

Oakland Community College ESL Statistical Questions

1. What is the total number of students, with an **ESL** code of **Y**, admitted to the college since Spring semester, 1994 (or when the **MTELP** was first administered)? At each campus? (Include a percentage of the total for each campus.) What is the total number of students, with an **ESL** code of **Y**, who registered for classes at each campus during **Spring, 1995? Fall, 1995? Winter, 1996?** (Include percentages of the total for each campus.)
2. What is the total number of students who have taken the **MTELP** at the college since that time? (Include a percentage of the total number of **MTELP** students from the total number of **ESL Y** students.) At each campus? (Include a percentage of the total for each campus.) During **Spring, 1995? Fall, 1995? Winter, 1996?** (Include percentages of the total for each campus.)
3. Of the students who have taken the **MTELP** since its inception, how many have actually registered for classes at the college? (Include a percentage of the total.) At each campus? (Include a percentage of the total for each campus.) During **Spring, 1995? Fall, 1995? Winter, 1996?** (Include percentages of the total for each campus.)
4. Of the students who have taken the **MTELP** and registered for classes, how many, scoring **79 or below**, have taken **ESL** classes at the college? (Include a percentage of the total.) **80 and above?** At each campus? (Include a percentage of the total for each campus.) During **Spring, 1995? Fall, 1995? Winter, 1996?** (Include percentages of the total for each campus.)
5. Of the students who have taken the **MTELP**, how many have scored in the following ranges at the college? •**below 25? •25-35? •36-42? •43-52? •53-65? •65-79? •80 and above?** (Include percentages of each.) How many have scored in these ranges at each campus? (Include percentages of each.)
6. How many students at each range of scores have taken **ESL** classes at the college? (Include percentages of each.) At each campus? (Include percentages of each.)
7. Of the total number of students, with an **ESL** code of **Y**, admitted to the college since Spring semester, 1994, list the **top 10 academic or voch/tech programs** chosen by these students with percentages for each? At each campus? Compare these percentages to those of students who do **not** have an **ESL** code of **Y** (that is, native-born, English-speaking Americans).
8. Of all **ESL Y** students with an **MTELP** score of **79** or below, and who were admitted to **OCC** at the **SE campus** since Spring, 1995, what percentage of them have taken or are presently taking **ESL** classes at other campuses? •**below 25? •25-35? •36-42? •43-52? •53-65? •65-79?**
9. Of all **ESL Y** students who have taken the **MTELP** and scored **79** or below, and who have **not**

taken ESL classes at OCC, what is the percentage who have maintained GPAs of 2.0 and above at the college since Spring semester, 1994? Compare this percentage with that of the general student body in the same time frame.

10. Of all ESL Y students who have taken the **MTELP** and scored 79 or below, and who **have** taken ESL classes at OCC, what is the percentage who have maintained **GPAs of 2.0** and above at the college since Spring semester, 1994? Compare this percentage with that of the general student body in the same time frame.

11. Using the previously listed MTELP point scale (**•25-35? •36-42? •43-52? •53-65? •65-79? •80 and above?**) what are the percentages of ESL Y students from each group who maintain a GPA of 2.0 and above at the college since Spring semester, 1994?

12. Using the previously listed MTELP point scale (**•25-35? •36-42? •43-52? •53-65? •65-79? •80 and above?**) what are the percentages of all ESL Y students from each group who have earned a grade of C or above in the following content courses since Spring semester, 1994?
**MAT101 MAT105 MAT110 MAT111 MAT114 MAT115 MAT137 MAT150
MAT153 MAT154 MAT156 MAT160 MAT163 MAT171 MAT172 MAT253
MAT271 MAT273 MAT281; CHE095 CHE100 CHE132 CHE150 CHE151
CHE152 CHE261 CHE262 CHE263; CIM110 CHE130 CIM210 CIM220; CIS104
CIS105 CIS106 CIS108 CIS112 CIS115 CIS120 CIS123 CIS125 CIS130 CIS190
CIS203 CIS205; BIO101 BIO102 BIO132 BIO150 BIO153 BIO154 BIO155
BIO157 BIO160 BIO163 BIO164 BIO201 BIO250 BIO251; BIS100 BIS106
BIS107 BIS109 BIS113 BIS130 BIS145; ACC111 ACC206 ACC207 ACC210
ACC217; HIS151 HIS155 HIS251 HIS252; BUS101 BUS121 BUS131 BUS140
BUS203 BUS253** (*Note: if no students from any given level have ever registered for any given course, please indicate this with an X.*)

