

To: Brian Murphy, De Anza College President

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Subject: Early Registrants Compared to Late Registrants – Fall 2010

Overview

Late registration policies, usually registration through the second week of the term, have been discussed in student success literature as having possible adverse effects on student success (Offenstein, Moore & Shulock, 2010). This research report explores which students at De Anza College registered after the first day of classes in fall 2010.

Methodology

All students who registered for courses in fall 2010 were captured. Students were divided into two groups: students who had enrollment activity prior to the first day of classes, and students who had no activity prior to the first day of class but had registration activity after the first day of class. Courses that may start after the term were not included; this includes CAOS, COUN, and POST courses. Early and late registrants were compared on: course enrollment, course success rates, ethnicity, gender, student status, enrollment status, and residency status.

Findings

- Of the late registrants, the largest proportion, 58%, added and were enrolled in only one course, 24% enrolled in 2 courses, and 18% enrolled in 3 or more courses. In comparison, only 6% of early registrants enrolled in one course, 10% enrolled in 2 courses, and 84% enrolled in 3 or more courses.
- Early registrants had higher success rates at 75% than late registrants at 66%, and late registrants had a slightly higher withdrawal rate at 14% than early registrants at 11%.
- 19% of Latino students registered late compared to 12% who registered early.
- 53% percent of male students registered late compared to 50% who registered early.
- 32% percent of returning transfer students registered late compared to 12% who registered early.
- There was little variation in early to late registrants in regards to residency status.

Options from the Literature to Increase Student Success

Require students to formally declare their educational goal and update it annually.

Assign students with a faculty advisor to meet with once a quarter during normal office hours.

Automatically award degrees – if students have sufficient coursework or are within a few units of an AA/AS notify them or award them a degree.

Structure programs to encourage completion of shorter-term credentials along the path to longer-term credentials.

Ensure that students make academic progress as a condition for renewal of the Board of Governors fee waiver.

Make matriculation mandatory. Matriculation could include: transcript evaluation, skills assessment, academic counseling, student success courses and orientation.

Educate students on the link between student success and taking college-level math and English early in their college career, taking success courses, enrolling continuously and full-time, completing summer courses, and completing most of the courses they attempt.

Comparison of Early to Late Registrants - Fall 2010

Note: Early registrants had enrollment history prior to the first day of the quarter.

Late registrants includes only students with enrollment history after the first day of the quarter and no enrollment history prior to the first day

Early Registrants - Number of Courses Added

	Students	Percent
1 course	5,521	6%
2 courses	4,246	10%
3 or more courses	15,569	84%
Total	25,336	100%

Late Registrants - Number of Courses Added

	Students	Percent
1 course	331	58%
2 courses	72	24%
3 or more courses	37	18%
Total	440	100%

Success Rates of Early Registrants

Success		Non Success		Withdrew		Total	
Grades	Row Percent	Grades	Row Percent	Grades	Row Percent	Grades	Row Percent
19,244	75%	5,841	14%	5,122	11%	30,207	100%

Success Rates of Late Registrants

Success		Non Success		Withdrew		Total	
Grades	Row Percent	Grades	Row Percent	Grades	Row Percent	Grades	Row Percent
335	66%	92	20%	51	14%	478	100%

By Ethnicity - Early Registrants

	Students	Percent
American Indian/Alaskan Native	114	0%
Asian	8,853	37%
Black or African American	848	3%
Filipino	1,343	6%
Latino	3,081	12%
Middle Easterner	178	1%
Multi-ethnic	1,897	8%
Pacific Islander	141	1%
Unreported	3,114	13%
White	5,767	20%
Total	25,336	100%

By Ethnicity - Late Registrants

	Students	Percent
American Indian/Alaskan Native	2	0%
Asian	121	27%
Black or African American	23	6%
Filipino	17	5%
Latino	82	19%
Middle Easterner	3	1%
Multi-ethnic	38	8%
Pacific Islander	3	1%
Unreported	51	11%
White	100	22%
Total	440	100%

Comparison of Early to Late Registrants - Fall 2010

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Late registrants includes only students with enrollment history after the first day of the quarter and no enrollment history prior to the first day

By Gender - Early Registrants

	Students	Percent
Female	12,701	50%
Male	12,510	50%
Total	25,211	100%

By Gender - Late Registrants

	Students	Percent
Female	223	47%
Male	209	53%
Total	432	100%

By Student Status - Early Registrants

	Students	Percent
Continuing Student	13,676	58%
First-Time Transfer Student	3,486	11%
New First-Time Student	3,610	18%
Returning Transfer Student	4,170	12%
Special Admit High School	394	1%
Total	25,336	100%

By Student Status - Late Registrants

	Students	Percent
Continuing Student	126	34%
First-Time Transfer Student	83	14%
New First-Time Student	84	18%
Returning Transfer Student	134	32%
Special Admit High School	12	2%
Total	439	100%

By Enrollment Status - Early Registrants

	Students	Percent
Full-Time	8,230	47%
Less than Full-Time	17,106	53%
Total	25,336	100%

By Enrollment Status - Late Registrants

	Students	Percent
Full-Time	15	9%
Less Than Full-Time	425	91%
Total	440	100%

By Residency Status - Early Registrants

	Students	Percent
AB540-Non-Resid Tuit Exmpt	326	1%
Non-Resident	394	1%
Non-Resident, International	1,677	10%
Resident	22,752	87%
US resident, non-CA resident	186	1%
Total	25,335	100%

By Residency Status - Late Registrants

	Students	Percent
AB540-Non-Resid Tuit Exmpt	9	1%
Non-Resident	16	3%
Non-Resident, International	9	4%
Resident	394	90%
US resident, non-CA resident	12	2%
Total	440	100%