



## ESL Registration Clerks & Frontline Services

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*When you are referring to the data from this report, please remember to acknowledge that it was done through the department of Research and Institutional Effectiveness. The following report is only possible through the assistance provided by the ESL department and specifically, Deejay Santiago.*

### Abstract

The ESL department employed two additional registration clerks via Basic Skills Initiative appropriations to facilitate the process of registration for non-credit ESL courses. Having the employees allows the use of a “one-stop” model wherein the ESL registration staff assessed potential students using the in-house CAP test, provide an orientation, and help them register for courses. Participants were surveyed as to their satisfaction with the interaction with the ESL registration staff. The results of this project demonstrate a high level of satisfaction (87.5%) with the ESL registration staff but just narrowly missing the self-imposed standard (i.e., criteria of success) of 90%. Additionally, the ESL department added printed resources in **{lang1}** and **{lang2}**.

### Introduction

#### Purpose

The purpose of this analysis was to examine the satisfaction of the services provided by two registration clerks hired for the spring 2010 term at Mt. San Antonio College facilitating registration for prospective ESL students. Additionally, the ESL department evaluated the need for printed resources in languages not printed.

#### Rational for Study

Noncredit ESL courses are an open-entry enrollment process necessitating accurate and reliable information in addition to guidance thereby facilitating students seeking enrollment in noncredit ESL courses. At the time the proposal for the project, *Noncredit ESL Front-line Services: Access & Persistence Enhancement Project*, was submitted to the Basic Skills Coordinating Committee in fall of 2009, 1510 students were underserved. That is to say, the aforementioned students completed the ESL placement test (i.e., ESL CAP Test) and noncredit ESL orientation but were unable to enroll in courses they initially sought; subsequently, they were placed on a waitlist. Of the 1510 students on the waitlist, 727 were contacted by ESL registration staff when the fill-rate dipped below maximum enrollment. Consequently, 409 of the 727 students contacted were able to add a course in progress. The 783 students not contacted by the ESL registration staff remained on the waitlist and were unable to add any courses.

Previous research, a 2008 internal Mt. San Antonio College student survey conducted for the WASC Initial Application, suggested the ESL department could improve overall student satisfaction by increasing the level of helpfulness and with information needs. To address the level of helpfulness, the ESL department channeled appropriated funds from the Basic Skills Initiative which allowed for the employment of two Registration Clerks to help students enroll in noncredit ESL courses. The registration staff used a “one-stop” model of registration wherein both orientation and assessment are completed; it was the goal of the ESL department that the model used above bundled with bilingual skills, and flexible schedule of the registration staff would increase the level of satisfaction with noncredit ESL registration. To address improving the dissemination of information about the ESL department, they planned to collect and aggregate the native languages of students; this would allow the ESL department to identify languages requiring printed materials.

## **Method**

### **Participants**

The survey was administered to students at Mt. San Antonio College that had received services from the ESL registration staff. A total of 1178 students participated. Ethnicity, cultural background, gender and age were not collect.

### **Design**

This research is a non-experimental design, cross-sectional design. No random assignment was used and no control group was used. All able and willing students participated.

### **Measures**

A paper survey was designed and developed by the joint efforts of DeeJay Santiago and the office of Research and Institutional Effectiveness (Appendix A). The survey was offered in English and Spanish formats. The survey includes questions regarding the satisfaction of the experience with the registration staff and the assessment of printed materials in the native language of the participant. The first four items on the survey use a Likert scale from one to five with one being “strongly disagree,” five being “strongly agree,” and three being “not sure.” The fifth question collapses the scale from one to five to one to three with the above gradient. These five items compose the satisfaction of the interaction between the participant and ESL registration staff.

### **Procedure**

Students that received services during the open registration period – February 8<sup>th</sup> to February 17<sup>th</sup>, 2010 – were asked to fill out a survey immediately following the assistance by the staff; participation was voluntary. The survey was administered by those staff members directly helping the participants. Anecdotally, the survey took a modest amount of time to complete - approximately 15-20 minutes. Participants completed the survey within the proximity of the ESL building.

