

Introduction

Previous late registration projects analyzed the relationship between a student's time of registration and certain success measures over several academic years. This project continues to look at all students, but it also examines first-time students and common success metrics based on whether they had completed student orientation or had filled out an educational plan. Even though data was collected for fall and spring terms over the last five years, this summary will focus on fall terms, since the vast majority of first-time students begin in the fall.

Methodology

- Special admit students and students who only took non-credit classes were not included.
- Each student registration was put into one of four categories that are defined as follows: Very Early = More than 30 days before the course began. Early = Between 30 and 15 days before the course began. On Time = Between 14 days and 1 day before the course began. Late = Any registration the day of or after the course began.
- Since students can add and drop the same class many times, it is the date of the last 'add' that is used to determine the registration category for that course.
- For persistence and GPA analysis, students were placed into one of the four registration categories based on which category had the most registrations for that student.
- Statistical significance tests were conducted for retention rates, success rates, and average GPA. The general results are included as an appendix.

Summary of Results

Fall to Spring Persistence

- For the last three years, students who registered Very Early had significantly higher persistence rates than students in any other category. Students who registered Early had the second highest persistence rate. In 2017 fall and 2019 fall, students who registered Late had higher persistence rates than students who registered On Time.
- First-time students who had not completed student orientation and had not filled out an education plan had much lower persistence rates than students who had done at least one of those things. For example, over the three years studied, the first-time students who completed student orientation, but not an educational plan, had a persistence rate that was on average 18 percentage points higher than those who had done neither. Students who completed an educational plan, but had not done student orientation, had a persistence rate that was on average 17 percentage points higher than those who had done neither.

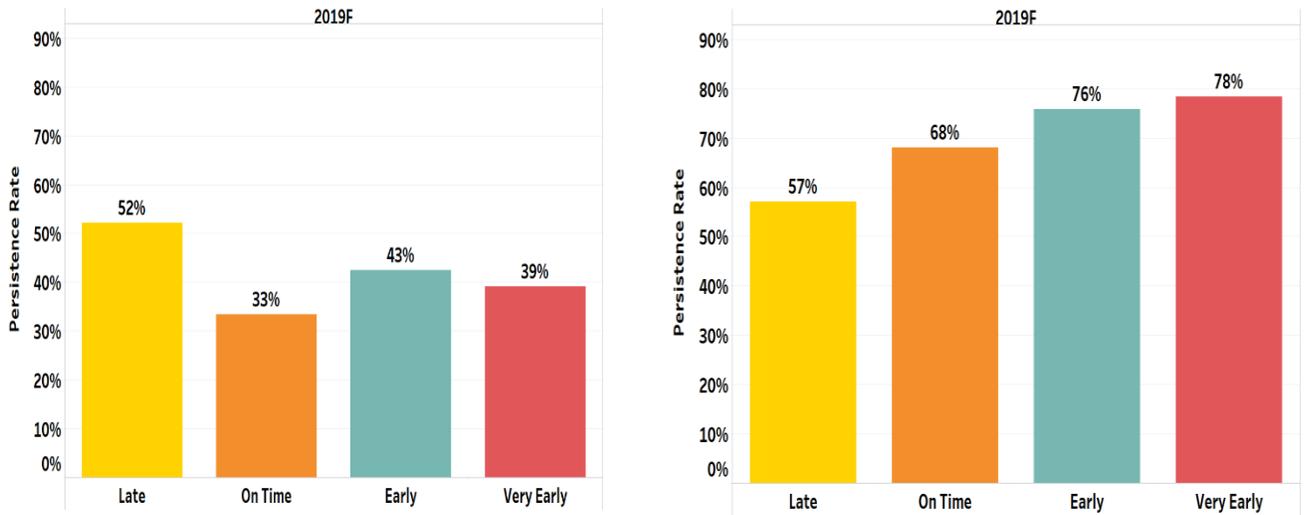


Chart 1: Fall to spring persistence rates for 2019 fall first-time students. On the left, students who had not completed student orientation or an education plan and on the right, students who had completed both.

Registrations

- For the past five years, the percentage of registrations that have occurred Late for all students have decreased every year, from 12.5% in 2016 fall to 6.9% in 2019 fall.
- In the past five years, Late registrations for first-time students have decreased from 16.0% to 10.2%.
- First-time students who complete student orientation or an education plan are much more likely to register early and much less likely to register late.

