

CONTINUING EDUCATION ESL STUDENT ATTENDANCE PATTERNS REPORT

Managed Enrollment and Open Entry/Exit Classes

2011/12 – 2015/16

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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Introduction

Background

This report is intended to inform English as a Second Language (ESL) and other Continuing Education programs by comparing ESL student attendance patterns in managed enrollment (ME) and open entry/exit enrollment (OE/E) classes at Continuing Education's Mid-City campus. Managed enrollment classes have structured attendance requirements that include enrollment deadlines and a commitment to attend a minimum of 80% of the classes. The open entry/exit enrollment structure, however, allows for self-paced learning and permits students to attend classes with no specified commitment. The report provides information on student profiles, student attendance patterns, and fall-to-spring persistence for managed enrollment and open entry/exit classes.

Methodology

Managed enrollment and open entry/exit class designations were provided by Mid-City's ESL program. Based on these class designations, ESL class and student data were generated from the SDCCD Information System. Data are measured across five years to draw out trends in student attendance. The cohorts include students enrolled in Mid-City's ESL classes in the primary terms (fall and spring) of the 2011/12 to 2015/16 academic years. Only students that accrue more than .5 attendance hours in a morning or afternoon class are included in the study. Additionally, ESL for Citizenship classes, Test of English as a Foreign Language (TOEFL) classes, special subject classes (e.g., conversation, grammar, and computer lab), ESL classes located off the Mid-City campus, and cancelled classes are excluded from the study. Please note that student data are term-based, and are not tied to a student's date of enrollment.

Data are disaggregated by class mode of instruction (managed enrollment or open entry/exit) and by class time (morning or evening) to explore dissimilarities in student profiles and student attendance patterns. The Student Profile and Persistence sections contain student headcount information, while sections summarizing student attendance patterns contain student enrollment information. See Appendix: Operational Definitions for additional details.

Summary of Findings

Student Profile

In general, with the exception of students under age 18 who make up a very small percentage of the population (<1%), the number of students enrolled in managed enrollment (ME) and open entry/exit (OE/E) classes decrease as age increases over five years (see Table 1). Students ages 18 to 24, 25 to 29, and 30 to 34 represent the largest age groups in both ME (17%, 16%, and 16%, respectively) and OE/E classes (16%, 15%, and 15%, respectively). Within ME classes, morning classes contain a greater share students between ages 18 and 24 (19% and 16%, respectively) and 55 and over than evening classes (9% and 7%, respectively; see Table 2). However, within OE/E classes, morning classes only contain a greater share of students in the 55 and over age category when compared to evening classes (14% and 8%, respectively).

On average over five years, ME and OE/E classes contain a greater percentage of females (62% and 58%, respectively) than males (38% and 41%, respectively); however the disparity is wider in ME classes than OE/E classes (see Table 3). Females in morning classes make up more than two-thirds of the population (ME, 67% and OE/E, 68%), while females in evening classes make up just over half of the population (ME, 54% and OE/E, 52%; see Table 4).

The largest ethnic groups in ME and OE/E classes are Hispanic/Latino (45% and 48%, respectively), Asian/Pacific Islander (24% and 23%, respectively), and African American students (16% and 14%, respectively; see Table 5). Hispanic/Latino students are underrepresented in morning classes (ME, 41% and OE/E, 40%) compared to evening classes (ME, 49% and OE/E, 50%), whereas Asian/Pacific Islander students are overrepresented in morning classes (ME and OE/E, 26% each) compared to evening classes (ME and OE/E, 21% each; see Table 6). African American students are overrepresented in OE/E morning classes (18%) compared to OE/E evening classes (13%).

Attendance Patterns: Attendance Hours

On average across five years, student attendance rates are higher in ME classes (43%) than in OE/E classes (33%; see Table 7). However, the difference between ME and OE/E attendance rates has varied over the years (largest gap in 2011/12, OE/E thirteen percentage points lower; smallest gap in 2014/15, OE/E six percentage points lower), with 2015/16 displaying a ten-point difference between ME and OE/E (44% and 34%, respectively). Differences between morning and evening attendance rates are most apparent in ME classes (see Table 8). While morning ME classes initially displayed a lower average attendance rate than evening ME classes in 2011/12 (45% and 47%, respectively; evening, two points lower), a steady decline in evening ME attendance rates contributed to higher morning rates compared to evening rates in 2015/16 (46% and 39%, respectively;

evening, seven points higher). Attendance rates in OE/E morning and evening classes trended in the opposite direction. Morning OE/E class attendance rates were six-points higher than evening rates in 2011/12 (36% and 30%, respectively), but were two-points lower than evening rates by 2015/16 (33% and 35%, respectively). When comparing class times, it is important to note that morning classes generally meet 15 hours per week, while evening classes meet 12 hours per week.

On average across five years, class sizes for ME and OE/E classes are comparable (24 and 23, respectively; see Table 7). Yet, ME class size has displayed a larger overall decrease over time (26 in 2011/12 to 22 in 2015/16) than OE/E classes (24 in 2011/12 to 23 in 2015/16). The decline in average class size when comparing 2011/12 to 2015/16 is greatest among evening ME classes (29 to 20), while morning ME classes and both morning and evening OE/E classes have declined minimally (morning ME, 25 to 23; morning OE/E, 26 to 25; evening OE/E, 22 to 21; see Table 8).

Attendance Patterns: Student Shoppers and Enduring Students

On average across five years, the rate of students who “shop” classes (accrue fewer than seven class attendance hours by term’s end) has remained low among both ME and OE/E classes (6% and 7%, respectively; see Table 9). The percentage of student shoppers increased in ME classes from 4% in 2011/12 to 7% in 2014/15, and then declined to 5% in 2015/16. The percentage of student shoppers decreased in OE/E classes from 9% in 2011/12 to 7% in 2012/13, and has since remained constant at 7%. On average over five years, evening ME and OE/E classes contain more student shoppers (7% and 9%, respectively) than morning ME and OE/E classes (5% each; see Table 10).

