



Date of Initial Registration and Student Success of Fall 2014 New, First-Time Students at Kapi'olani Community College

Methodology

All new, first-time students (student types = 'F' or 'M') at Kapi'olani Community College (KapCC) except concurrent high school students (major = 'SPEA') were identified from the Operational Data Store (ODS) data warehouse after the fall 2014 census freeze (29 September 2014.) The initial dates of registration for each of the 1,257 previously identified students also were extracted from Banner. The relation between registration date and student success (term GPA, course success, and fall-to-spring reenrollment extracted from ODS) was examined.

Findings

The correlation between the initial registration date for each student and their term GPA at KapCC was calculated. The Pearson correlation coefficient showed a small negative correlation between registration date and term GPA ($r = -0.252$, $p < 0.0001$.) There was a tendency for the GPA in fall 2014 to be higher the earlier the student registered.

The relation between term GPA and registration date also was significant if students were divided into two groups based on date of initial registration. Students who started registration before the first day of classes were labeled 'Early' (1,192 students), and students who started registration on the first day of classes or later were labeled 'Late' (65 students.) A significant t-test ($t = 6.20$, $p < 0.0001$) indicated that 'Early' students had significantly higher fall GPAs than 'Late' students (2.124 vs. 1.030, respectively.)

The two registration groups also were examined to determine if they had significantly different fall-to-spring reenrollment rates. The 'Early' group reenrolled at a higher rate (78.78%) than the 'Late' group (55.38%.) This was a significant difference ($\chi^2 = 19.38$, $p < 0.001$.) The 'Early' group reenrolled significantly more than the 'Late' group.

Course success rates also were examined between the two registration groups. Successful course completion was defined as a 'C' or higher grade. A course success rate was calculated for each student. The 'Early' group had significantly higher overall course success (69.26% vs. 42.06%) than the 'Late' students ($t = 5.59$, $p < 0.0001$.) Additionally, if course success was examined for all courses taken rather than an overall course success for each student, there also was a significant difference between the two groups and course success. The 1,257 students in the current study registered for a total of 4,193 classes in fall 2014. The 1,192 'Early' students registered for 4,018 classes, and the 65 'Late' students registered for 175 classes. The 'Early' students were successful in 68.44% of their classes, and the 'Late' students were successful in 41.14% of their classes. This was a significant difference ($\chi^2 = 56.79$, $p < 0.0001$.) 'Early' students were significantly more successful in their classes than 'Late' students.

Conclusion

Early registration was significantly related to student success. Students who registered early had significantly higher GPAs, were more likely to reenroll, and had higher course success rates. These results don't prove that early registration increases student success. Early registration just may be a practice of successful students. Additional research would be needed to establish any causal relation.

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