



Relation Between Fall-to-Spring Reenrollment and Academic Success

Fall-to-spring reenrollment is one of the current Institutional Effectiveness Measures (IEMs) at Kapi'olani Community College (KapCC.) One of the institutional goals at KapCC is for at least 75% of the students enrolled in a fall term to reenroll in the subsequent spring term. This is conceptualized to be a precursor for eventual student graduation and/or transfer. The actual relation between fall-to-spring reenrollment and graduation and transfer had not been determined. The current research brief describes a study of a cohort of KapCC students and the relation between fall-to-spring reenrollment and graduation and/or transfer.

Methodology

A cohort of 1,311 new, first-time students registered and home-based at KapCC in the fall 2008 term was identified as of the census freeze date (27 September 2008.) Special early admit students (concurrently enrolled high school students) were excluded. Two of the 1,311 students in the cohort transferred to a UH 4-yr institution for the spring term. These two students were excluded leaving 1,309 students in a revised cohort of students who could potentially reenroll. Of the 1,309 students in the revised cohort, 1,011 (77.23%) reenrolled. Analyses were conducted on the revised cohort of 1,309 students. Correlations (Phi coefficients or Cramer's V) between reenrollment and graduation and/or transfer were calculated, and differences between the proportion of reenrolled versus not reenrolled students who graduated and/or transferred were examined. Graduation included only associate degrees and transfers were only counted for changes in home base from KapCC to a UH 4-year institution. Graduation and transfer were examined within both three (150%) and four (200%) academic years of fall 2008.

Results

Correlations between reenrollment (reenrollment/no reenrollment) and graduation and/or transfer (graduation and/or transfer/no graduation and/or transfer) were calculated using Phi coefficients (mathematically equivalent to Cramer's V for two dichotomous variables.) The Phi coefficient (ϕ) for reenrollment and graduation and/or transfer within three academic years was 0.232. This was statistically significant ($p < 0.0001$.) Students who reenrolled in the subsequent spring from their starting fall were more likely to graduate and/or transfer within three academic years. This relation also was true for graduation and/or transfer within four academic years ($\phi = 0.277$; $p < 0.0001$.)

The relation between the proportion of students who reenrolled and graduation and/or transfer also was examined using Chi-Square analyses. Within three academic years, 23.54% of the students who reenrolled graduated and/or transferred versus 2.01% of the students who did not reenroll. This was significant ($\chi^2 = 70.33$, $p < 0.0001$.) This relation also held true for graduation and/or transfer within four academic years. Students who reenrolled graduated and/or transferred 33.14% of the time, and students who did not reenroll only graduated and/or transferred 4.03% of the time ($\chi^2 = 100.10$, $p < 0.0001$.) Students who reenrolled were almost 12 times more likely to graduate and/or transfer within three academic years, and were over 8 times more likely to graduate and/or transfer within four academic years.

The following table summarizes the results. All results were statistically significant.

	Graduation and/or Transfer within 3 Academic Years	Graduation and/or Transfer within 4 Academic Years
Correlation between Reenrollment and Graduation and/or Transfer	$\phi = 0.232$ $p < 0.0001$	$\phi = 0.277$ $p < 0.0001$
Percentage of Students Who Graduated and/or Transferred (reenrolled / not reenrolled)	23.54% / 2.01% $\chi^2 = 70.33, p < 0.0001$	33.14% / 4.03% $\chi^2 = 100.10, p < 0.0001$

Conclusions

There was a significant relation between fall-to-spring reenrollment and graduation and/or transfer. There were moderate positive correlations between fall-to-spring reenrollment and graduation and/or transfer measured over both three and four academic years. Students who reenrolled tended to graduate with associate degrees and/or transfer to UH 4-yr institutions more than students who did not reenroll.

The consistency with which fall-to-spring reenrollment is related to eventual academic success reinforces the idea that fall-to-spring reenrollment is a useful IEM. Fall-to-spring reenrollment is an effective predictor of academic success for entering students. Fall-to-spring reenrollment is an essential step along the pathway to graduation and transfer.

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