Persistence

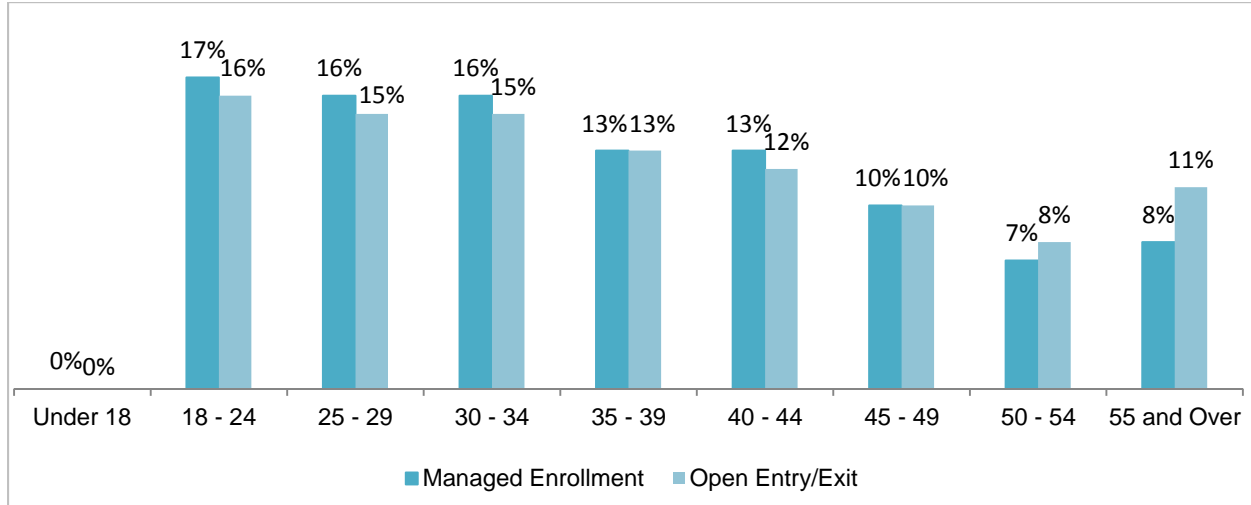
Overall across five years, ME and OE/E fall-to-spring student persistence rates are comparable; with 62% of students in ME classes persisting to a spring ESL class and 61% of students in OE/E classes persisting to a spring ESL class (see Table 11). Students enrolled in morning classes displayed higher fall to spring persistence (morning ME, 63%; morning OE/E, 65%), on average, than students in evening classes (evening ME, 61%; evening OE/E, 57%; see Table 12). Note that while persistence is typically measured among first-time students, in this study, students may be enrolled as first-time or continuing students and may be enrolled at any class level from beginning to advanced low (advanced high and pre-vocational classes are excluded). Therefore, overall persistence rates may be impacted by the schedule of classes and persistence by course level (see Table 13).

Results

Student Profiles

Age (Fall 2011 - Spring 2016)

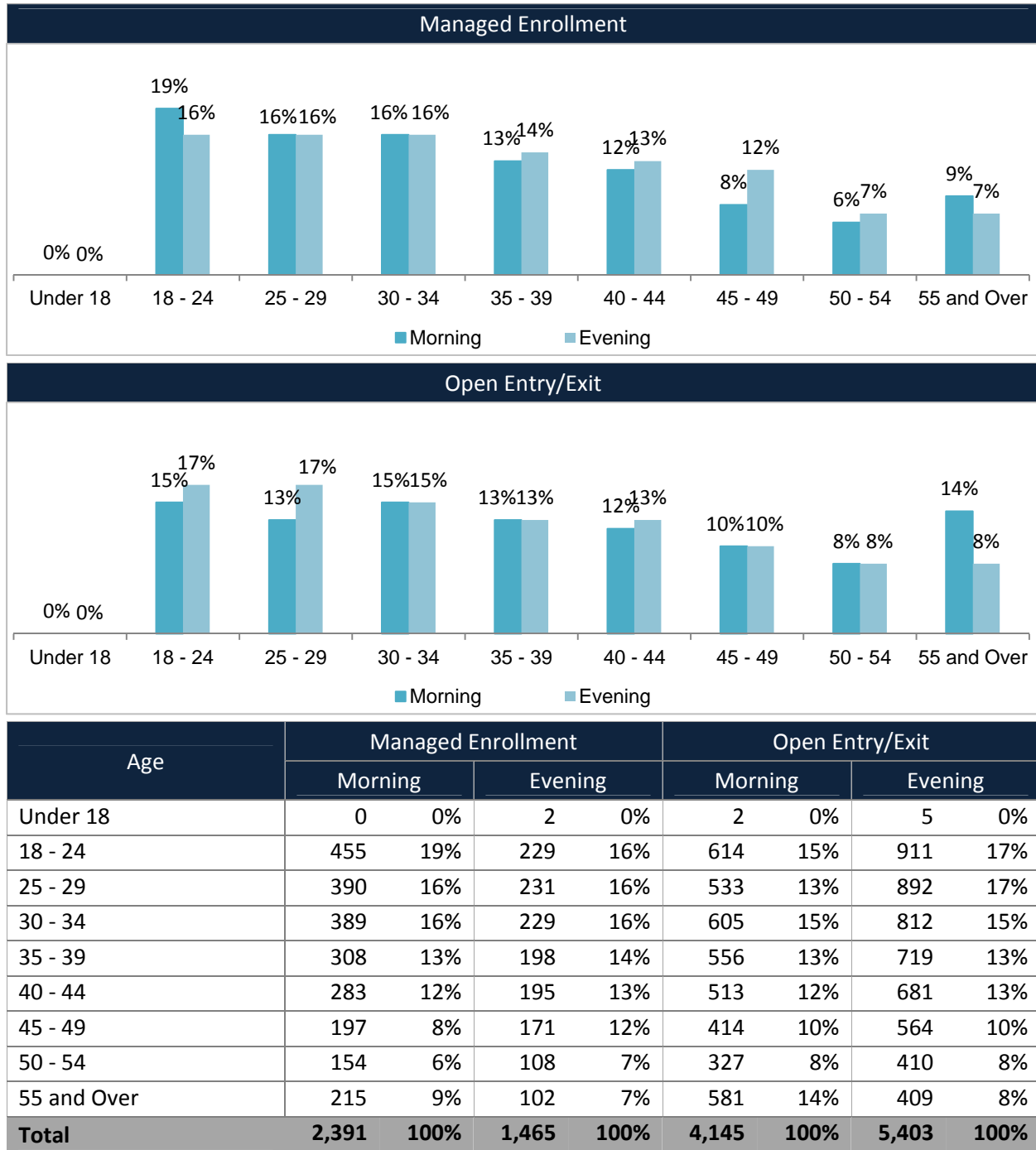
Table 1. Managed enrollment and open entry/exit classes by age