13. Using the previously listed MTELP point scale (**•below 25 •25-35? •36-42? •43-52? •53-65? •65-79? •80 and above?**) what are the numbers and percentages of students from each group who have actually graduated from the college?

ESL (ENGLISH AS A SECOND LANGUAGE) INFORMATION SHEET

1) What is ESL?

"ESL" is an acronym for English as a second Language.

A student whose first language is not English or an ESL student. Because English is not a student's first language, the student experiences many linguistic and cultural challenges that native speakers of English do not face. Most of the students (ESL) enrolling at OCC are permanent residents, refugees, or citizens. This means they are entitled to all of the services, such as financial aid, that the college offers.

2) What is the MTELP?

MTELP is the alternate test for non-native speakers of English. It is a better measure than the ASSET because the ASSET was not normed on native-speakers of English. Like the ASSET, it places students into the appropriate college level courses and/or ESL courses. ESL students do not ever take the ASSET test; in other words, the MTELP is not a test that they take first to see if they are able to take the ASSET test. ESL students who meet the same exemptions as native speakers of English are exempt from the MTELP.

3) How do students sign-up for the MTELP?

Students call the Admissions office 471-7628 to schedule a time to take the MTELP. Every week it is given once during the day and once during the evening.

4) What is the TOEFL?

The TOEFL is the Test of English as a Foreign Language. The majority of students who carry F-1 (student) visas are required to score 550 on the TOEFL for admission to all courses at OCC. F-1 Students who score between 350-550 may enroll in English as a Second Language courses for academic credit. Students who have taken the TOEFL should still take the MTELP.

5) What are the holds?

There are not any holds exclusively for ESL students. If the placement code for ESLP has not been input, students are not able to register for ESL course. There is no longer a hold on students, simply because English is not their first language. However, it is not recommended that students scoring below 43 on the MTELP take content courses, unless there are individual factors that the student, advisor, and instructor determine.

6) What does it mean if someone is on a visa?

The majority of our students are not on visas; however, an F-1 visa is the most common type. These students are on study visas and are required to meet certain college requirements that other

students are not required to meet. They are the only students required to take the TOEFL. They are also required to be enrolled for at least 12 hours during the Fall and Winter semesters. There are also many other types of visas.

7) What kind of ESL courses do we offer?

We offer ESL course for foreign language credit for students who are planning to enroll in college courses. We offer non-credit ESL courses through Continuing Education; these courses focus on English for social and personal reasons.

8) Who should I contact with questions?

Sue Wilkinson at 471-7790 in L112 for ESL questions and Helen Habib for questions related to F-1 students.

9) Where does the student go after he/she is tested?

If he/she completes a writing assessment, the student will be given the results by Sue Wilkinson. If a writing assessment is not completed, students will be referred to a counselor.

10) How do I know if the student understands me?

Writing down information and saying it is often helpful because many students have various levels of reading and writing abilities, which do not correspond with their speaking proficiency. Also, many students are from cultures that are listener-based. This means that they are being polite when they answer "yes" even when they do not understand. Additionally, it is often embarrassing when your language proficiency inhibits your understanding. To better communicate with students, asking "Who", "What", "Where" and "Why" question forces the students to answer with a detail, as opposed to "Yes" or "No". Also, avoiding idiomatic expressions and slang often promotes better understanding.

11) Where are most of the students from?

Middle Eastern countries such as Iraq and Lebanon, Japan, parts of Russia, and Poland. However, there are many different nationalities represented.

12) How long does it take students to learn English?

It depends on the level in which the begin and what their academic goals are.

