goals. Students can choose the STEM (Science, Technology, Engineering and Mathematics) path to pursue academic and career goals within those areas, or they can choose non-STEM courses to acquire Math skills related more to the liberal arts.
- In Fall 2016, placement into ENG 1510 became a requirement for many courses, limiting the number of courses students can take when they place into ENG 1055, 1060, or 1075 (though Math can be taken concurrently based on a student's placement results).
- Mandatory counseling for new students began in Fall 2018 and counselors are encouraging students to address their developmental skills early.
- Instituting an application deadline and creating a required online orientation helps new students to be properly assessed and advised, allowing them to plan ahead and start college more prepared.
- Program plans help students better understand and prepare for their academic paths at OCC.

Academic Progress:

- OCC now has ENG 1075, a one-credit course that aims to accelerate the learning process and help students become college ready more quickly and easily.
- Students are increasingly taking advantage of online support services, even if they are not taking classes online, such as Net Tutor. Courses have started to give more online homework, with immediate feedback that helps to facilitate learning. Other help features are available online as well, such as My Math Lab, Web Assign, and Knewton. Courses in both English and Math have either begun to use common textbooks or to offer online access to course materials for a $50 course fee, which saves students money and ensures access to the content from the first day of class.
- Early alert has been in place at OCC for about two years, allowing the College to identify and reach out to students who are struggling academically and offer additional support.
- Many students transfer into OCC, as well as out. People and jobs move and the community college population is by nature more transient, with shorter-term goals and various paths of reaching them. Overall at OCC, retention and completion are improving and the institution will continue to drive that progress however possible.

Situational Analysis: English as a Second Language

Placement:

The English as a Second Language (ESL) placement process and student population is multi-faceted, with diverse needs and goals. For instance:

- The ESL curriculum has eleven courses total but in three different "sequences" (4 courses in writing/reading, 4 grammar/listening, 3 oral). The Michigan Test of English Language Proficiency (MTELP) provides student placement into all three sequences (see graphic below and appendix section two for additional details).

Writing/Reading	Grammar/Listening	Oral
• ESL 1510 • ESL 1520 • ESL 2510 • ESL 2520	• ESL 1410 • ESL 1420 • ESL 2410 • ESL 2420	• ESL 1011 • ESL 1021 • ESL 2011

- ESL Students can place into coursework via MTELP, but can also use scores from the ACT, SAT, Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS), as well as prior coursework or degree attainment.
- As new students enter the country and enter OCC, the ESL Bridge class can be a helpful program. These non-credit courses at the Royal Oak and Orchard Ridge campuses help students improve their skills when they are not yet ready for the lower-level courses. The ESL program works with a diverse range of immigrant and non-immigrant students, here for shorter timeframes or as permanent residents. They may be graduates of U.S. high schools or come from overseas for a variety of reasons. Placement and counseling are crucial processes to help these students define and meet their specific, unique goals.

Enrollment:

- Percent of students who receive an ESL placement from MTELP and other test results and register in an ESL class (includes placements from Summer II 2013 through Summer II 2015): During this timeframe, 2,240 students were placed in ESL. 1,609 of those students (72%) went on to register in an ESL course in the coming terms, up through Winter 2018.
- Only F-1 students are required to be full-time and to complete the full ESL sequence. Part-time students can arrange to take only the writing/reading courses.
- Recent partnerships with the Consular Corps of Michigan and the Asian Pacific American Chamber of Commerce (APACC) increase our international involvement and ties. Further, the extensive activities involved in the new Global Literacy Endorsement (GLE) help to create a more welcoming international climate at OCC, where international understanding is developed and encouraged. Finally, the Director of Global Education will help form partnerships with four-year institutions to recruit more international students with F-1 visas to study at OCC.
- Scheduling ESL courses can be a challenge since enrollment is vulnerable to national as well as

international policies and events. The ESL student population is unique and personal factors impact a student's ability to stay in college or even stay in the country, making student behavior less consistent than the overall student body. There is a need to balance section fill rates with availability of sections, and students in one level this year may not be able to enroll in the next level the following year. Summer enrollment is also limited and many ESL students cannot receive financial aid in the summer.