Age	Managed Enrollment		Open Entry/Exit	
Under 18	3	0%	6	0%
18 - 24	637	17%	1,367	16%
25 - 29	587	16%	1,312	15%
30 - 34	589	16%	1,268	15%
35 - 39	485	13%	1,164	13%
40 - 44	466	13%	1,068	12%
45 - 49	350	10%	893	10%
50 - 54	245	7%	661	8%
55 and Over	311	8%	931	11%
Total	3,673	100%	8,670	100%

2017 ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/Exit Classes

Table 2. Managed enrollment and open entry/exit classes by class times and age




Source: SDCCD Information System

Gender (Fall 2011 – Spring 2016)

Table 3. Managed enrollment and open entry/exit classes by gender

Managed Enrollment		
Female	2,282	62%
Male	1,391	38%
Unreported	0	0%
Total	3,673	100%



Open Entry/Exit		
Female	5,071	58%
Male	3,595	41%
Unreported	4	0%
Total	8,670	100%




Table 4. Managed enrollment and open entry/exit classes by class times and gender

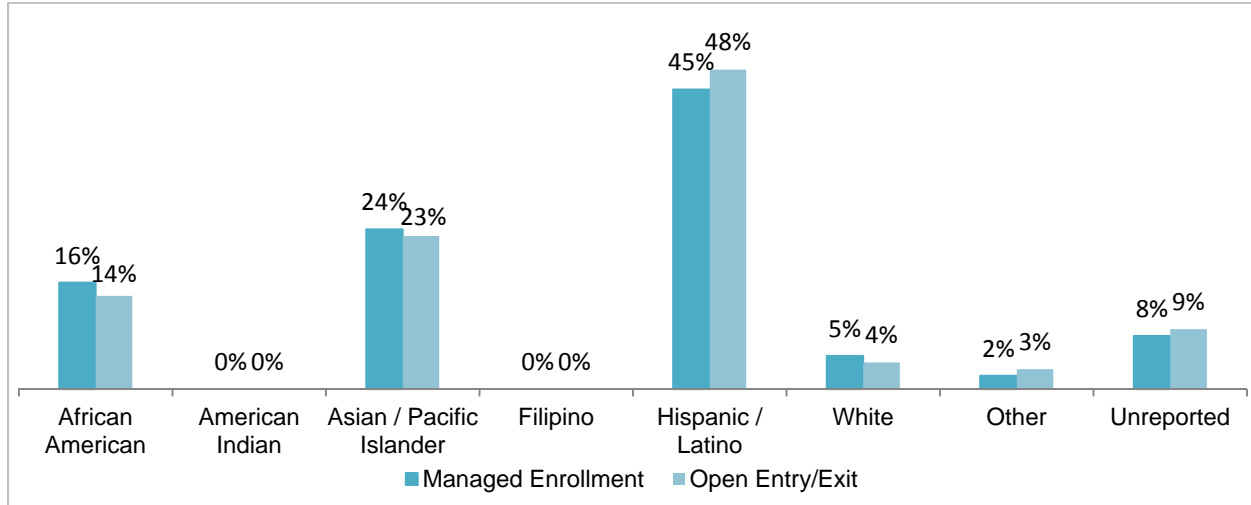
Managed Enrollment									
Morning					Evening				
Female 67%					Male 33%				
Female 54%					Male 46%				

Open Entry/Exit									
Morning					Evening				
Female 68%					Male 32%				
Female 52%					Male 48%				

Gender	Managed Enrollment				Open Entry/Exit			
	Morning		Evening		Morning		Evening	
Female	1,596	67%	797	54%	2,805	68%	2,802	52%
Male	795	33%	668	46%	1,339	32%	2,598	48%
Unreported	0	0%	0	0%	1	0%	3	0%
Total	2,391	100%	1,465	100%	4,145	100%	5,403	100%

Ethnicity (Fall 2011 – Spring 2016)

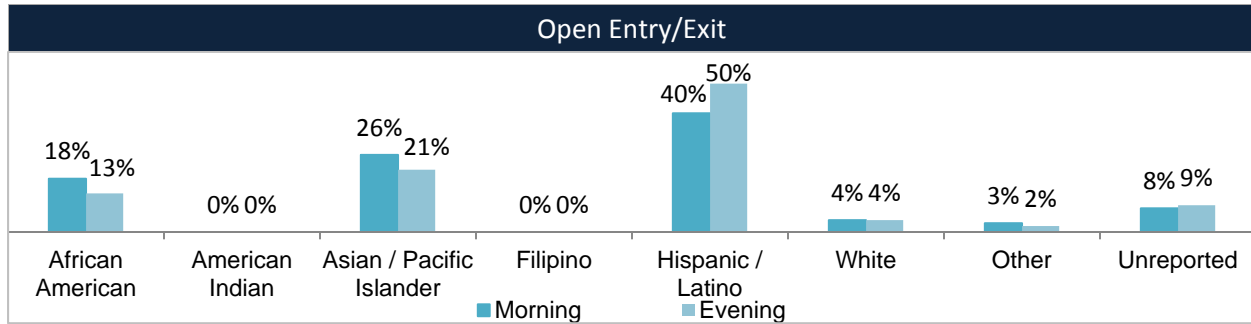
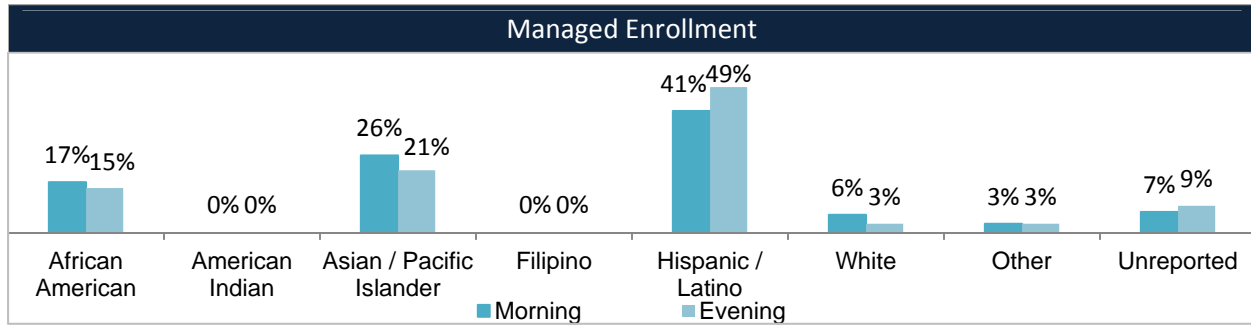
Table 5. Managed enrollment and open entry/exit classes by ethnicity