MTELP PROCEDURES

- 1) Students will be identified to take the MTELP in one of the following ways: self-reporting on the application that English is not the native language or counselor/instructor/academic coordinator referral.
- 2) Students will be referred to the IIC for the MTELP according to available places and appropriate dates and times.
- 3) Paraprofessionals will ask students to complete an application if they have not already done so.
- 4) Students will complete the top part of the MTELP report form and their name and social security number on the scantron.
- 5) Paraprofessionals will review general nature of the test; it is a better way to measure and assess skills for college success. There are three-parts- grammar, vocabulary and reading.
- 6) Students have on hour and fifteen minutes to complete the entire test. It is important for students to "time" themselves and not spend too much time on one section. The tests are not to be written on; scantrons should be used. Paraprofessional should show an example of how to mark a scantron, since this is not a common testing tool of many countries.
- 7) Tests will be collected, scored, and recorded on the reports.
- 8) A counselor will discuss information with students while the tests are being scored.
- 9) One copy of the report will be sent to counseling, records, Sue Wilkinson, and to the student.
- 10) *All students complete a writing sample*
~~Students scoring over a 43 will be given a writing sample.~~ Sue Wilkinson will pick these up every morning and/or every evening. Students should be instructed to contact her at 471-7790 (L112) the following work day after the day the test was taken.
- 11) Scores should be input by the IIC paraprofessionals (based on the MTELP scores). The following steps are necessary to input scores:
 - 1) Enter ESLS/SS#/Y
 - 2) Enter ESLP/SS#/appropriate code- according to MTELP (not writing sample). 5,6,7,8
 - 3) Enter ELPT/SS#/MTELP score
 - 4) For 80 and above, enter ENGP/SS#/3

INTERNATIONAL STUDENT STUDY

Marty suggested we should work together on this project. I think the focus of the study should be the needs of international students, and I see it as developing on the lines of the one Cathy did; "The Financial Implications of Meeting the Needs of Underprepared Students at OCC". Potentially this could be used for marketing as well as internal service uses. I think we need to work with a lot of people on this; Jim Warner and George Keith are interested, the enrollment, counseling and student service people probably would be. We should involve the Diversity committees and ELI.

I visualize the format something like this:

INTRODUCTION:

Purpose of the study..... identify needs, how far these are being met, what else could we do, both in terms of new markets and needs not being met. Refer to Vision/Value statement..... "this community values diversity , global awareness, responsiveness to community needs". We can use strategic directions for context, Orchard Ridge special commitment.

DEFINITION AND DESCRIPTION:

Discussion of definitions of "international student" and the implications of each one. I know you have this.

Literature review of perceived needs/different demands/international groups. (I think you have most of this already.

Description of services provided by OCC. Helen Habib possible source.

METHODOLOGY:

1. Analyse the main frame data -ASCII file format- we can put this into SPSS and run some analysis. Think about variables we would need; obviously citizenship/birthplace as well as the basic demographics. We could also look at MTELP scores, GPA, credits, courses taken and so on. What cross-tabs, correlations would we need?
2. Focus groups and/or survey. Identify needs...existing/potential student and community.... The community section we might need to look widely; Khal Hanna and George Keith here at Orchard have a lot of contacts, Chamber of Commerce, international companies, community leaders, census data, consulates... We may be looking at personal interviews. One caveat when looking at raw census data is to

check education levels. I have a SEMCOG Diversity report which addresses this. Cathy's report included information from Oakland Schools which might be followed up. Focus groups for students might get them to talk more, especially given language problems/ cultural factors. We may need Helen Habib or someone similar to help. Faculty and administrator opinion should be included.

ANALYSIS:

1. Analysis of needs identified from survey/focus groups linked back to what the literature told us.
2. Comparison of identified needs with existing services.
3. Implications, financial and otherwise of increasing/changing services, courses or other elements to meet needs. Lets try and be creative here; based on the literature or what other institutions have done, we can try and identify some varied and interesting solutions. California and Florida institutions dealing with a lot of migrants seem to have innovative ideas.

FURTHER RESEARCH:

I doubt whether our analysis will be cut and dried so this will probably be needed.