## **Results**

The team hoped 90% of the participants surveyed will report they are satisfied with their interaction with the ESL registration staff. This satisfaction is derived from the examination of the first 5 items on the survey; frequencies were run for each of the first five items. Additionally, a survey item inquiring about the native language of the participant was asked to assess the frequency of languages of non-English speakers receiving services from the ESL registration staff.

**Analysis: Item 1:**

The ESL registration staff is helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	295	25.0	39.8	39.8
	Agree	393	33.4	53.0	92.7
	Not Sure	14	1.2	1.9	94.6
	Disagree	11	.9	1.5	96.1
	Strongly Disagree	29	2.5	3.9	100.0
	Total	742	63.0	100.0	
Missing	Missing	436	37.0		
Total		1178	100.0		

The results indicate over 90% of the respondents agreed or strongly agreed the registration staff was helpful while only 5.4% disagreed or strongly disagreed.

**Analysis: Item 2:**

The ESL registration staff can successfully answer my questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	260	22.1	34.6	34.6
	Agree	420	35.7	55.9	90.5
	Not Sure	30	2.5	4.0	94.5
	Disagree	12	1.0	1.6	96.1
	Strongly Disagree	29	2.5	3.9	100.0
	Total	751	63.8	100.0	
Missing	Missing	427	36.2		
Total		1178	100.0		

The results indicate over 90% of the respondents agreed or strongly agreed the registration successfully answered the respondents questions while only 5.5% disagreed or strongly disagreed.

**Analysis: Item 3:**

The ESL registration staff helps me to register for classes easily, when there is no waiting list for my class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	259	22.0	33.8	33.8
	Agree	405	34.4	52.8	86.6
	Not Sure	62	5.3	8.1	94.7
	Disagree	12	1.0	1.6	96.2
	Strongly Disagree	29	2.5	3.8	100.0
	Total		767	65.1	100.0
Missing	Missing	411	34.9		
Total		1178	100.0		

The results indicate just under 90% of the respondents agreed or strongly agreed the registration staff helped the respondent easily register for classes when no corresponding waitlist was active while only 5.3% disagreed or strongly disagreed.

**Analysis: Item 4:**

The ESL registration staff helps me with class complaints

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	196	16.6	27.0	27.0
	Agree	387	32.9	53.2	80.2
	Not Sure	111	9.4	15.3	95.5
	Disagree	12	1.0	1.7	97.1
	Strongly Disagree	21	1.8	2.9	100.0
	Total		727	61.7	100.0
Missing	Missing	451	38.3		
Total		1178	100.0		

The results indicate under 90% of the respondents agreed or strongly agreed the registration staff helped the respondent with class complaints while only 4.5% disagreed or strongly disagreed.

**Analysis: Item 5:**

The ESL registration office is open during hours which are convenient for me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	723	61.4	87.1	87.1
	Not Sure	80	6.8	9.6	96.7
	Disagree	27	2.3	3.3	100.0
	Total	830	70.5	100.0	
Missing	Missing	348	29.5		
Total		1178	100.0		

The results indicate just under 90% of the respondents agreed the registration staff was open during hours which were convenient while only 3.3% disagreed.