Ethnicity Listed	Managed Enrollment		Open Entry/Exit	
African American	591	16%	1,206	14%
American Indian/Alaskan Native	3	0%	9	0%
Asian	364	10%	884	10%
Asian Indian	4	0%	7	0%
Cambodian	43	1%	77	1%
Central American	101	3%	301	3%
Chinese	72	2%	126	1%
Filipino	7	0%	14	0%
Hawaiian	1	0%	0	0%
Japanese	18	0%	16	0%
Korean	5	0%	16	0%
Laotian	5	0%	12	0%
Latino	383	10%	1,189	14%
Mexican	1,035	28%	2,374	27%
Multi-Ethnicity	12	0%	18	0%
Other Hispanic	54	1%	122	1%
Other Non-White	76	2%	221	3%
Pacific Islander	5	0%	15	0%
Samoaan	1	0%	2	0%
South American	82	2%	143	2%
Vietnamese	357	10%	830	10%
White	173	5%	325	4%
Unreported	281	8%	763	9%
Total	3,673	100%	8,670	100%

2017 ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/Exit Classes

Table 6. Managed enrollment and open entry/exit classes by class times and ethnicity



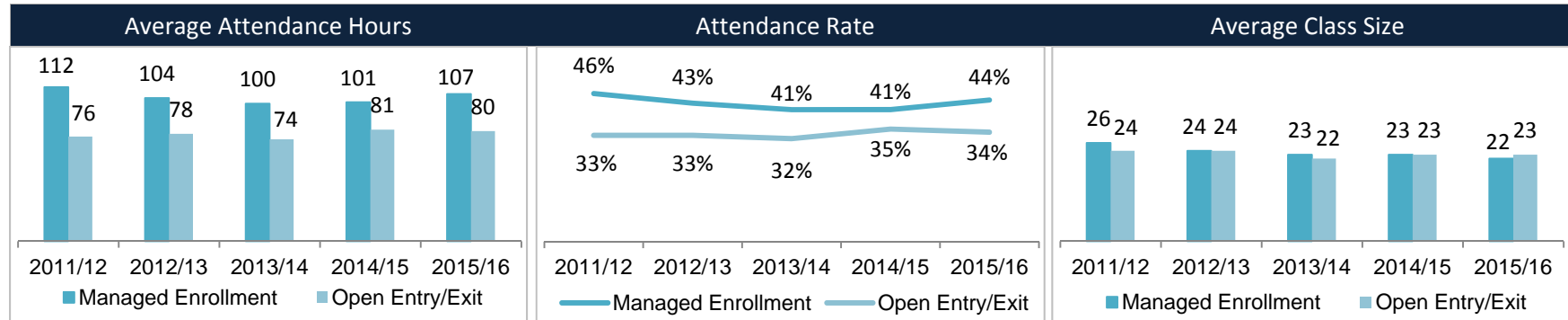
Ethnicity Listed	Managed Enrollment				Open Entry/Exit			
	Morning		Evening		Morning		Evening	
African American	415	17%	214	15%	749	18%	720	13%
American Indian/Alaskan Native	1	0%	3	0%	7	0%	5	0%
Asian	261	11%	128	9%	510	12%	471	9%
Asian Indian	3	0%	1	0%	3	0%	4	0%
Cambodian	34	1%	15	1%	34	1%	53	1%
Central American	64	3%	44	3%	113	3%	214	4%
Chinese	65	3%	8	1%	102	2%	35	1%
Filipino	7	0%	0	0%	4	0%	10	0%
Hawaiian	0	0%	1	0%	0	0%	0	0%
Japanese	16	1%	3	0%	11	0%	7	0%
Korean	5	0%	0	0%	12	0%	6	0%
Laotian	5	0%	2	0%	6	0%	6	0%
Latino	212	9%	176	12%	384	9%	854	16%
Mexican	612	26%	463	32%	1,044	25%	1,479	27%
Multi-Ethnicity	9	0%	2	0%	15	0%	6	0%
Other Hispanic	41	2%	16	1%	62	1%	76	1%
Other Non-White	52	2%	36	2%	125	3%	114	2%
Pacific Islander	4	0%	2	0%	9	0%	13	0%
Samoan	0	0%	0	0%	0	0%	1	0%
South American	59	2%	24	2%	63	2%	91	2%
Vietnamese	233	10%	149	10%	403	10%	525	10%
White	136	6%	44	3%	157	4%	203	4%
Unreported	157	7%	134	9%	332	8%	510	9%
Total	2,391	100%	1,465	100%	4,145	100%	5,403	100%

Source: SDCCD Information System

Attendance Patterns

Attendance Hours

Table 7. Attendance information for managed enrollment and open entry/exit classes