- ESL enrollment fluctuates as populations from specific countries and regions ebb and flow, so it is a strength of OCC to diversify where students are coming from and recruit from multiple sources. With this approach, enrollment is somewhat insulated from what happens at the local, national, and international levels beyond our control.
- On a local level, Oakland County has many international businesses where the ESL program at OCC can assist those employees and their families. The diverse immigrant community within the county and the affordability of our courses make OCC an attractive option for individuals from around the world. The College also has a strong reputation in the community with various educational, cultural, and community organizations referring students to the program. Faculty and college recruiters communicate with such organizations about the ESL opportunities at OCC, and faculty stay engaged in professional groups such as MITESOL (Michigan Teachers of English to Speakers of Other Languages) and the international TESOL association as well. The College continues to get referrals from former students, whose family and friends come to OCC based on the positive experience they had here.
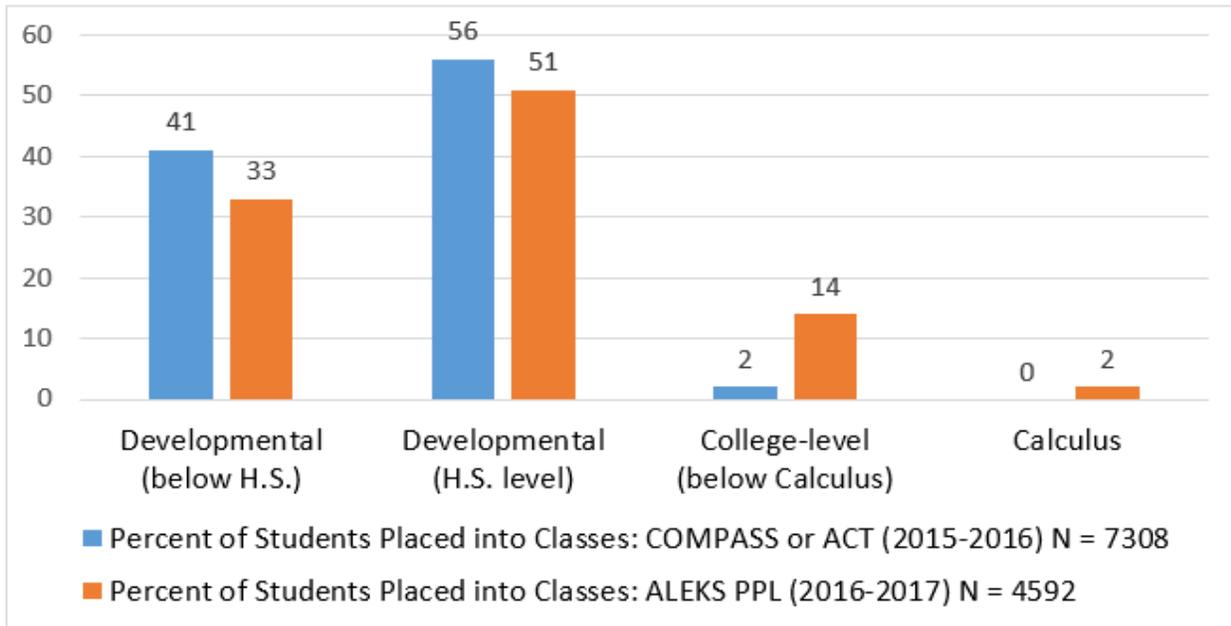
Academic Progress:

- Academic goals vary widely among the ESL student population. Some wish to take only one course, or only one sequence of courses, while others prepare to pursue further studies at OCC or elsewhere. Students want to improve language ability and cultural understanding for personal, academic, or professional reasons. Some students have advanced degrees and professional careers from their home countries and now need language training.
- Percent of students who successfully complete their first ESL class with a grade of D or better over the past three years, starting in Fall 2015:
  995 students received a D or better in their first class, out of 1,153 students that enrolled, so 86% of students that attempted their first ESL class passed it.
- Free tutoring at OCC provides important academic support to our ESL students. Student engagement with the institution and the building of student community are also important factors in their success. Involvement in on-campus activities and student groups helps, as does outreach from non-ESL faculty to encourage students or to invite them to speak to their classes. Counselors are helpful guides for ESL students throughout their time here, especially if they speak other languages.
- For ESL students especially, personal and social issues impact enrollment and academic success. The visa process, culture, and matters within the student's immediate and extended family can all impact their ability to persist and achieve an academic goal.
- Ultimately, OCC has a strong reputation in the community based on the rigor and quality of our curriculum that attracts new and returning students, from the U.S. and overseas.
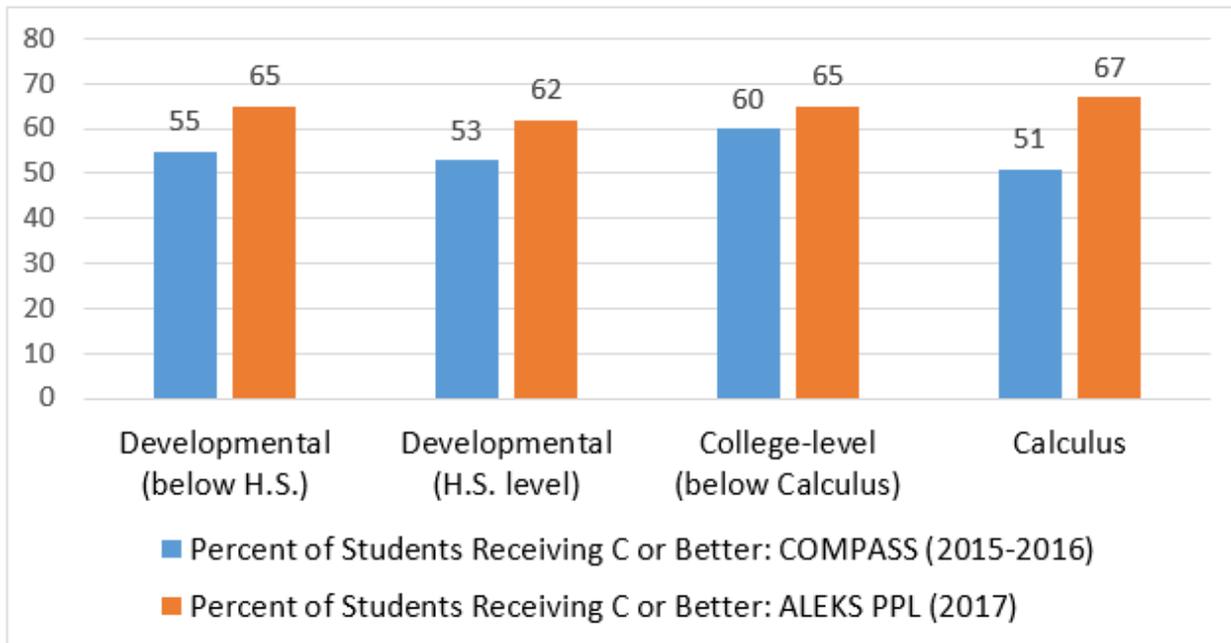
Appendix