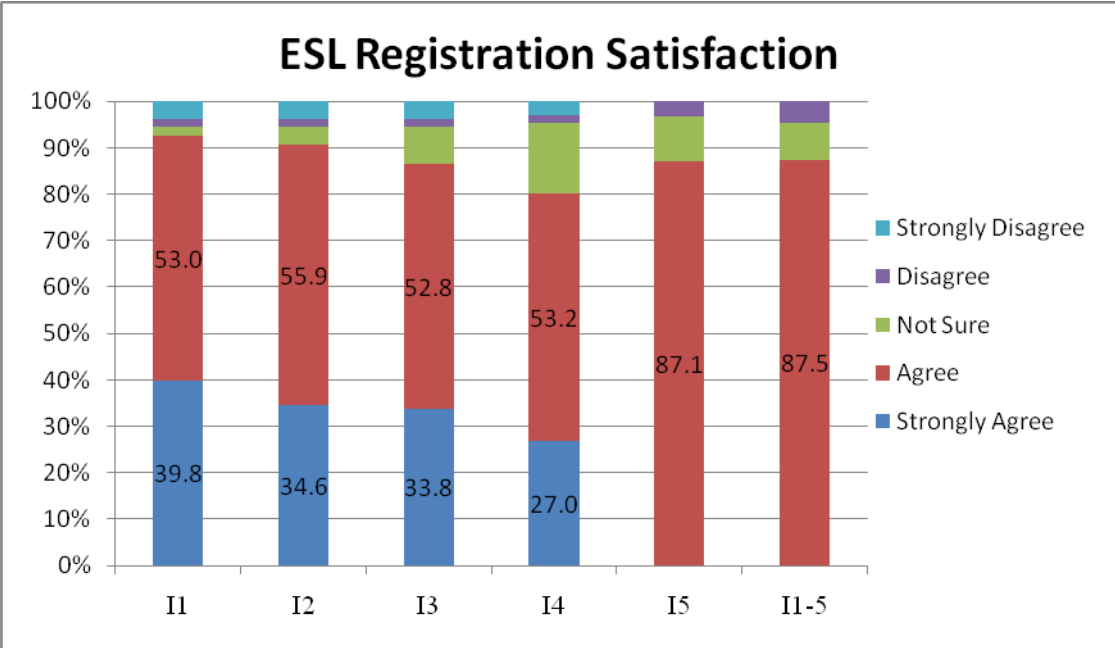
**Analysis: Aggregated Items 1 through 5**

Aggregated Items 1 through 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree or Agree	3338	56.7	87.5	87.5
	Not Sure	297	5.0	7.8	95.2
	Strongly Disagree or Disagree	182	3.1	4.8	100.00
	Total	3817	64.8	100.0	
Missing	Missing	2073	35.2		
Total		5890	100.0		

The results indicate just under 90% of the respondents were satisfied with their interaction with the ESL Registration staff.

**Graphical Analysis: Items 1 through 5 and Aggregated Items 1 through 5**



**Analysis: Item 13**

		Native Languages		
		Frequency	Percent	Cumulative Percent
Valid	Spanish	224	39.4	39.4
	Chinese	222	39	78.4
	Korean	42	7.4	85.8
	Vietnamese	18	3.2	88.9
	Arabic	12	2.1	91.0
	Thai	9	1.6	92.6
	Japanese	8	1.4	94.0
	Mandarin	7	1.2	95.3
	Farsi	6	1.1	96.3
	Portuguese	5	0.9	97.2
	Burmese	4	0.7	97.9
	Albanian	4	0.7	98.6
	Taiwanese	3	0.5	99.1
	Cambodian	1	0.2	99.3
	French	1	0.2	99.5
	Indonesia	1	0.2	99.6
	Nepali	1	0.2	99.8
	Russian	1	0.2	100
Total		569	100	

The above non-English languages were reported with two clear frontrunners in Spanish and Chinese while Korean was a distant third.

**Discussion**

It was found that the criteria of success – 90% of the participants surveyed would rate the interaction with the ESL registration staff as satisfactory – was ultimately unsupported by a narrow margin. The overall aggregate of items one through five was a mere two and one half percent below the threshold for success. While the evidence failed to support the criteria of success the program was still exceptionally successful boasting an 87.5% aggregated success rate among respondents.