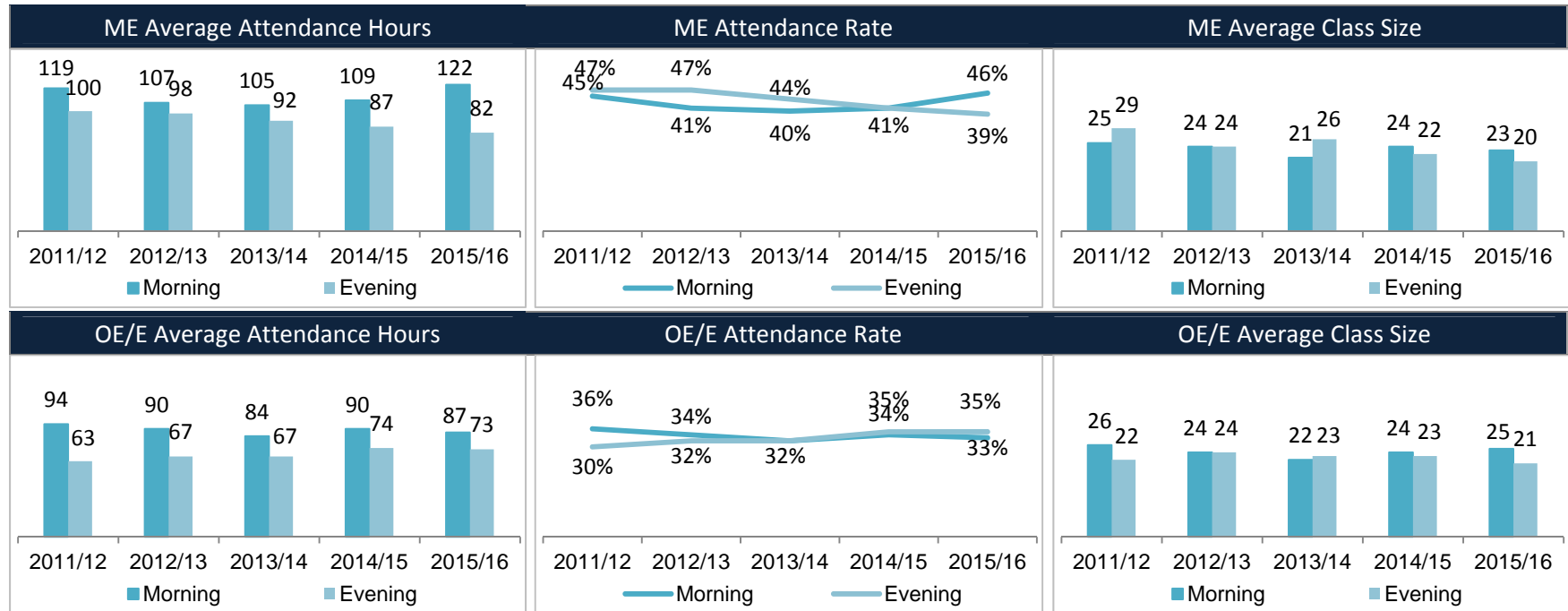
Term	Managed Enrollment						Open Entry/Exit					
	Total Students	Attend Hours	Average Attend Hours	Attend Rate	Assigned Teaching Hours	Average Class Size	Total Students	Attend Hours	Average Attend Hours	Attend Rate	Assigned Teaching Hours	Average Class Size
Fall 2011	660	71,155	108	44%	2,721	26	2,074	156,345	75	32%	6,345	25
Fall 2012	652	68,682	105	43%	2,676	26	1,906	139,427	73	31%	6,057	23
Fall 2013	590	62,200	105	43%	2,676	23	1,881	135,366	72	31%	6,066	22
Fall 2014	638	64,533	101	41%	2,688	24	1,764	147,154	83	36%	6,064	24
Fall 2015	611	65,698	108	44%	2,940	22	1,666	136,252	82	35%	5,802	23
Total/Average	3,151	332,266	105	43%	13,701	24	9,291	714,544	77	33%	30,333	24
Spring 2012	610	70,730	116	48%	2,646	27	1,940	148,247	76	33%	6,246	24
Spring 2013	583	60,232	103	42%	2,667	23	1,735	143,366	83	36%	5,848	25
Spring 2014	622	59,302	95	40%	2,667	22	1,770	136,356	77	33%	6,072	22
Spring 2015	592	59,977	101	42%	2,667	22	1,788	141,765	79	34%	6,290	23
Spring 2016	535	56,949	106	44%	2,667	21	1,748	136,790	78	33%	6,064	23
Total/Average	2,942	307,189	104	43%	13,314	23	8,981	706,524	79	34%	30,519	23
Grand Total/Avg	6,093	639,455	105	43%	27,015	24	18,272	1,421,068	78	33%	60,852	23

Note. Annual data exclude summer.

Source: SDCCD Information System

2017 ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/Exit Classes

Table 8. Attendance information for managed enrollment and open entry/exit classes by class times



Term	Managed Enrollment											
	Morning						Evening					
	Total Students	Attend Hours	Average Attend Hours	Attend Rate	Assigned Teaching Hours	Average Class Size	Total Students	Attend Hours	Average Attend Hours	Attend Rate	Assigned Teaching Hours	Average Class Size
Fall 2011	403	46,019	114	43%	1,869	25	257	25,136	98	46%	852	30
Fall 2012	413	46,283	112	42%	1,848	25	239	22,399	94	45%	828	27
Fall 2013	379	40,735	107	41%	1,848	22	211	21,465	102	49%	828	26
Fall 2014	427	45,667	107	41%	1,848	25	211	18,867	89	43%	840	22
Fall 2015	407	48,457	119	45%	2,112	23	204	17,241	85	41%	828	21
Total/Average	2,029	227,159	112	42%	9,525	24	1,122	105,107	93	45%	4,176	25
Spring 2012	375	46,521	124	48%	1,806	26	235	24,209	103	49%	840	29
Spring 2013	419	43,134	103	39%	1,827	24	164	17,098	104	50%	840	20
Spring 2014	366	37,838	103	40%	1,827	21	256	21,464	84	40%	840	26
Spring 2015	381	42,164	111	42%	1,827	23	211	17,813	84	40%	840	21
Spring 2016	323	40,261	125	48%	1,827	22	212	16,688	79	37%	840	20
Total/Average	1,864	209,917	113	43%	9,114	23	1,078	97,272	91	43%	4,200	23
Grand Total/Avg	3,893	437,076	113	43%	18,639	23	2,200	202,379	92	44%	8,376	24