Section 1: Impact of Placement Test Changes in Math and English
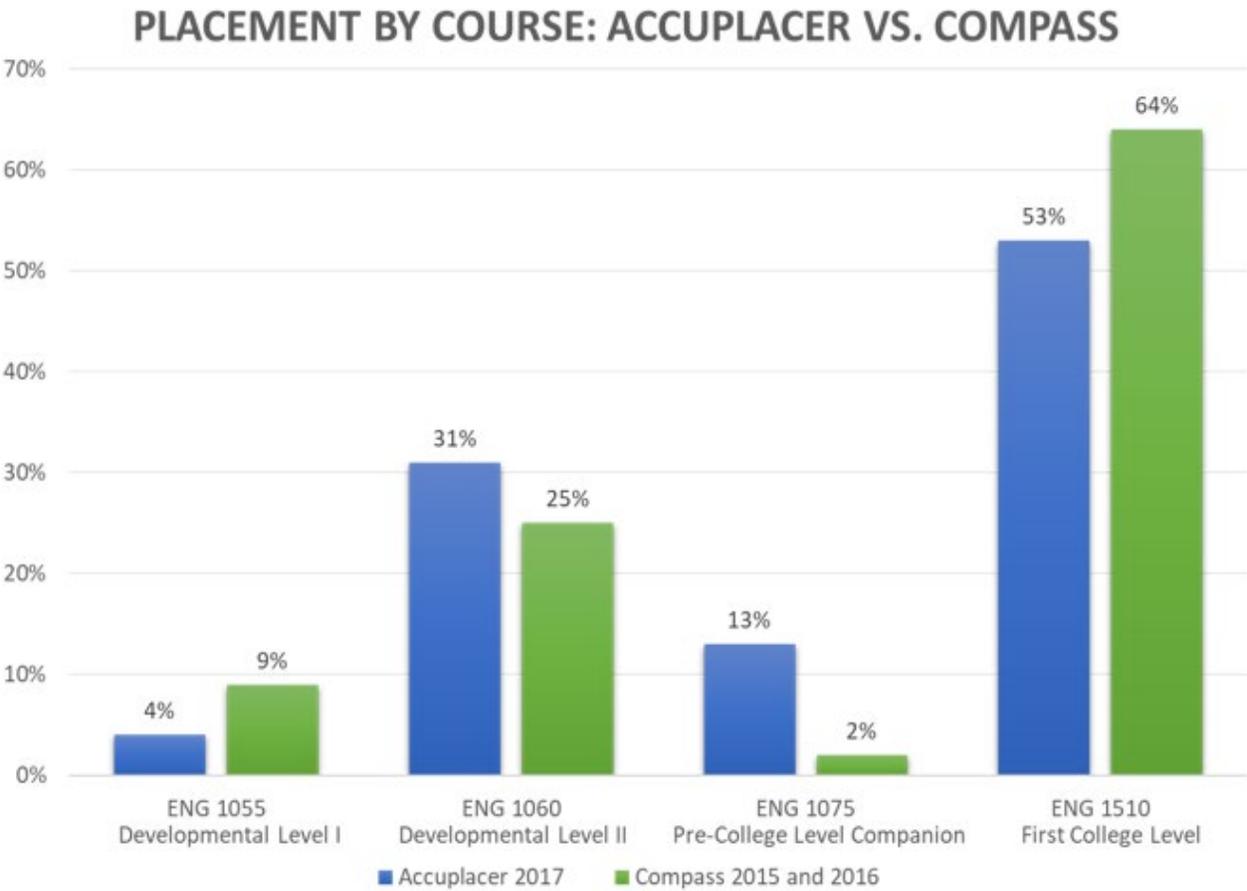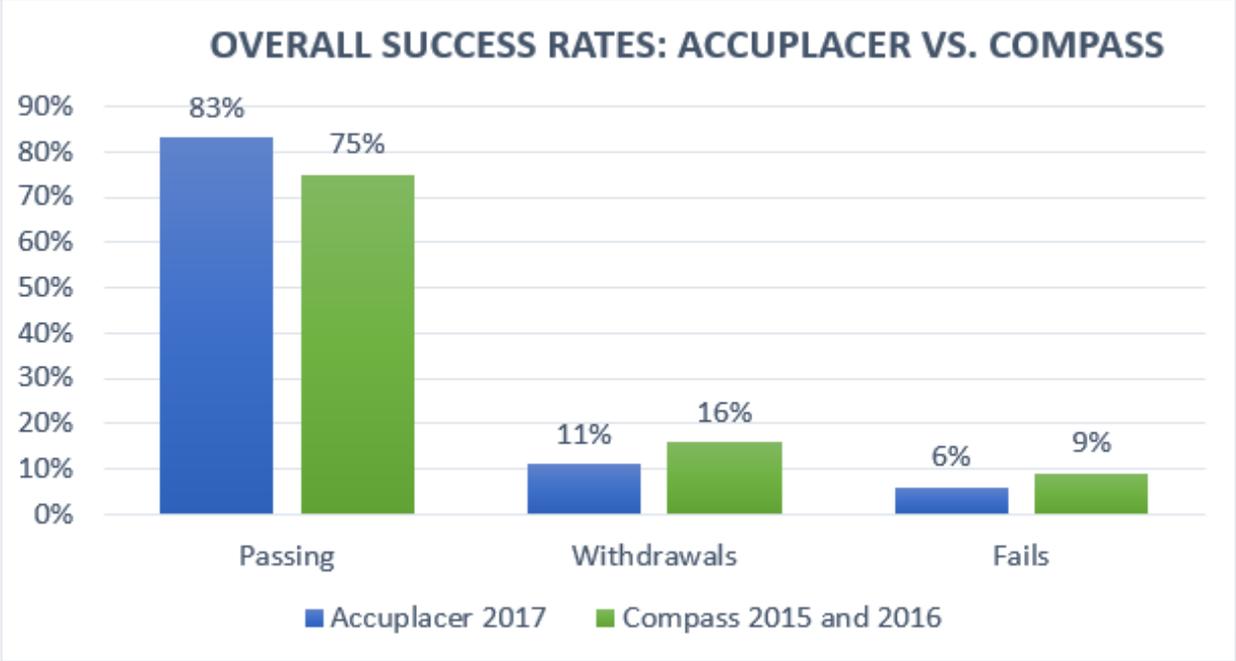
Findings below were presented to the Board of Trustees on May 12, 2018 by Ken Williams, Dean of Mathematics and Sciences, and Cindy Carbone, Dean of Communication, Art and Humanities

