Continuing Education Managed/Open Entry Enrollment ESL Student Perception Survey

Fall 2011

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Overview and Purpose

The purpose of this survey project was to collect and compare information regarding student attitudes toward managed and open entry enrollment ESL classes at Continuing Education's Mid-City Campus. The data included student goals, obstacles to attendance, type of enrollment preference: managed or open entry, as well as student perceptions and opinions about their classroom learning environment and school attendance policies. By conducting this comparative study, this report is intended to inform ESL and other Continuing Education program planning and attendance policies.

Methodology

Instrumentation

The Office of Institutional Research and Planning worked in conjunction with the SDCE ESL Learner Persistence Committee to provide feedback on the design of a perception survey for students enrolled in ESL managed enrollment and open entry courses at Mid-City Campus.

Face validity and content validity of the instrument was established through feedback from the Office of Institutional Research and Planning and the ESL Learner Persistence Committee based on the following criteria:

1) Survey questions should be directly related to the purpose of the surveys, which is to elicit perceptions and opinions of students on goals, obstacles to attendance, type of enrollment preference, course learning environment, and attendance in relation to school policies.
2) Survey questions should be perceptually-based instead of factually-based.
3) Survey questions should avoid addressing complex processes or systems that most survey participants won't be able to answer or are not applicable to them.

A pilot study that surveyed two Level 3 ESL classes (one managed enrollment & one open entry) and two Level 5/6 ESL classes (one managed enrollment & one open entry) was conducted in Fall 2010. Pilot data provided validity and reliability measures of survey responses that were established via qualitative feedback from proctors and via Rasch modeling analysis. The survey instrument was revised accordingly. In Fall 2011, after further modification suggested by the Continuing Education Research Committee and the Continuing Education Professional Policies and Review Committee, the survey instrument was finalized.

The survey instrument was a paper survey with slight question variation based on the type of classroom attendance policy followed: managed enrollment or open entry enrollment (see Appendices A and B). The survey instrument contained 12 forced choice questions (nine of which used a Likert scale of agreement), as well as a multiple-response question set containing seven items and one open-ended response option. There were three additional items that proctors filled out post-data collection: class type (managed/open entry enrollment), class level, and day/evening classification.

Survey Population

Students who were enrolled during the final two weeks of the Fall 2011 term in Mid-City ESL class Levels 3-6/7 and VESL Levels 5-7 were invited to participate in the survey. Morning and evening on-campus classes were surveyed. Beginning Low (Levels 1 and 2) and multi-level courses were excluded from data collection. Four instructors chose not to have their classes participate in the survey. All students present on the date of data collection were invited to participate. A total of 19 classes were surveyed: five morning managed enrollment classes, three evening managed enrollment classes, five morning open entry classes, and six evening open entry classes. A total of 439 students completed surveys.

Data Collection

A pre-notification was delivered to instructors' mailboxes by the ESL Learner Persistence Committee chair, Corinne Layton, approximately two weeks prior to the start of data collection. The pre-notification provided information about the upcoming classroom-based survey and requested an atmosphere of support for in-class survey distribution. Proctors selected by the ESL Learner Persistence Committee were provided instructions for administering the survey to students and subsequently visited classrooms between January 17 and January 27, 2012. Proctors orally administered the surveys and students independently filled out their response forms. Overheads of the surveys were displayed to facilitate English language comprehension. Students returned their response forms directly to the proctor. Due to limited resources, the survey was administered and delivered in English only. Data collection took approximately 10-15 minutes and occurred just prior to the classes' assigned break or at the end of class.

Analytical plan

Data are measured by enrollment type (managed/open entry) and by course time (morning/evening) to draw out any perceptual dissimilarity in student goals, obstacles to attendance, perception about the classroom learning environment, and preference for school attendance policies and type of enrollment. The discussion of the findings collapses the agreement scale percentages to disagree (disagree/strongly disagree combined) and agree (agree/strongly agree combined).