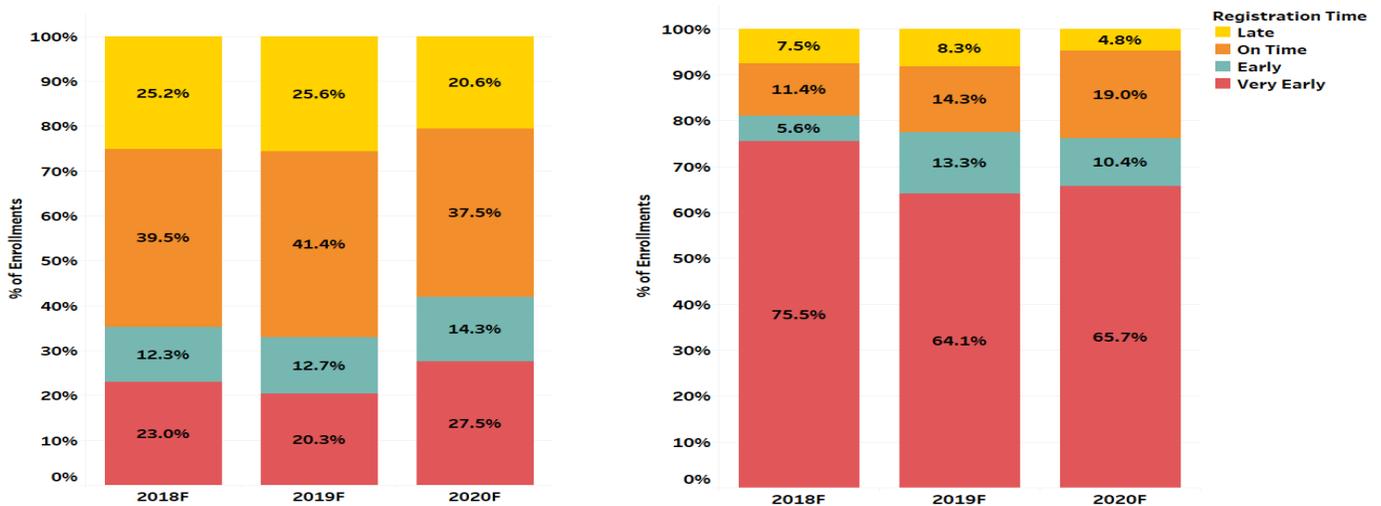


Chart 2: Enrollment percentages for first-time students by registration time. On the left, students who had not completed student orientation or an education plan and on the right, students who had completed both.

Retention Rates

- Considering all students, the later course registration categories have higher retention rates than the earlier registration categories. One explanation is that those who register early have more time to change their schedule and drop courses before they begin.

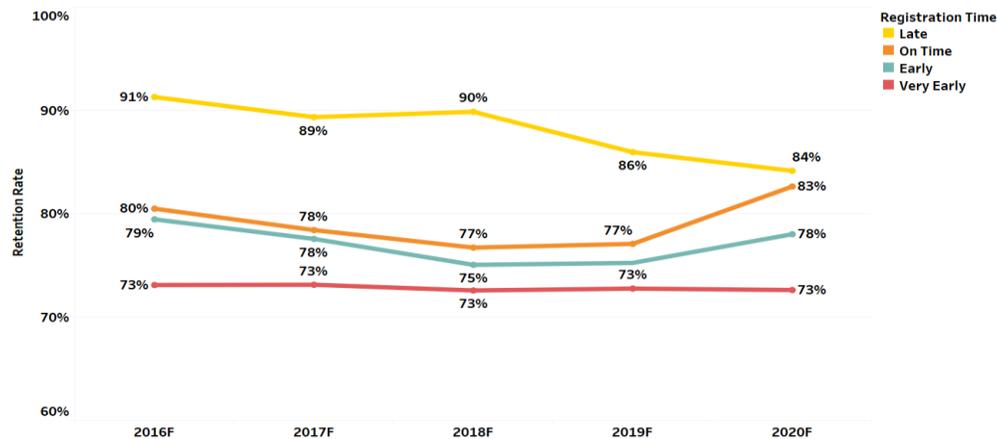


Chart 3: Retention rates for all students by time of registration.

- For first-time students, the completion of student orientation or an educational plan did not always result in increased retention rates. However, when registration categories were combined, students who completed both orientation and an educational plan had higher retention rates than those who did not complete either the student orientation or an education plan in all three of the past fall semesters and in two out of three the increase was statistically significant.