Preliminary Data: Aggregate Results

Success Rates

OVERALL SUCCESS RATES: ACCUPLACER VS. COMPASS

Passing — Accuplacer 2017: 83%, Compass 2015 and 2016: 75%
Withdrawals — Accuplacer 2017: 11%, Compass 2015 and 2016: 16%
Fails — Accuplacer 2017: 6%, Compass 2015 and 2016: 9%

Legend: ■ Accuplacer 2017 ■ Compass 2015 and 2016

PLACEMENT BY COURSE: ACCUPLACER VS. COMPASS

ENG 1055 Developmental Level I — Accuplacer 2017: 4%, Compass 2015 and 2016: 9%
ENG 1060 Developmental Level II — Accuplacer 2017: 31%, Compass 2015 and 2016: 25%
ENG 1075 Pre-College Level Companion — Accuplacer 2017: 13%, Compass 2015 and 2016: 2%
ENG 1510 First College Level — Accuplacer 2017: 53%, Compass 2015 and 2016: 64%

Legend: ■ Accuplacer 2017 ■ Compass 2015 and 2016

SUCCESS RATES BY COURSE: ACCUPLACER VS. COMPASS
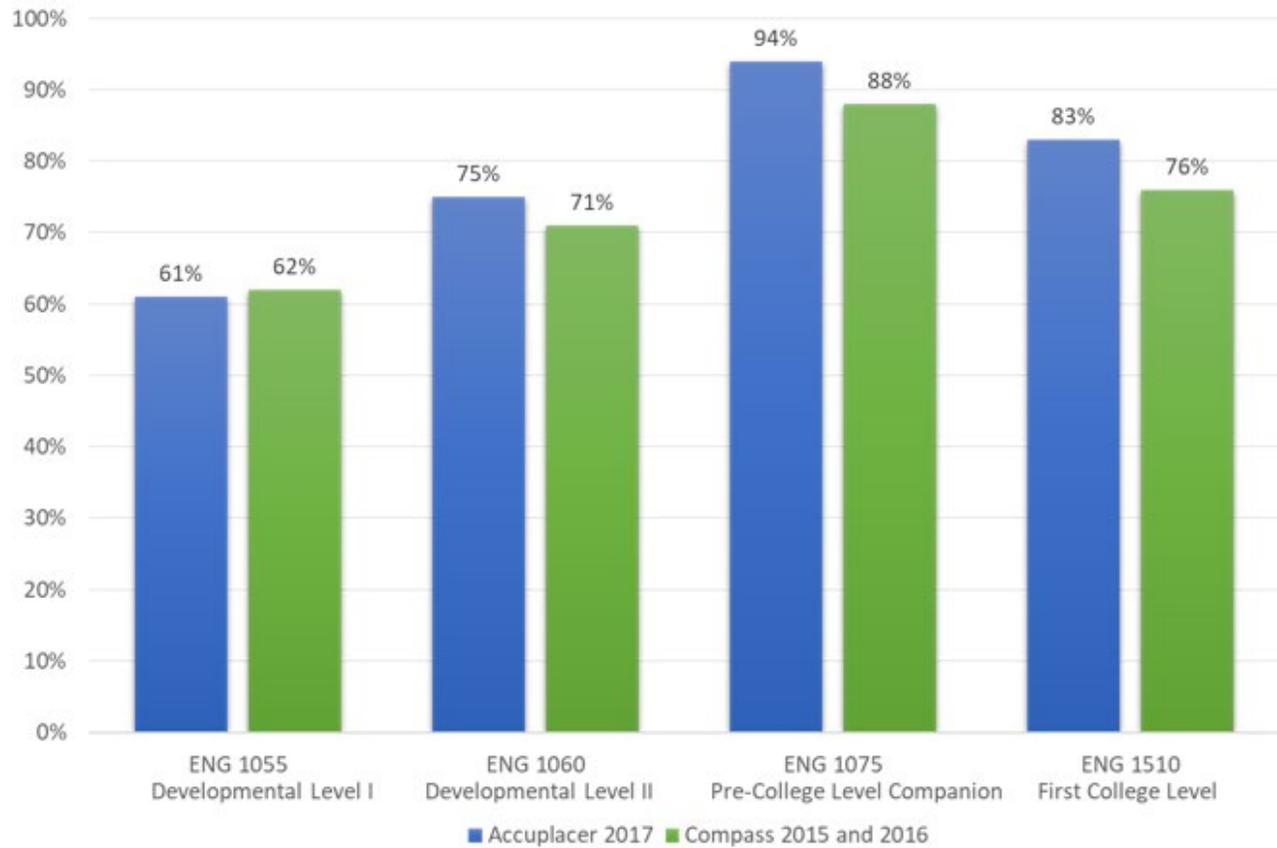
ACT/MTELP Intake