Source: SDCCD Information System

2017 ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/Exit Classes

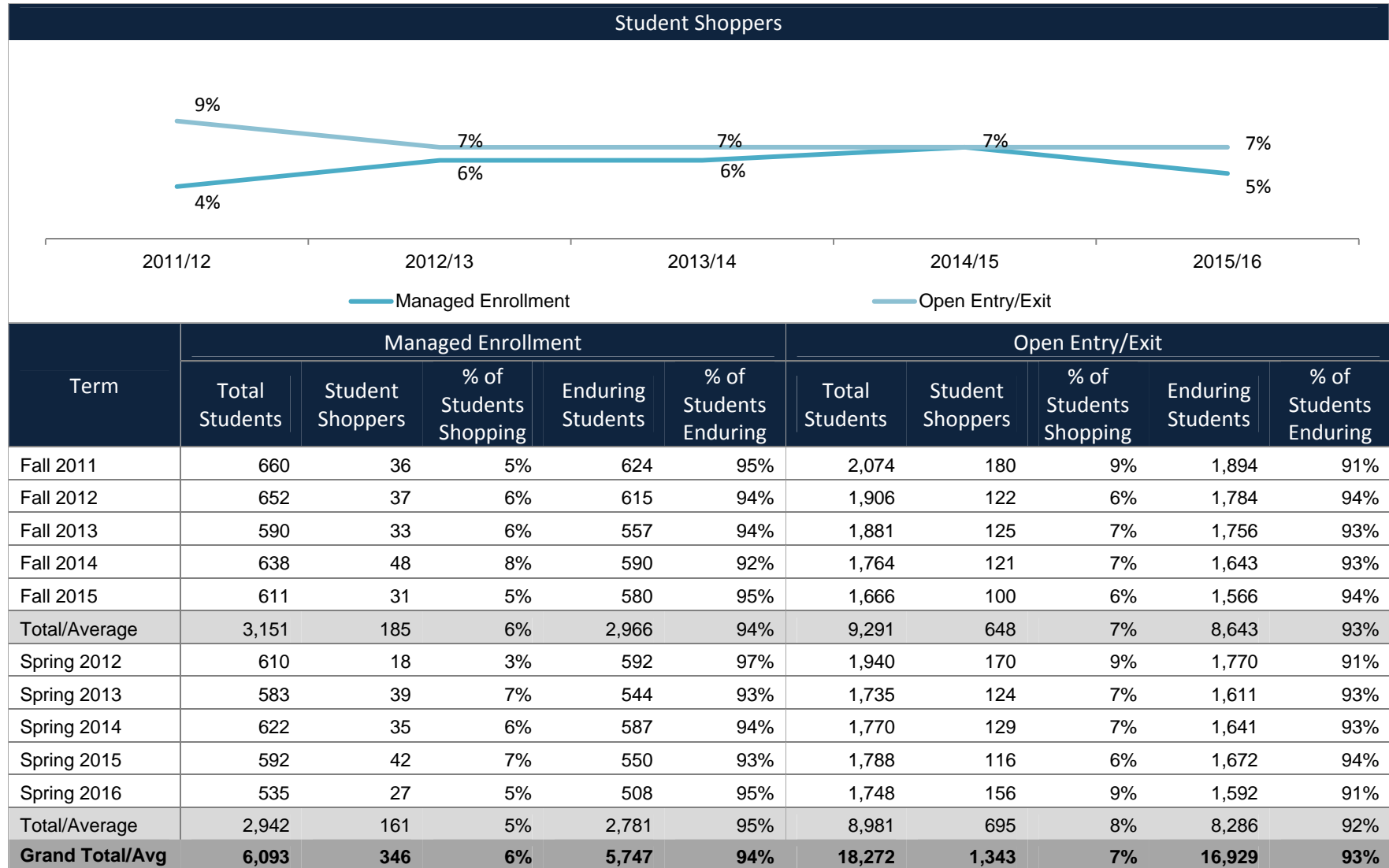
Table 8, continued

Term	Open Entry/Exit											
	Morning						Evening					
	Total Students	Attend Hours	Average Attend Hours	Attend Rate	Assigned Teaching Hours	Average Class Size	Total Students	Attend Hours	Average Attend Hours	Attend Rate	Assigned Teaching Hours	Average Class Size
Fall 2011	826	80,025	97	36%	2,937	27	1,248	76,321	61	29%	3,408	22
Fall 2012	862	72,714	84	32%	3,159	23	1,044	66,713	64	31%	2,898	23
Fall 2013	846	70,138	83	31%	3,168	22	1,035	65,228	63	30%	2,898	23
Fall 2014	847	78,293	92	36%	3,124	25	917	68,861	75	36%	2,940	23
Fall 2015	803	72,771	91	34%	2,904	25	863	63,481	74	36%	2,898	22
Total/Average	4,184	373,940	89	34%	15,291	25	5,107	340,603	67	32%	15,042	23
Spring 2012	867	79,371	92	35%	3,096	26	1,073	68,876	64	31%	3,150	22
Spring 2013	778	75,210	97	37%	3,118	24	957	68,156	71	34%	2,730	25
Spring 2014	820	69,414	85	32%	3,132	22	950	66,942	70	34%	2,940	23
Spring 2015	841	73,050	87	33%	3,140	23	947	68,715	73	35%	3,150	22
Spring 2016	904	75,935	84	32%	3,124	24	844	60,855	72	34%	2,940	21
Total/Average	4,210	372,980	89	34%	15,609	24	4,771	333,544	70	33%	14,910	22
Grand Total/Avg	8,394	746,920	89	34%	30,900	24	9,878	674,148	69	33%	29,952	23

Note. Annual data exclude summer.