SUMMARY:

Statement of situation, needs if identified and solutions.

We can talk in more detail next week. Let me know if you think the format is "do-able", I think you have much of the material already. Thanks, Kay

INTERNATIONAL INSTITUTE OF EDUCATION

Definition

OPEN DOORS DATA

ANNUAL CENSUS OF FOREIGN STUDENTS 1995/1996

TOTAL SCHOOL ENROLLMENT: 30,000

IMMIGRATION STATUS - F-1 VISA - 215
OTHER VISA - 125

PRIMARY SOURCE OF FUNDS FOR F-1 STUDENTS

Personal and Family 149
Private (U. S.) Sponsor 62
Unknown 8

GENDER OF F-1 STUDENTS

Male 120
Female 95

COUNTRIES

Albania 4
Argentina 2
Australia 2
Austria 1
Bangladesh 4
Barbados 1
Belgium 1
Bermuda 2
Botswana 1
Brazil 5
Bulgaria 2
Canada 14
Central Africa 1
Chile 1
China 9
Colombia 1
Cyprus 2

DAN reports -
definition ->

{ NEA ->
admission applications

Sue Wilkoin

Appropriate meeting

Ro Polly
Rubinos. MaryAnn
Rapinow
Mike Knittel

Date -

Definition -

Application -

-> Government definition.

Czech Republic	2
Denmark	1
Ecuador	1
Egypt	4
Eritera	1
Fiji	1
France	5
Greece	2
Haiti	2
Hong Kong	6
India	11
Iran	3
Iraq	1
Israel	3
Italy	1
Ivory Coast	1
Jamaica	2
Japan	15
Jordan	5
Korea	15
Kuwait	1
Lebanon	11
Lithuania	2
Netherlands	2
New Zealand	1
Nigeria	1
Norway	1
Pakistan	4
Peru	1
Philippines	4
Poland	3
Romania	2
Russia	3
Senegal	2
Singapore	1
South Africa	1
Spain	3
Sri Lanka	1
Sweden	1
Syria	4
Taiwan	3
Thailand	4
Trinidad	1
Turkey	4
Ukraine	1

United Kingdom	8
Venezuela	1
Yemen	1
Yugoslavia	5
Zimbabwe	1

FIELD OF STUDY

Accounting	8
Architecture	4
Computer Information Services	22
Education	2
Engineering	20
Hospitality	10
International Commerce	4
Law	2
Liberal Arts	44
Biological Sciences	14
Physical Sciences	1
Psychology	3
Mechanics	3
Transportation	3
Visual Arts	2
Health Professions	26
Business Management	42
Undeclared	5

"Oakland Press"

Series of Articles to "Paint an Ethnic Portrait of Oakland County"

December 24 , 1995 - January 1, 1996

(Information taken from 1990 U.S. Census details and records of more than 10,000 immigrants who came to the county from 1991-93.)

IMMIGRATION BY THE NUMBERS

In the past, immigrants came to the United States for religious freedom, but now the reasons are: for a better job, to get a better education, to win political freedom or to join family members.

- In Oakland County, 86,749 foreign-born have been identified or 8% of the population.
- The state of Michigan is 12th in the nation in immigration influx.
- One-quarter of Michigan's population increase in the early 1990's has been from immigrants.
- Wayne County has the largest foreign-born population in Michigan, but Oakland County immigrant population is growing faster.
- More than 41,000 immigrants moved to Michigan from 1991 to 1993 with about 10,900 of them settling in Oakland county, from 137 countries.
- The majority of the immigrants are refugees and the children of refugees or relatives of immigrants who have become U.S. citizens.
- They are students, homemakers, retired people, laborers and service workers.
- More than 1,200 new residents are professionals holding advanced degrees. Many of those immigrants are engineers, executives and precision support personnel.
- The number of immigrants moving to Oakland County in the last 10 years is more than the total from 1950-1970.
- The fastest growing areas from 1991-93 were Dearborn (Lebanese), Oak Park (Jews from the former Soviet Union) and Hamtramck (from Yemen, Poland and Bangladesh).
- A wide economic gap exists between the refugees and laborers from refugee nations such as Iraq and the former Soviet Union and their highly skilled immigrant counterparts from countries like India and Taiwan.