Summary of the Findings

- Among students who completed surveys (N=439), 56% were in open enrollment classes and 44% were in managed enrollment classes. A greater percentage of the respondents surveyed were in a day class (54% day and 46% evening; see Table 2).

Student Goals

- A large portion of students cited that their most important goal/plan after the semester was to continue in the class (ME, 43% and OE, 41%) or enroll in the next ESL class level (ME, 35% and OE, 26%). A greater percentage of open enrollment students (11%) noted an intent to get a job or better job than did managed enrollment students (3%; see Table 3).

Obstacles to Attendance

- When students were asked to cite life events that made it difficult to attend class, a greater portion of managed enrollment students (66%) noted no difficulty attending class than open enrollment students (58%; see Tables 4 and 5). Furthermore, a greater percentage of evening students noted no difficulty attending class (ME, 70% and OE, 64%) compared to day-time students (ME, 63% and OE, 52%). When obstacles to attendance were cited, students in evening classes noted their work schedule most often (ME, 23% and OE, 20%). Students attending day-time open enrollment classes cited family responsibilities (29%) and personal health problems (21%) as the top two difficulties in attending class.

Classroom Environment

- Overall, students felt that their class helped them to improve their English (ME, 92% and OE, 92%) and learn quickly (ME, 95% and OE, 93%; see Tables 6 and 7).
- Many students felt that students in their class were serious about learning (ME, 93% and OE, 89%; see Table 8). However, a number of students were concerned that their class lost time when repeating lessons for students who were absent (ME, 50% and OE, 44%), particularly in the evening managed enrollment classes (60%; see Table 9).
- Students felt relatively connected to others in their classes in that the majority felt that they knew most of their classmates (ME, 89% and OE, 76%, respectively), including nearly all of the students in the evening managed enrollment classes (95%; see Table 10).

Classroom Attendance

- Nearly two-thirds (65%) of the managed enrollment students preferred managed enrollment classes and just over half (51%) of the open enrollment students preferred open enrollment classes. Approximately one-quarter of the students had no preference (ME, 23% and OE, 27%; see Table 11).
- Students were generally satisfied with their attendance policies: 87% of the open enrollment students liked that they could attend class when they were able (see Table 12) and 94% of the managed enrollment students liked their 80% attendance policy (see Table 13). However, while many managed enrollment students (70%) requested that no changes be made to the policy, some students (18%) preferred fewer allowed absences and a smaller percentage of students (13%) preferred more allowed absences (see Table 14).
- The majority of students felt they were able to attend class 80% of the time (ME, 91% and OE, 80%; see Table 15) and that students should only begin the class at specific times during the semester; however, there is disparity between managed and open enrollment students regarding the degree of support for specific enrollment times (ME, 80% and OE, 60%; see Table 16). Managed enrollment students (62%) also indicated more support for dropping students with excessive absences than open enrollment students (46%; see Table 17).

Results Tables

Table 1. Class type

	Managed Enrollment		Open Enrollment		Total	
3	44	23%	54	22%	**98**	**22%**
4	53	27%	76	31%	**129**	**29%**
4/5	0	0%	25	10%	**25**	**6%**
5	33	17%	23	9%	**56**	**13%**
5/6	18	9%	0	0%	**18**	**4%**
6	0	0%	24	10%	**24**	**5%**
6/7	29	15%	24	10%	**53**	**12%**
VESL (Levels 5-7)	18	9%	18	7%	**36**	**8%**
Total	**195**	**100%**	**244**	**100%**	**439**	**100%**

Table 2. Day/Evening classes

	Managed Enrollment		Open Enrollment		Total	
Day	113	58%	125	51%	**238**	**54%**
Evening	82	42%	119	49%	**201**	**46%**
Total	**195**	**100%**	**244**	**100%**	**439**	**100%**

Student Goals

Table 3. What is your most important goal or plan after you finish this semester?