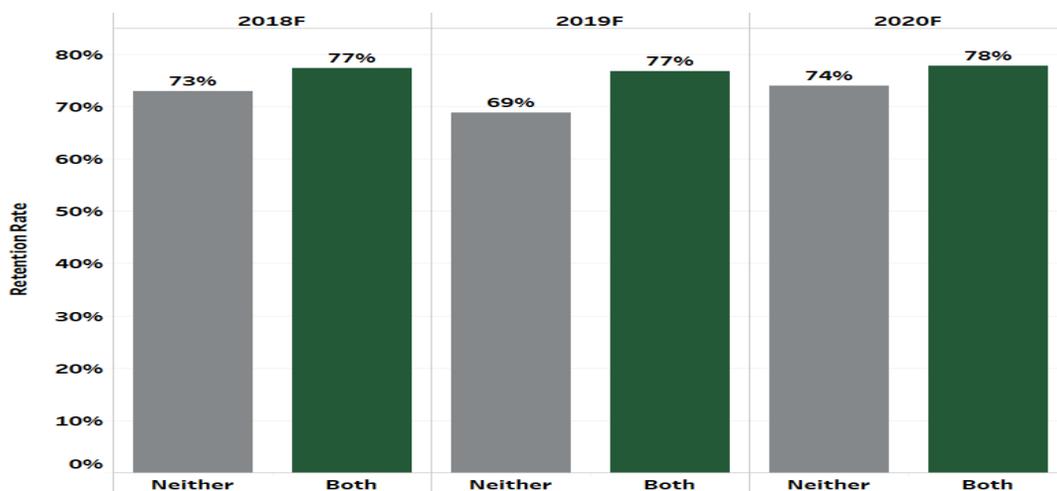


Chart 4: Retention rates for first-time students. Neither represents students who had not completed student orientation or an education plan and Both represents students who had completed both.

Course Success Rates

- In retention rates, the Late registration time showed the highest rates but regarding success rates for all students, the Very Early registration time produces the highest success rates. In general, the earlier course registration categories had higher success rates than the later registration categories in almost every case.

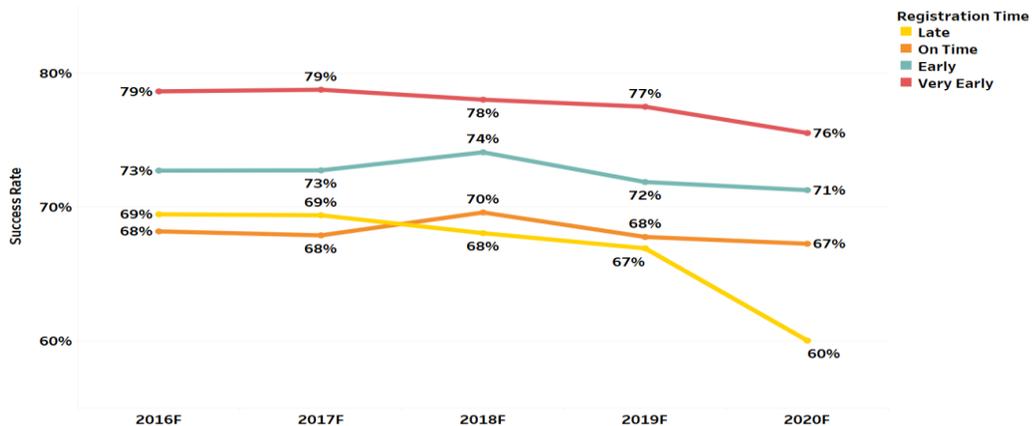


Chart 5: Course success rates for all students by time of registration.

- For first-time students, the completion of student orientation or an educational plan did not always result in increased course success rates. However, when registration categories were combined, students who completed both orientation and an educational plan had significantly higher success rates than those who did not complete either the student orientation or an education plan in all three of the past fall semesters.