ORIGIN BY CONTINENT

<u>Continent</u>	<u>Immigrants</u>
Asia	5,973
Europe	3,251
North America	882
Africa	225
South America	225
<u>Oceania</u>	<u>36</u>
Total	10,592

ORIGIN BY REGION

<u>Region</u>	<u>Immigrant</u>
Middle East	2,693
Central Asia	2,346
Former Soviet Union	858
West Europe	767
North America	693
Central/East Europe	627
Southeast Asia	537
East Asia	396
South America	225
Central America	106
Caribbean	83
North Africa	81
Central Africa	71
Oceania	36
South Africa	36
West Africa	21
<u>East Africa</u>	<u>16</u>
Total	10,592

POPULATION GROWTH

<u>Component</u>	<u>1990</u>	<u>1993</u>	<u>Change</u>
Oakland County	1,083,592	1,129,637	4.25%
Foreign-born	76,157	86,749	13.91%
Native	1,007,435	1,042,888	3.52%
Wayne County	2,111,687	2,064,908	-2.22%
Native	2,009,351	1,950,048	-2.95%
Foreign-born	102,336	114,860	12.24%

LANGUAGE, SKILLS DIVIDE IMMIGRANTS

Money and a grasp of the language determines where Oakland County immigrants settle. An analysis of the median household income from 1991-93 shows a clear division between the immigrants who arrive as refugees or unskilled workers and those having degrees or desired skills.

- For countries with significant immigration, Japanese, Taiwanese and Canadians generally move into neighborhoods with median household incomes ranging from \$57,000-63,000.
- Indians join Taiwanese and other highly educated groups in \$70,000-85,000 median income neighborhoods.
- By contrast, Vietnamese and Jews from the former Soviet Union live in the poorest areas, settling in neighborhoods with an average household income of between \$39,000 and \$43,000. The top average wage of areas settled for former Soviet Jews was about \$50,000.
- Immigrants from the refugee groups do not always speak English well, if at all, and tend to be laborers or retired.
- The average income for areas settled by immigrants to Oakland County ranges from \$43,729 to \$63,812. This should dramatically change as the less skilled immigrants start to learn English and pick up new jobs.
- Non-English speaking groups tend to cluster where they have support and they tend to cluster in lower socio-economic populations.

MEDIAN HOUSEHOLD INCOME

<u>Country</u>	<u>Immigrants</u>	<u>Of areas settled</u>
Iraq	2,094	\$51,304
India	1,282	55,872
Soviet Union	1,858	42,088
Canada	684	57,329
China, mainland	516	50,364
United Kingdom	390	57,021
Philippines	284	50,166
Korea	245	56,975
Taiwan	223	60,218
Lebanon	204	50,162

OAK PARK AND TROY ATTRACT DIFFERENT IMMIGRANTS

"Where Oak Park's 'New Americans' are in search of the American dream, many of Troy's newcomers have already found it. Two of the most ethnically diverse neighborhoods in Oakland County are Oak Park and Troy, but the differences between these two cities are similar to those between the First and Third World.

Troy

- Immigrants are the more affluent Asian Indians, Chinese, Taiwanese and others. As many as 15% of residents are Indian. Many are engineers and executives.
- Has an affluent mix of Indians, Chaldeans, Asians and British immigrants who primarily come to town because they possess highly desired skills and education.
- About 13 % of 79,000 residents are foreign-born.
- Immigration records show 1,529 new immigrants from 75 countries in 1991-93.
- The latest estimate of median household income for immigrants stands at \$55,407 a year.
- Common is a desire to assimilate and become American even as they retain their cultural roots.
- *Wall Street Journal* highlighted "differences, misunderstanding and isolation."