The evidence also supported a large number of non-English speaking languages; the ESL department will best be able to supplement their ability to disseminate of information by adding two or more languages to their array of printed materials

**Limitations**

A limitation to this project is the number of respondents incorrectly completing the survey thereby decreasing the number of properly measured responses. This is evidenced by the fact that a large percentage of responses were coded as “missing” indicating improper bubbling of their answers. Additionally, there is no data on the response rate of both potential and actual participants; that is to say, the number of those declining to fill out the survey was not captured and therefore the data may not accurately represent the population served by the ESL registration staff. Roughly half responded to the question regarding their native language:

item 13 on the survey. With such a low response rate of those participants captured, the accuracy of the languages requiring printed materials may be considered modest.

### **Recommendations**

- Future research may focus on the following:
  - Needs assessment of potential ESL students; what do they want that they aren't receiving now?
  - How confident are they registering unaided after receiving assistance by the ESL registration staff?



## Appendix A

### English as a Second Language (ESL) / Continuing Education Division Registration Satisfaction Survey

This survey is available in alternate formats upon request. Please contact DSP&S at (909) 594-5611, x4290 and mention Registration Satisfaction Survey conducted by the Research and Institutional Effectiveness Office

#	Directions: <i>Carefully bubble</i> your answers to the following questions.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The ESL registration staff is helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The ESL registration staff can successfully answer my questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The ESL registration staff helps me to register for classes easily, when there is no waiting list for my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	The ESL registration staff helps me with class complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#		<b>Disagree</b>		<b>Not Sure</b>		<b>Agree</b>
5	The ESL registration office is open during hours which are convenient for me	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
6	If you <b>disagree</b> , what hours would be convenient for you?					
#		<b>No</b>		<b>Not Sure</b>		<b>Yes</b>
7	I understand the class change policies of the ESL department	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
8	The class change policies are fair	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>
9	If you answered <b>not sure</b> or <b>no</b> to question #8, why?					
#	Written information for these policies/procedures is available in my native language:	<b>No</b>				<b>Yes</b>
10	The ESL Program	<input type="radio"/>				<input type="radio"/>
11	Registration	<input type="radio"/>				<input type="radio"/>
12	ESL Counseling Services	<input type="radio"/>				<input type="radio"/>
13	My native language is:					

Additional Comments

## Appendix A

### Inglés como Segunda Idioma/División de Educación Continua Encuesta de Satisfacción de Matriculación

Esta encuesta está disponible en formatos alternativos si la solicita. Por favor contacte DSP&S at (909) 594-5611, x4290 y mencione la Encuesta de Satisfacción de Matriculación conducido por La Oficina de Investigación y Eficacia Institucional

#	Direcciones: Cuidadosamente llene los círculos par las siguientes preguntas.	Completamente en desacuerdo.	No estoy de acuerdo	No Estoy Seguro	De Acuerdo	Completamente de acuerdo.
1	El personal de Matriculación de ESL fue muy amable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	El personal de Matriculación de ESL pueden respondió preguntas exitosamente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	El personal de Matriculación de ESL me ayuda a matricularme para las clases fácilmente cuando no hay lista de espera en la propia clase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	El personal de Matriculación de ESL me ayuda con quejas que tengo de una clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
#		No estoy de acuerdo		No Estoy Seguro		Estoy de acuerdo
5	La la oficina de Matriculación de ESL está abierta en las horas que me conviene	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
6	Si Ud. no está de acuerdo, ¿cuales horas serían convenientes para Ud.?					
#		<b>No</b>	No Estoy Seguro		<b>Si</b>	
7	Yo entiendo las reglas del Departamento de ESL para cambiar clase.	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
8	Las reglas para cambiar clase son Justas	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
9	Si respondió "no" o " no estoy seguro" en la pregunta # 8, escriba ¿por qué?					
#	¿Cuál información escrita (ver abajo) de estas reglas/procedimientos está disponible en mi propia lengua?	<b>No</b>		<b>Si</b>		
10	El Programa de ESL	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>
11	Matriculación	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>
12	Servicios del Consejero de ESL	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>
13	Mi primer lengua es:					

#### Comentarios Adiconales