Student Shoppers and Enduring Students

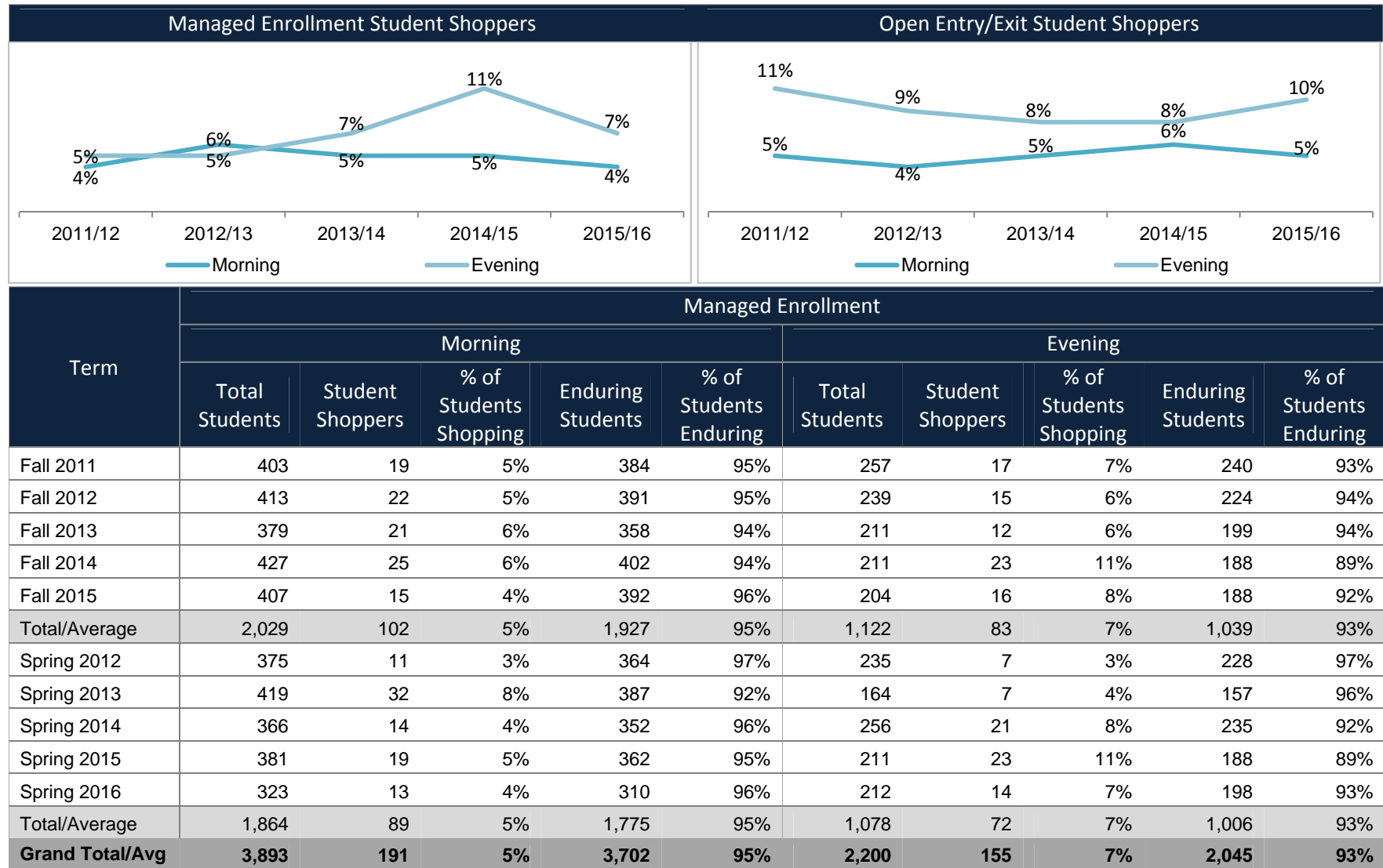
Table 9. Student shopper and enduring student information for managed enrollment and open entry/exit classes



Note. Annual data exclude summer.

2017 ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/Exit Classes

Table 10. Student shopper and enduring student information for managed enrollment and open entry/exit classes by class times



Source: SDCCD Information System

2017 ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/Exit Classes

Table 10, continued

Term	Open Entry/Exit									
	Morning					Evening				
	Total Students	Student Shoppers	% of Students Shopping	Enduring Students	% of Students Enduring	Total Students	Student Shoppers	% of Students Shopping	Enduring Students	% of Students Enduring
Fall 2011	826	43	5%	783	95%	1,248	137	11%	1,111	89%
Fall 2012	862	39	5%	823	95%	1,044	83	8%	961	92%
Fall 2013	846	39	5%	807	95%	1,035	86	8%	949	92%
Fall 2014	847	46	5%	801	95%	917	75	8%	842	92%
Fall 2015	803	31	4%	772	96%	863	69	8%	794	92%
Total/Average	4,184	198	5%	3,986	95%	5,107	450	9%	4,657	91%
Spring 2012	867	50	6%	817	94%	1,073	120	11%	953	89%
Spring 2013	778	33	4%	745	96%	957	91	10%	866	90%
Spring 2014	820	47	6%	773	94%	950	82	9%	868	91%
Spring 2015	841	49	6%	792	94%	947	67	7%	880	93%
Spring 2016	904	61	7%	843	93%	844	95	11%	749	89%
Total/Average	4,210	240	6%	3,970	94%	4,771	455	10%	4,316	90%
Grand Total/Avg	8,394	438	5%	7,956	95%	9,878	905	9%	8,973	91%

Note. Annual data exclude summer.