Oak Park

- Is a magnet to Oakland County's refugee population, primarily Chaldeans and Jews from the former Soviet Union.
- Made up of one third Jewish, one third black, 20 percent Chaldean and the rest is a mixture of various cultures.
- The median household income is at \$36,090.
- An estimated 20% of 32,000 residents were not born in the United States.
- About 1,594 immigrants from 58 countries came from 1991 to 1993.
- *New York Times* article, "Oak Park, Michigan: Focus on Modern U.S. Diversity" portrayed the area as proud of diversity and living together peacefully.
- Dick Lobenthal, Spokesman, Anti-Defamation League (and expert on diversity issues)

IMMIGRATION WAITING GAME

"Sea of Paperwork" according to Ronald Kaplovitz,
Immigration Attorney in Bloomfield Township.

- Immigrants are separated into five categories. The first category contains most of the countries in the world and has the easiest immigration preferences.
- Following the first category, with increasing backlogs, are mainland China, India, Mexico and the Philippines. Each of the country classifications is also divided into varying levels of relations and employment abilities.
- A third class, which is less common, deals with refugees and special programs to encourage immigration from countries where immigrants are rare.
- While unmarried children of citizens and priority workers have a pretty straight road to the United States, most other classifications have waiting periods ranging from three to 18 years.
- The earliest a brother or sister of a U.S. citizen could expect to get clearance, unless they had a special skill, would be about 10 years.

FAMILIES

CLASS	GENERAL	MAINLAND			
	COUNTRIES	CHINA	INDIA	MEXICO	PHILIPPINES
1st	C	C	C	C	01-09-86
2A	07-01-92	07-01-92	07-01-92	2-22-92	07-01-92
2B	05-22-90	05-22-90	05-22-90	05-22-90	05-22-90
3rd	01-15-93	01-15-93	01-15-93	07-01-87	02-01-84
4th	08-15-85	08-15-85	03-15-84	11-01-84	09-13-77

EMPLOYMENT

1st	C	C	C	C	C
2nd	C	C	C	C	C
3rd	C	C	C	C	05-01-94
other	03-01-91	03-01-91	03-01-91	03-01-91	03-01-91
4th	C	C	C	C	11-24-93
Rel	C	C	C	C	11-24-93

"C" indicates class is current and has no backlog.

Family definitions:

- 1st: Unmarried sons and daughters of citizens
- 2A: Spouses and children of permanent residents
- 2B: Unmarried sons and daughters of permanent residents
- 3rd: Married sons and daughters of citizens
- 4th: Brothers or sisters of adult citizens

Employment definitions:

- 1st: Priority workers
- 2nd: Members of professions holding advanced degrees
- 3rd: Skilled workers, professionals
- Other: Most workers not covered by 1,2 & 3
- 4th: Certain special immigrants
- Rel: Religious workers

CHALDEANS

- Immigrants to Oakland County 1991-93: 2,103 people.
- Primary settlement areas: Oak Park, Lathrup Village, Southfield and West Bloomfield.
- Main reasons for immigrating: Relative, spouse or child of U.S. Citizen.
- The majority of the 2,100 Iraqis, mostly Chaldeans, came to Oakland County from 1991-92 because of the Gulf War.
- The most recent Chaldean immigrants tend to be students; homemakers, laborers and retirees.
- The largest immigration to the United States came in the 1960's and 1970's . They were mostly men seeking work who later brought their families.
- An estimated 60,000 Chaldeans live in the United States, mostly in Detroit.

LEBANESE

- Immigrants to Oakland County, 1991-93: 209 people.
- Main reason for immigrating: Parent, child or spouse of U.S. citizen.
- Primary settlement areas: Southfield and Troy.
- The metro Detroit Arab population is about 300,000 and as many as 200,000 are Lebanese
- Tend to come to lower income areas at first, quickly rebounds with the help of family and friends and often finds a better standard of living soon after immigrating.

- Gabriel Issa, President of the Lebanese American Council of Detroit
(a Bloomfield Township resident)

SOVIET JEWS

"Jewish is a *religion* in the United States. In Russia, it was an *ethnic group*."