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Continue in this class	46	41%	35	45%	**81**	**43%**	35	30%	61	52%	**96**	**41%**
Enroll in next ESL class level	33	29%	34	44%	**67**	**35%**	40	34%	21	18%	**61**	**26%**
Enroll in VESL class	9	8%	1	1%	**10**	**5%**	8	7%	5	4%	**13**	**6%**
Enroll in Citizenship class	2	2%	2	3%	**4**	**2%**	6	5%	1	1%	**7**	**3%**
Enroll in A.B.E. class	0	0%	0	0%	**0**	**0%**	1	1%	2	2%	**3**	**1%**
Enroll in G.E.D. class	3	3%	1	1%	**4**	**2%**	3	3%	3	3%	**6**	**3%**
Enroll at community college	5	4%	1	1%	**6**	**3%**	5	4%	8	7%	**13**	**6%**
Enroll in a job training class	9	8%	1	1%	**10**	**5%**	2	2%	3	3%	**5**	**2%**
Get a job or better job	3	3%	3	4%	**6**	**3%**	17	14%	10	9%	**27**	**11%**
Personal or family goal	2	2%	0	0%	**2**	**1%**	1	1%	3	3%	**4**	**2%**
Total	**112**	**100%**	**78**	**100%**	**190**	**100%**	**118**	**100%**	**117**	**100%**	**235**	**100%**

Obstacles to Attendance

Table 4. What makes it difficult to come to this class? [Multiple Choice Question - Managed Enrollment Responses]

	Managed Enrollment					
	Day		Evening		Total	
	Responses N	% of Respondents [N=111]	Responses N	% of Respondents [N=80]	Responses N	% of Respondents [N=191]
No problem coming to class	70	63%	56	70%	**126**	**66%**
Childcare	15	14%	3	4%	**18**	**9%**
Family responsibilities	12	11%	6	8%	**18**	**9%**
Personal health problem	16	14%	7	9%	**23**	**12%**
Transportation problem	12	11%	5	6%	**17**	**9%**
Work schedule	12	11%	18	23%	**30**	**16%**
Other	2	2%	0	0%	**2**	**1%**
Total	**139**	**125%**	**95**	**119%**	**234**	**123%**

Note. Students may select multiple responses. Some respondents chose 'I have no problem coming to this class' and an additional response(s).

Other specified responses [listed verbatim]

1. money for transportation
2. transportation to the schooll for my sons.

Table 5. What makes it difficult to come to this class? [Multiple Choice Question - Open Enrollment Responses]

	Open Enrollment					
	Day		Evening		Total	
	Responses N	% of Respondent [N=121]	Responses N	% of Respondent [N=118]	Responses N	% of Respondent [N=239]
No problem coming to class	63	52%	76	64%	**139**	**58%**
Childcare	18	15%	13	11%	**31**	**13%**
Family responsibilities	35	29%	18	15%	**53**	**22%**
Personal health problem	26	21%	3	3%	**29**	**12%**
Transportation problem	11	9%	3	3%	**14**	**6%**
Work schedule	19	16%	24	20%	**43**	**18%**
Other	1	1%	2	2%	**3**	**1%**
Total	**173**	**143%**	**139**	**118%**	**312**	**131%**

Note. Students may select multiple responses. Some respondents chose 'I have no problem coming to this class' and an additional response(s).

Other specified responses [listed verbatim]

1. go to church (Someday)
2. I am Luking for Job
3. I practice sport

Classroom Environment

Table 6. My English has improved in this class.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	4	4%	2	3%	**6**	**3%**	3	3%	2	2%	**5**	**2%**
Disagree	5	4%	4	5%	**9**	**5%**	8	7%	5	4%	**13**	**6%**
Agree	34	30%	22	28%	**56**	**29%**	46	41%	52	46%	**98**	**44%**
Strongly agree	69	62%	50	64%	**119**	**63%**	55	49%	54	48%	**109**	**48%**
Total	**112**	**100%**	**78**	**100%**	**190**	**100%**	**112**	**100%**	**113**	**100%**	**225**	**100%**