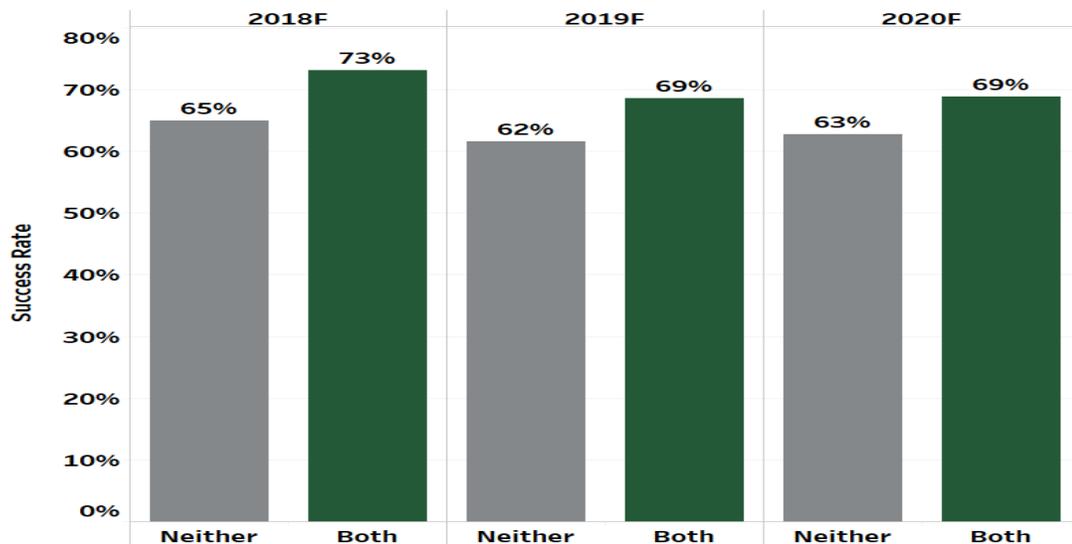


Chart 6: Success rates for first-time students. Neither represents students who had not completed student orientation or an education plan and Both represents students who had completed both.

Grade Point Average

- In general, students with an earlier registration type tend to have the highest GPA's. Students who register Late have lower GPA's and those GPA's have been decreasing over the past five years.

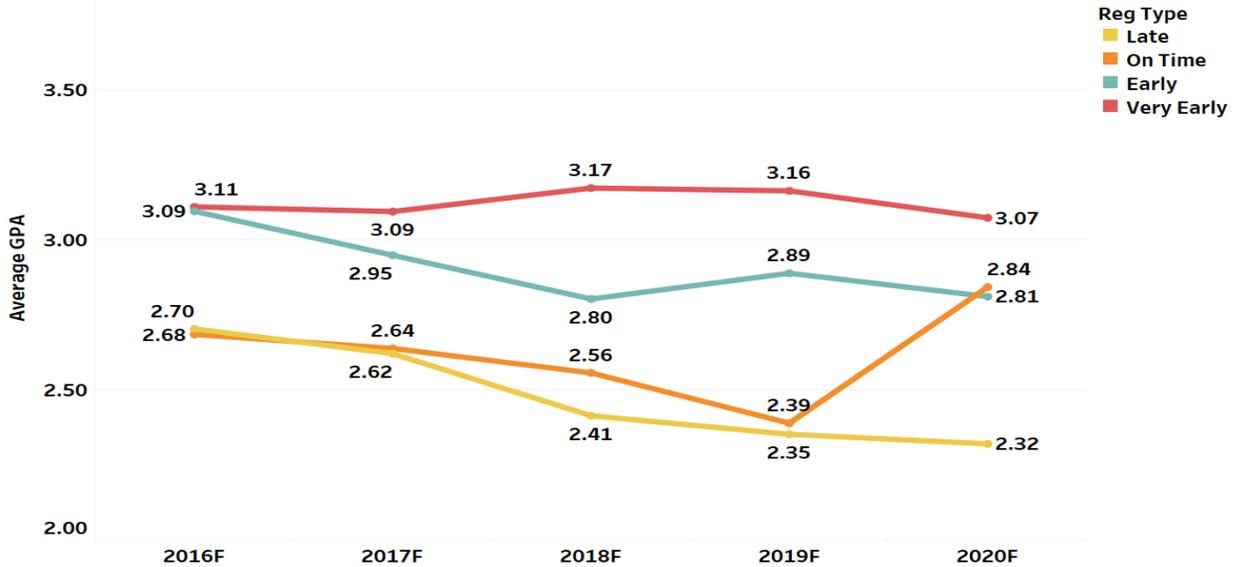


Chart 7: Average student GPA's for all students by time of registration.