Term Persistence

Table 11. Term persistence for managed enrollment and open entry/exit classes

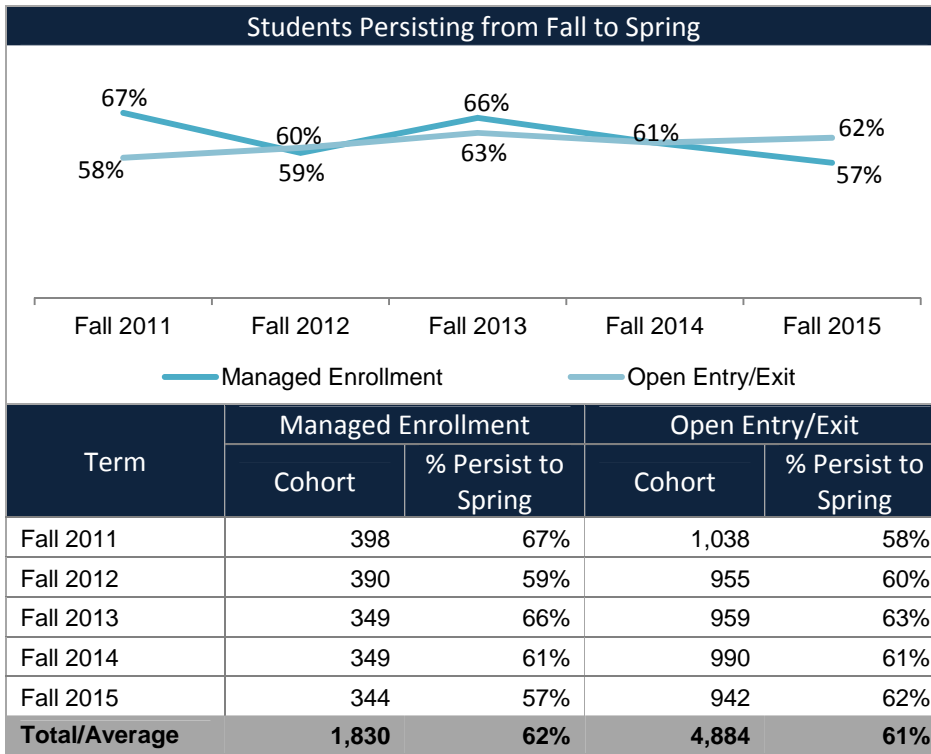
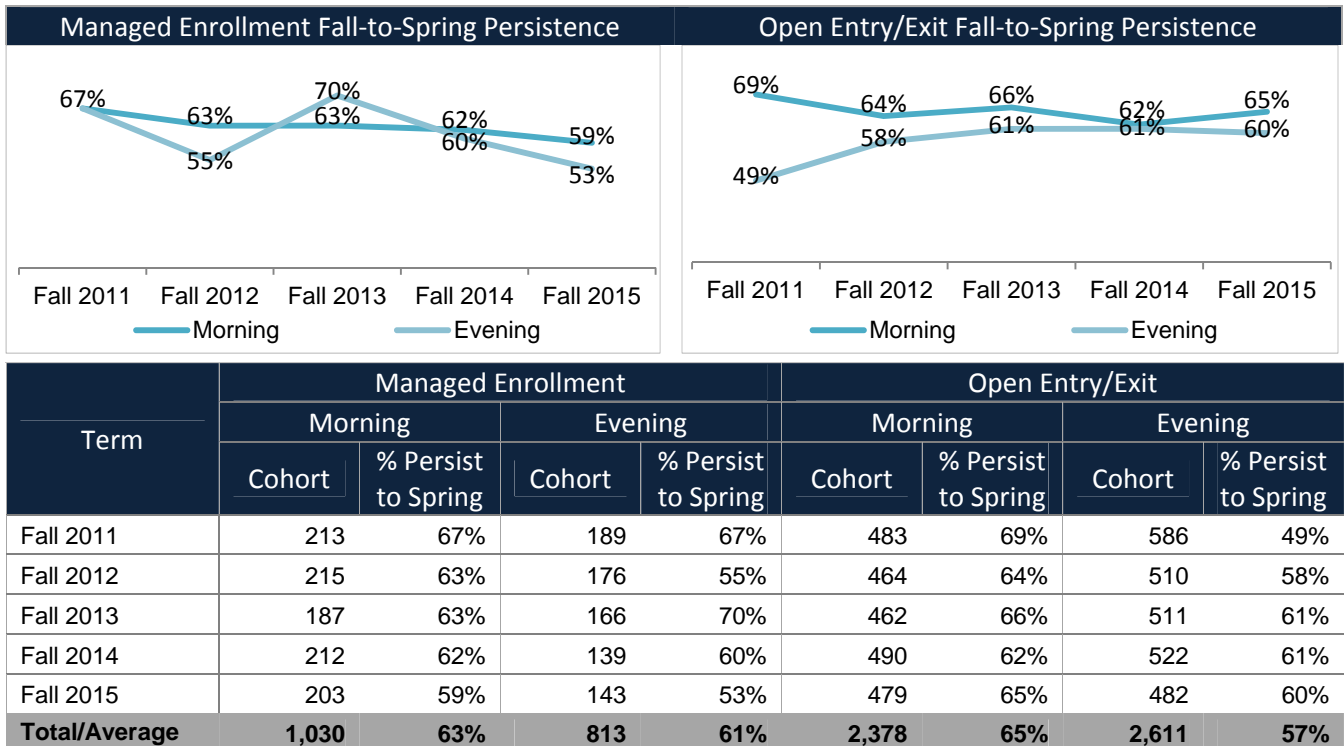


Table 12. Term persistence for managed enrollment and open entry/exit classes by class times



2017 ESL Student Attendance Patterns Report: Managed Enrollment and Open Entry/Exit Classes

Table 13. Fall 2011 – 2015 sections and term persistence for managed enrollment and open entry/exit classes by class level

Class Level	Managed Enrollment			Open Entry/Exit		
	Section Count	Cohort	% Persist to Spring	Section Count	Cohort	% Persist to Spring
ESL BEG LITERACY 1	0	0	0%	20	834	61%
ESL BEG LOW 2	10	367	54%	41	1,716	60%
ESL BEG HIGH 3	10	407	61%	17	709	64%
ESL INT LOW 4	10	395	65%	16	655	58%
ESL INT HIGH 5	10	457	66%	13	555	64%
ESL ADV LOW 6	5	204	66%	9	415	59%
Total/Average	45	1,830	62%	116	4,884	61%

Note. Advanced high and pre-vocational classes are excluded.

Appendix:

Operational Definitions

Assigned Teaching Hours – The total possible teaching hours designated to a class.

Attendance Hours – The total number of classroom hours attended by a student or a group of students.

Attendance Rate – Total classroom attendance hours per student divided by the total assigned teaching hours per student.

Average Attendance Hours – The total number of classroom hours attended by a group of students divided by the total number of students.

Average Class Size – Total classroom attendance hours divided by the total assigned teaching hours per instructor.

Enrollment – The number of seats enrolled, or duplicated headcount. Cancelled sections and students with less than one attendance hour are excluded.

Headcount – The individual count of students, or unduplicated headcount. Cancelled sections and students with less than one attendance hour are excluded. Note that within this report students are unduplicated by the categories present in the student profile and persistence tables, including: class mode, class time, and/or term.

Student Shoppers vs. Enduring Students – Student shoppers are students who attend a Mid-City ESL class but total fewer than seven attendance hours by the term's end. Enduring students are students who attend a Mid-City ESL class and total seven or more attendance hours by the term's end.

Term-to-Term Persistence (per SDCE ESL Learner Persistence Committee) – The percentage of cohort students who attend at least 20% of the total possible hours in at least one SDCE Mid-City ESL class, and who attend at least 20% of the total possible hours in at least one SDCE ESL class the following spring term. (Cancelled classes, advanced high and pre-vocational classes are excluded.) The 20% attendance rate in noncredit represents validly enrolled students and is considered to be comparable to the credit side, for which valid enrollment is determined by enrollment as of official census. Official census is characterized or marked by the week nearest to 20% of the number of weeks in the primary term.