Table 7. This class helps me learn quickly.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	2	2%	2	3%	**4**	**2%**	1	1%	2	2%	**3**	**1%**
Disagree	3	3%	3	4%	**6**	**3%**	5	4%	8	7%	**13**	**6%**
Agree	50	45%	23	30%	**73**	**39%**	59	51%	58	50%	**117**	**51%**
Strongly agree	55	50%	49	64%	**104**	**56%**	51	44%	47	41%	**98**	**42%**
Total	**110**	**100%**	**77**	**100%**	**187**	**100%**	**116**	**100%**	**115**	**100%**	**231**	**100%**

Table 8. Students are serious about learning in this class.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	2	2%	1	1%	**3**	**2%**	2	2%	2	2%	**4**	**2%**
Disagree	7	7%	3	4%	**10**	**5%**	8	8%	11	10%	**19**	**9%**
Agree	54	50%	28	37%	**82**	**45%**	72	69%	51	46%	**123**	**57%**
Strongly agree	44	41%	44	58%	**88**	**48%**	23	22%	46	42%	**69**	**32%**
Total	**107**	**100%**	**76**	**100%**	**183**	**100%**	**105**	**100%**	**110**	**100%**	**215**	**100%**

Table 9. The class loses too much time when we have to repeat lessons for students who were absent.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	27	26%	7	9%	**34**	**19%**	14	14%	21	20%	**35**	**17%**
Disagree	34	32%	24	31%	**58**	**32%**	41	40%	40	38%	**81**	**39%**
Agree	31	30%	23	29%	**54**	**30%**	36	35%	30	29%	**66**	**32%**
Strongly agree	13	12%	24	31%	**37**	**20%**	11	11%	13	13%	**24**	**12%**
Total	**105**	**100%**	**78**	**100%**	**183**	**100%**	**102**	**100%**	**104**	**100%**	**206**	**100%**

Table 10. I know most of my classmates in this class.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	0	0%	1	1%	**1**	**1%**	3	3%	2	2%	**5**	**2%**
Disagree	16	15%	3	4%	**19**	**10%**	25	24%	20	18%	**45**	**21%**
Agree	75	69%	39	51%	**114**	**61%**	55	53%	58	53%	**113**	**53%**
Strongly agree	18	17%	34	44%	**52**	**28%**	21	20%	29	27%	**50**	**23%**
Total	**109**	**100%**	**77**	**100%**	**186**	**100%**	**104**	**100%**	**109**	**100%**	**213**	**100%**

Classroom Attendance

Table 11. Do you prefer managed enrollment or open entry enrollment classes?

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Prefer managed enrollment	69	66%	42	63%	**111**	**65%**	21	20%	22	23%	**43**	**22%**
Prefer open entry	10	10%	11	16%	**21**	**12%**	57	55%	44	46%	**101**	**51%**
No preference	25	24%	14	21%	**39**	**23%**	25	24%	29	31%	**54**	**27%**
Total	**104**	**100%**	**67**	**100%**	**171**	**100%**	**103**	**100%**	**95**	**100%**	**198**	**100%**

Table 12. I like that I can attend this class when I am able to come. [Open Entry Only]

	Open Enrollment					
	Day		Evening		Total	
Strongly disagree	4	4%	6	5%	**10**	**5%**
Disagree	9	8%	11	10%	**20**	**9%**
Agree	41	37%	34	31%	**75**	**34%**
Strongly agree	57	51%	60	54%	**117**	**53%**
Total	**111**	**100%**	**111**	**100%**	**222**	**100%**

Table 13. I like the attendance policy of this class: 80% attendance required. [Managed Enrollment Only]

	Managed Enrollment					
	Day		Evening		Total	
Strongly disagree	3	3%	2	3%	**5**	**3%**
Disagree	4	4%	2	3%	**6**	**3%**
Agree	54	49%	28	35%	**82**	**43%**
Strongly agree	49	45%	48	60%	**97**	**51%**
Total	**110**	**100%**	**80**	**100%**	**190**	**100%**