OAKLAND COMMUNITY COLLEGE®

EDU 03 11/07

WHITE - Student Records
CANARY - Counseling
PINK - Student

Student _____ Date _____
　　　Last Name (Family Name)　　　First Name

Student ID Number _____ Test Form _____ MTELP Score _____ Writing Sample _____

OCC English as a Second Language Program
Bridge Class – a listening, speaking, reading, writing, and grammar class preparing students for beginning credit ESL
ESL 1510, 1520, 2510, 2520 – a four-level program that focuses on reading and writing for academic purposes
ESL 1410, 1420, 2410, 2420 – a four-level program that focuses on grammar and listening for academic purposes
ESL 1011, 1021, 2011　　　– a three-level program that focuses on oral communication for academic purposes

ACT Reading + English[1]	MTELP Score[2]	Recommendation
21 and below: Take MTELP	0-14	OCC Bridge Class (or adult education program)
	15-24	Take writing sample for placement into credit ESL or OCC Bridge class or adult education program
	25-35	ESL 1011, ESL 1410, ESL 1510; no non-ESL courses recommended
22-26 (with a minimum of 11 on each section – Reading and English)	36-38	ESL 1011, ESL 1420, ESL 1520; no non-ESL courses recommended
	39-42	ESL 1021, ESL 1420, ESL 1520; no non-ESL courses recommended
27-31 (with a minimum of 11 on each section – Reading and English)	43-52	ESL 1021, ESL 2410, ESL 2510; enrollment in one non-ESL course permitted
32-37 (with a minimum of 11 on each section – Reading and English)	53-65	ESL 2011, ESL 2520, ESL 2420; enrollment in two non-ESL courses permitted
- - -	66-89	Take writing sample for placement into ENG 1510 or ESL
38 (with a minimum of 18 on each section – Reading and English)	90-100	English 1510
22 or above (with a minimum of 11 on each section – Reading and English)	25-100	ESL 1110,* ESL 2110* two classes that focus on pronunciation, rhythm, stress, and intonation in North American English *optional 2 credit hour course

Note: Students on F-1 visas who are below college level are required to enroll in all credit ESL classes at their level until they have successfully completed the final level.

[1] ACT Scores can only be used for placement for two years from the date the test was taken.

[2] A student can re-test on the MTELP if it has been one calendar year since the last MTELP and no OCC ESL courses have been taken, or if one calendar year has passed since the end of the semester in which the student was enrolled in an OCC ESL course. No currently enrolled students in OCC ESL courses can re-test. There is an assessment test in each ESL class the first day of instruction which serves as the appeal process.

Section 3: Action Strategies

Action strategies are an important part of essential activities across the College, to devise and track initiatives for improvement throughout courses, curricula, and departments. The following action strategies represent a small sample of initiatives related to college readiness that were developed through comprehensive student learning assessment and curriculum review processes at OCC.

Action strategies in Student Learning Assessment cover a range of categories, from those that propose instructional and curricular changes to those that work to improve pedagogy [andragogy] or revise the assessment process itself. Through tracking, faculty are prompted to provide cyclical updates on actions and the impact these actions may have had on student learning.