- The Jewish Cultural Center gives lectures that include how to use the telephone, the bus, post office and bank. The center helps coordinate English classes and U.S. history lessons and tries to maintain a social structure for the immigrants.
 - The Neighborhood Project provides no-interest loans to Jewish families who agree to buy homes in Jewish neighborhoods in the Oak Park area. Initially, most of the buyers were U.S.-born Jews, but a growing number are the New Americans. In the first four years of the 10-year-old project, none of the home buyers were New Americans. But of the 850 homes sold as part of the project since 1985, 19 percent have been sold to New Americans. In 1994, about 45 percent of the homes sold went to New Americans.
 - Jews from the former Soviet Union are classified as refugees and allowed to emigrate much easier than other groups. But the ease of immigration doesn't change the difficulty of assimilation.
- Rivka Latinskaya, Russian Acculturation Program, Jewish Community Center, Oak Park
- Marian Friedman, Director of Neighborhood Project

ASIAN INDIANS

- From 1991-93, at least 1,286 Indian immigrants reported coming to Oakland County.
 - More than 7,600 Oakland County residents reported Asian Heritage in the 1990 U.S. Census, the largest ethnic group after blacks in the county.
 - Most of the newer Indian immigrants or their family members are highly educated and they are settling in more affluent neighborhoods than other Oakland County immigrant groups.
 - Primary settlement areas: Troy and Rochester areas; Farmington, Plymouth, Canton Township and Ann Arbor also have significant populations.
 - "While most women get bachelor's degrees, they also have a strong commitment to family."
- Bharatiya Temple, Troy

BRITISH

Single largest foreign investor in the United States.

- Nearly 112,000 Oakland residents reported English ancestry in the 1990 census.
At least 394 United Kingdom immigrants came to the county from 1991-93.
- Many of the British are engineers and executives for both American and United Kingdom companies.
- Although the English immigrants cluster less than other groups, they appear to prefer the Troy and Rochester Hills area.

Other Related Articles:

- Marriage Fraud Prevalent, INS Says
- Immigration Agency Grows In Time Of Cuts
- Most Americans Want Immigrants To Assimilate

OAKLAND COUNTY SCHOOLS

A growing influx of foreign-born students from a multitude of countries and cultures is having an impact on Oakland County schools.

Troy Schools

- Students in the English classes represent 58 languages.
- Almost 17 percent, 2,000 of the 11,800 students in the district are bilingual. More than 330 are in bilingual classes this semester. More bilingual classes are required.

Pontiac Schools

- Of the 13,000 students, almost 478 Spanish-speaking and 300 Hmong- Thai youths are enrolled. Bilingual classes help ease them into the mainstream.

*** Foreign-born students also are flocking to Oakland Community College. (!!!)**

- Orchard Ridge Campus: Russian, Chaldean, Syrian, Lebanese, Japanese and Polish.
- Southfield Campus: Chaldeans, Russians and Chinese.
- Auburn Hills: Hispanic and Cambodian.

- "The immigrant students who have the most difficulty are those who come to the United States and enter school here when they already are in their teens. They often struggle learning to express themselves in English as well as they can in their own language. It is also more difficult for older students to assimilate into a new culture."

Community College Week

December 18, 1995

DESPITE LACK OF RECRUITMENT EFFORTS, NUMBERS OF FOREIGN STUDENTS ENROLLING IN COMMUNITY COLLEGES ARE RISING

- The community college student population is comprised of an ever-growing number of foreign students. But, surprisingly, these institutions do not actively market programs to this overseas customer base.
- The academic year 1994-95 reported more than 452,000 international students attended U.S. colleges and universities, up from 449,749 in the 1993-94 scholastic year.
- The 0.6 percent increase from last year is one of the smallest in the last decade and continues a five-year trend of slower growth among foreign student enrollments.
- Lack of facilities are part of the reason community colleges have taken the indirect approach - letting students discover programs rather than actively targeting potential matriculants.
- Most community colleges do not have dorms or residence halls for overseas visitors in need of housing.
- Many community colleges try to mainstream the students into existing counseling and support services.
- There are many different kinds of international students: You have students who are international who live here, have come over here are part of the community here. Other students are those in the process of getting their green cards, or who have families settling into the surrounding area. Another group of international students are in the country on student visas. They have plans to study at a community college or other academic programs and then go directly back to their home country.