Table 14. What would you change about the 80% attendance policy in this class? [Managed Enrollment Only]

	Managed Enrollment					
	Day		Evening		Total	
Permit more absences	15	13%	9	11%	**24**	**13%**
Permit fewer absences	19	17%	15	19%	**34**	**18%**
Don't change anything	78	70%	55	70%	**133**	**70%**
Total	112	100%	79	100%	**191**	**100%**

Table 15. It's easy for me to attend 80% of this class.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	1	1%	1	1%	**2**	**1%**	3	3%	1	1%	**4**	**2%**
Disagree	12	11%	5	6%	**17**	**9%**	20	17%	21	18%	**41**	**18%**
Agree	50	44%	37	47%	**87**	**46%**	54	47%	53	46%	**107**	**46%**
Strongly agree	50	44%	35	45%	**85**	**45%**	39	34%	41	35%	**80**	**34%**
Total	**113**	**100%**	**78**	**100%**	**191**	**100%**	**116**	**100%**	**116**	**100%**	**232**	**100%**

Table 16. Students should only begin this class at specific times during the semester.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	7	7%	2	3%	**9**	**5%**	6	6%	14	13%	**20**	**9%**
Disagree	17	16%	12	15%	**29**	**16%**	37	36%	30	27%	**67**	**31%**
Agree	56	53%	32	41%	**88**	**48%**	52	50%	39	35%	**91**	**43%**
Strongly agree	26	25%	32	41%	**58**	**32%**	8	8%	28	25%	**36**	**17%**
Total	**106**	**100%**	**78**	**100%**	**184**	**100%**	**103**	**100%**	**111**	**100%**	**214**	**100%**

Table 17. Students should be dropped from this class for too many absences.

	Managed Enrollment						Open Enrollment					
	Day		Evening		Total		Day		Evening		Total	
Strongly disagree	12	11%	11	15%	**23**	**13%**	21	20%	20	18%	**41**	**19%**
Disagree	31	29%	15	20%	**46**	**25%**	31	30%	43	39%	**74**	**35%**
Agree	49	45%	30	40%	**79**	**43%**	40	39%	29	26%	**69**	**32%**
Strongly agree	16	15%	19	25%	**35**	**19%**	11	11%	18	16%	**29**	**14%**
Total	**108**	**100%**	**75**	**100%**	**183**	**100%**	**103**	**100%**	**110**	**100%**	**213**	**100%**

Appendix A: Managed Enrollment Survey Instrument

Class Type: Managed Enrollment
Proctor coding: Class Level: _____
Proctor coding: Day class Evening Class

Managed Enrollment Survey

1. What is your <u>most important</u> goal or plan after you finish this semester?

(Choose <u>one</u>)

- ☐ Continue in this class
- ☐ Enroll in the next ESL class level
- ☐ Enroll in VESL (Vocational ESL) class
- ☐ Enroll in Citizenship class
- ☐ Enroll in A.B.E. class (Adult Basic Education)
- ☐ Enroll in G.E.D. class
- ☐ Enroll at a community college (for example: City, Mesa, Miramar, Grossmont)
- ☐ Enroll in a job training class
- ☐ Get a job or better job
- ☐ Personal or family goal

2. What makes it difficult to come to this class?

(It is okay to make an X in more than one box)

- ☐ I have no problem coming to this class.
- ☐ Childcare (no babysitter, children on vacation)
- ☐ Family responsibilities (sick child, appointments for family member)
- ☐ Personal health problem (I'm sick., I have a medical appointment.)
- ☐ Transportation problem (car broke down, no ride to school)
- ☐ Work schedule
- ☐ Other, please write: _____

Managed Enrollment classes are for students who promise to attend a minimum of 80% of the classes. Students can only enroll in a managed enrollment class at specific times.

Open Entry Enrollment classes do not require 80% attendance. Students can enroll at any time if space is available.