- For first-time students, the completion of student orientation or an educational plan did not produce any statistically significant results when terms and registration times were disaggregated. When registration categories were combined, students who completed both orientation and an educational plan did have higher average GPA's (though not statistically significant) in two out of three of the past fall semesters, than those students who did not complete either.

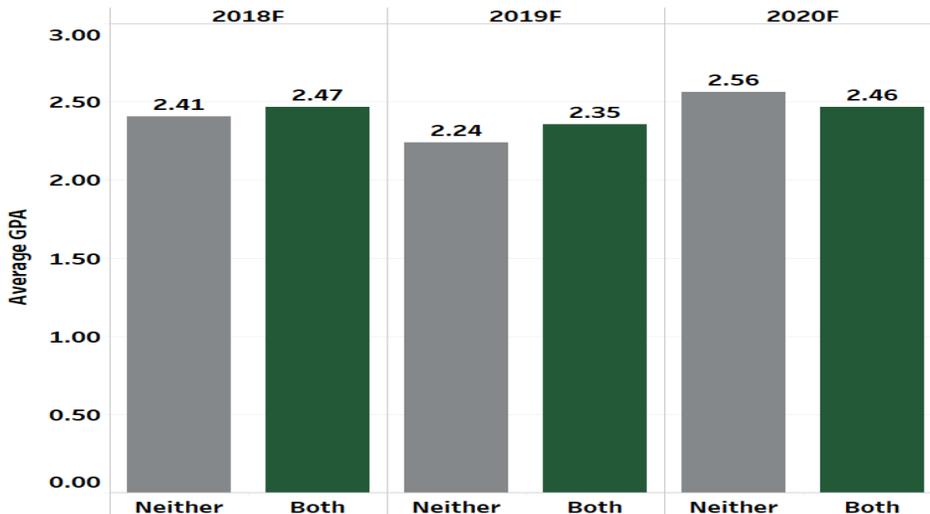


Chart 8: Average GPA's for first-time students. Neither represents students who had not completed student orientation or an education plan and Both represents students who had completed both.

Appendix: General Hypothesis Test Results for Statistical Significance

Each table compares students who have not completed student orientation or an education plan with students that have completed one or both of those as noted. In all cases, red cells represent a decrease in the measure of that section, blue cells represent an increase in the measure, and green cells represent a statistically significant increase in the measure.

I) Retention Rates

Retention Rates Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: No			
Reg Time	2018F	2019F	2020F
Late	Blue	Blue	Blue
On Time	Red	Blue	Red
Early	Red	Blue	Red
Very Early	Red	Green	Green

Retention Rates Orientation: No, Ed Plan: No vs Orientation: No, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Late	Blue	Blue	Red
On Time	Red	Green	Blue
Early	Red	Blue	Blue
Very Early	Red	Red	Green

Retention Rates Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Late	Blue	Green	Blue
On Time	Red	Green	Green
Early	Red	Blue	Green
Very Early	Blue	Blue	Green

Retention Rates Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Combined	Blue	Green	Green

II) Success Rates

Success Rates Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: No			
Reg Time	2018F	2019F	2020F
Late	Green	Red	Blue
On Time	Red	Red	Red
Early	Blue	Blue	Blue
Very Early	Red	Blue	Red

Success Rates Orientation:No, Ed Plan:No vs Orientation:No, Ed Plan:Yes			
Reg Time	2018F	2019F	2020F
Late	Red	Blue	Red
On Time	Blue	Blue	Red
Early	Blue	Blue	Green
Very Early	Blue	Green	Red

Success Rates Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Late	Blue	Blue	Blue
On Time	Red	Red	Red
Early	Green	Blue	Green
Very Early	Red	Blue	Blue

Success Rates Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Combined	Green	Green	Green

III) Average GPA

GPA Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: No			
Reg Time	2018F	2019F	2020F
Late	Blue	Blue	Blue
On Time	Red	Blue	Red
Early	Blue	Red	Blue
Very Early	Red	Red	Red

GPA Orientation: No, Ed Plan: No vs Orientation: No, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Late	Red	Blue	Red
On Time	Red	Blue	Red
Early	Blue	Red	Red
Very Early	Red	Red	Red

GPA Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Late	Red	Blue	Red
On Time	Red	Blue	Red
Early	Blue	Red	Red
Very Early	Red	Red	Red

GPA Orientation: No, Ed Plan: No vs Orientation: Yes, Ed Plan: Yes			
Reg Time	2018F	2019F	2020F
Combined	Blue	Blue	Red