Course	Action Type	Action Summary	Year	Status
Co-Curricular Online Orientation	Instructional/ Curricular	Dean of College Readiness will hold SWOT sessions with front-line staff in financial aid, counseling, enrollment, Deans of Student Services and Associate Deans of Student Services to gather feedback on orientation from their point of view in their respective areas.	2018	In Progress
MATH	Instructional/ Curricular	The subcommittee will develop teaching tools that should assist all faculty in developing and reinforcing this concept.	2018	In Progress
MATH	Student Learning Assessment	Discipline will review the current assessment tool for difficulty level and appropriateness. Revisions will be made to bring the assessment instrument more in line with course content and difficulty level. Revise the course content to match the difficulty of the assessment tool.	2017	In Progress
MATH	Instructional/ Curricular	Discuss these findings with the discipline and identify additional ways to incorporate mathematical model work into the course.	2017	In Progress
MATH	Pedagogy	Work on appropriate instructional time and student support to ensure better learning outcomes in the future assessment cycles.	2016	Working with adjunct instructors on allowing more time for non-linear equations. Significant progress with implementation, continue September 2018

Course	Action Type	Action Summary	Year	Status
MATH	Pedagogy	Each campus will review the outcome with the adjuncts for two reasons: 1. Assure that the skill is taught in every section of the course. 2. Make sure that adjuncts understand how to score using the rubric.	2016	The appropriate meetings with adjuncts took place. The discipline will report substantial progress towards benchmark. Fully Implemented 2018.
MATH	Pedagogy	The assessment instrument was examined by the discipline and was found limiting for the variety of teaching preferences and learning styles. The wider variety of application problems will be open for faculty to choose from during the next assessment cycle.	2016	In Progress
ESL	Pedagogy	Improve preparation of students for recognizing details in the lectures through extra practice exercises and demonstrations prior to assessing the skill.	2015	Fully Implemented
ESL	Pedagogy	Help students to be more successful at this activity through increased practice prior to the assessment being given.	2015	Fully Implemented
ESL	Pedagogy	Assist faculty in developing appropriate assessment activities for the classroom.	2015	Fully Implemented

As an in-depth, comprehensive look at a program or discipline, Curriculum Review provides an ideal place to form action strategies related to the trends in courses, enrollment, student success, completion rates, community need, and more. The following examples of action strategies originated from the 2017-18 review year.

Area	Issue	Action	Responsibilities/Tasks	Status
Counseling	Office of Institutional Effectiveness is requesting an assessment plan for counseling co-curricular activity. The assessment data will be recorded in ARTIS and monitored by the counseling discipline and Institutional Effectiveness.	The college is instituting mandatory counseling for new students. The counseling discipline has identified specific outcomes that will occur during the counseling session.	Institutional Effectiveness will need to create data reporting within ARTIS. Counselors need to participate in assessment activity. The Student Learning Coordinator needs to collect and enter assessment data.	Counseling, with collaboration from IE, has developed an assessment plan for both the mandatory FITIAC counseling and counseling for students on academic intervention. Implementation should begin Winter 2019
English	Students are often deficient in grammar skills along with other areas including self-editing.	The English discipline would like to confer with the ASC to develop additional seminars and Traveling Owls to work with students in areas where guidance and strategies are needed most. The discipline is currently utilizing existing seminars and Traveling Owl.	ASC faculty and staff. Attendance in seminars will be tracked. Evaluations/feedback will be gathered from students and instructors	In Progress
ESL	Challenges, promotion of ESL - Even well-rooted groups in Oakland County are not always aware of the existence of ESL at OCC.	Look for groups in the county that have an international or immigration focus who could be contacted with promotional materials for the ESL courses at OCC. The discipline already has faculty participating in county-wide activities. This would be intended to reach those who have yet to hear of ESL at OCC.	Either the contacted groups could be contacted again to determine if the materials were useful/used or students could be surveyed to determine how they learned of the existence of ESL at OCC.	In Progress

Area	Issue	Action	Responsibilities/Tasks	Status
ESL	Course Characteristics, performance of students who have completed their ESL requirements when taking courses outside ESL	It is requested that the appropriate OCC group (IE) look into the performance of students in non-ESL courses (particularly courses that require writing, reading, and speaking) once they have completed ESL. At the least, performance in ENG 1510 should be examined.	IE. When this research has been completed, the discipline will discuss its implications and determine whether further research or other changes are warranted.	Data has been provided to ESL by IE. Analysis in Progress-moderate implementation.
ESL	Course Descriptions - vocabulary	The discipline will discuss whether to put through a minor curriculum change to add "Strategies for understanding and using vocabulary from various academic disciplines are introduced" to each course that does not yet contain it. This is something that is done in all courses to varying degrees, and the change would simply codify it.	Time at Division Day or another meeting for the discussion. Once the discussion occurs, if the discipline chooses to make the change, then a faculty member will need to take it through Curriculum, but that is still an "if" at this time.	In Progress