3. Do you prefer (like) managed enrollment or open entry enrollment classes?

☐ I like managed enrollment classes better.

☐ I like open entry enrollment classes better.

☐ I have no preference. (I like both the same.)

☐ I don't know because I have only studied in a managed enrollment class.

4. What would you change about the 80% attendance policy (rules) in this class?

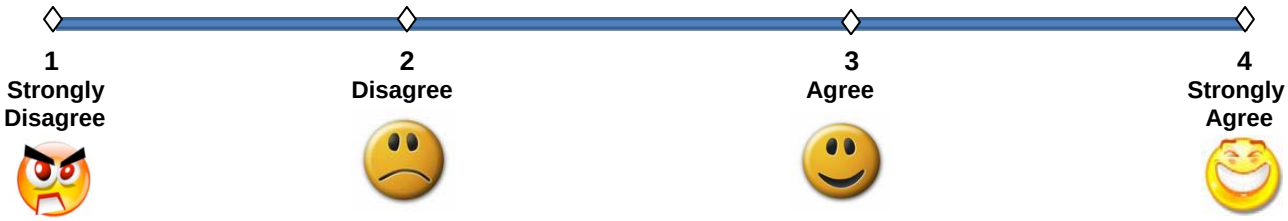
☐ Permit more absences.

☐ Permit fewer (less) absences.

☐ Don't change anything.

Classroom environment

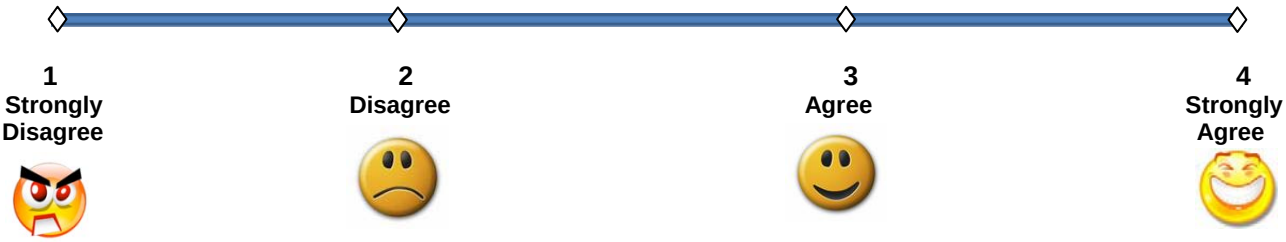
5. Please check ☑ your level of agreement with each of the statements below.



A. This class helps me learn quickly.	☐	☐	☐	☐
B. I know most of my classmates in this class.	☐	☐	☐	☐
C. Students are serious about learning in this class.	☐	☐	☐	☐
D. The class loses too much time when we have to repeat lessons for students who were absent.	☐	☐	☐	☐
E. My English has improved in this class.	☐	☐	☐	☐

Classroom attendance

6. Please check ☑ your level of agreement with each of the statements below.



A. It's easy for me to attend 80% of this class.	☐	☐	☐	☐
B. Students should **only** begin this class at **specific times** during the semester.	☐	☐	☐	☐
C. Students should be dropped from this class for too many absences.	☐	☐	☐	☐
D. I like the attendance policy of this class: 80% attendance required.	☐	☐	☐	☐

Appendix B: Open Entry Survey Instrument

Class Type: Open Enrollment
Proctor coding: Class Level: _____
Proctor coding: Day class Evening Class

Open Entry Enrollment Survey

Directions: For each question, make an X in one box.

1. **What is your most important goal or plan after you finish this semester?** (Choose one)

- ☐ Continue in this class
- ☐ Enroll in the next ESL class level
- ☐ Enroll in VESL (Vocational ESL) class
- ☐ Enroll in Citizenship class
- ☐ Enroll in A.B.E. class (Adult Basic Education)
- ☐ Enroll in G.E.D. class
- ☐ Enroll at a community college (for example: City, Mesa, Miramar, Grossmont)
- ☐ Enroll in a job training class
- ☐ Get a job or better job
- ☐ Personal or family goal

2. **What makes it difficult to come to this class?**
   (It is okay to make an X in more than one box)

- ☐ I have no problem coming to this class.
- ☐ Childcare (no babysitter, children on vacation)
- ☐ Family responsibilities (sick child, appointments for family member)
- ☐ Personal health problem (I'm sick., I have a medical appointment.)
- ☐ Transportation problem (car broke down, no ride to school)
- ☐ Work schedule
- ☐ Other, please write: _____

Managed Enrollment classes are for students who promise to attend a minimum of 80% of the classes. Students can only enroll in a managed enrollment class at specific times.

Open Entry Enrollment classes do not require 80% attendance. Students can enroll at any time if space is available.

3. Do you prefer (like) managed enrollment or open entry enrollment classes?

☐ I like managed enrollment classes better.

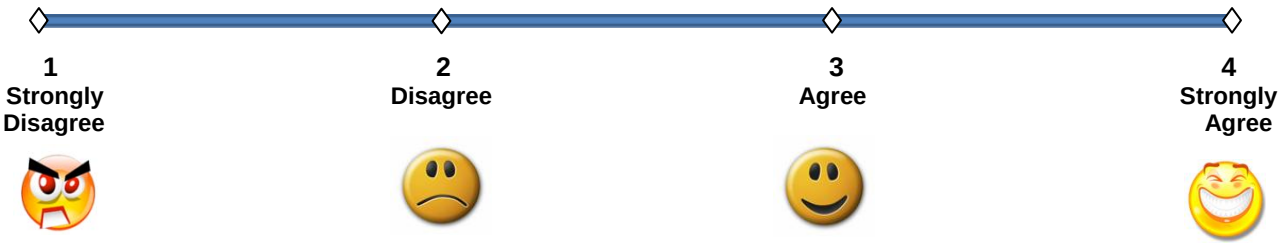
☐ I like open entry enrollment classes better.

☐ I have no preference. (I like both the same.)

☐ I don't know because I have only studied in an open entry class.

Classroom environment

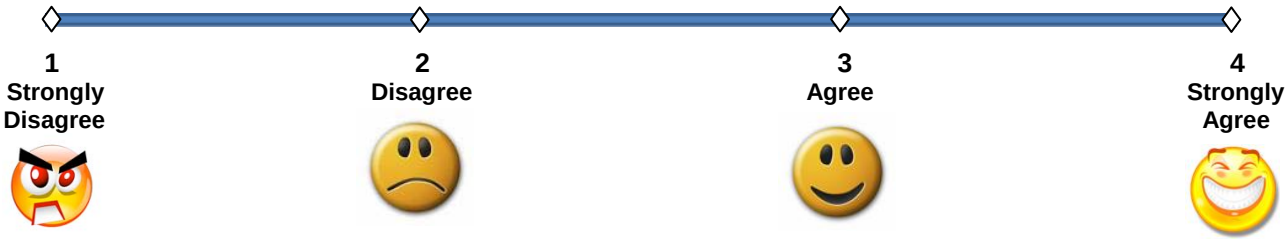
4. Please check ☑ your level of agreement with each of the statements below.



A. This class helps me learn quickly.	☐	☐	☐	☐
B. I know most of my classmates in this class.	☐	☐	☐	☐
C. Students are serious about learning in this class.	☐	☐	☐	☐
D. The class loses too much time when we have to repeat lessons for students who were absent.	☐	☐	☐	☐
E. My English has improved in this class.	☐	☐	☐	☐

Classroom attendance

5. Please check ☑ your level of agreement with each of the statements below.



A. It's easy for me to attend 80% of this class.	☐	☐	☐	☐
B. Students should **only** begin this class at **specific times** during the semester.	☐	☐	☐	☐
C. Students should be dropped from this class for too many absences.	☐	☐	☐	☐
D. I like that I can attend this class when I am able to come.	☐	☐	☐	☐