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The Effects of Late Registration on Student Success at a Rural Mississippi Community College

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The effects of late registration on student success at a rural Mississippi community
college

By

Joye Cooper Jones

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in Community College Leadership
in the Department of Leadership and Foundations

Mississippi State, Mississippi

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2015

The effects of late registration on student success at a rural Mississippi community
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While most public community colleges today advocate that they are open door and have liberal registration policies, there is little current research on the effects of late registration on student performance at the community college level. Community colleges need sound evidence in order to implement institutional practices and policies that will benefit students.

The purpose of this study was twofold: (1) to examine the effects of late registration on student success at a rural Mississippi community college and (2) to identify reasons that students register late. In examining the effects of late registration on student success the study focused on the success measures of student GPA, course withdrawal, and persistence. Data for the first study purpose were obtained from the records of students enrolled at the respective college during the fall 2011, 2012, and 2013 semesters. For the second study purpose data were obtained using a self-developed survey that was emailed to students who late registered during the fall 2014 semester. Independent samples t-test, chi-square, frequencies, and percentages were used for data analysis.

Results of the study indicate that late registration has a significantly negative effect on student success. Results of the statistical analysis are presented in narrative and table form to answer the 4 research questions. The study concludes with a summary of findings and a discussion of the limitations of the study. Recommendations for practitioners and policymakers are discussed along with recommendations for future research.

DEDICATION

I would like to dedicate this dissertation to my mother, Doris Cooper, for her love and support of my educational endeavors over the years. This dissertation is also dedicated to the memory of my father, M. C. Cooper, who always stressed the importance of education and was so very excited about my journey in this program. I regret that he is not here to see its completion, but I know he would be very proud.

ACKNOWLEDGEMENTS

I would like to thank my committee: Dr. Stephanie King, Dr. Ed Davis, Dr. Dan Stumpf, and Dr. Marty Wiseman, for the instruction, support, and encouragement they have given me through this program. I would also like to thank my dear friend and fellow classmate, Tonya Lawrence, who joined me in this journey and was my “study partner” through all of the coursework. Lastly, I would like to say a special thanks to my family who has loved and encouraged me as I progressed through this program and will now get to celebrate with me as I reach its completion. Thank you all.

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CHAPTER I

INTRODUCTION

Community colleges have long been touted for their multiple missions. These include academic transfer to four-year institutions, career-technical education, developmental education for academically underprepared college students, continuing education, and community service (Cohen & Brawer, 2008). Community college missions have further expanded to include adult basic education, English as a second language, education and training for those facing various barriers to employment, customized training for specific companies, preparation of students for industry certification exams, noncredit instruction for those in the community, small business development and economic forecasting (Bailey & Morest, 2003). And most recently, a new movement in the mission of the community college is the awarding of baccalaureate degrees. Additionally, community colleges are charged with accomplishing all this while providing open access and open admissions to the masses of students wishing to enroll in higher education (Dougherty & Townsend, 2006).

These multiple missions bring along multiple challenges for the community college. In order to provide a seamless transfer of academic credit, community colleges must ensure that their coursework objectives align with those of the four-year institutions. They must also stay abreast of curricula changes at four-year institutions and adjust their curricula accordingly.

In providing career-technical education, community colleges must work closely with business and industry to ensure program curricula addresses workforce needs. In a global economy, these needs change quickly. Therefore, as workforce needs change, college program curricula must be adjusted in order to provide qualified, well-trained employees.

Community colleges are seeing an increase in the enrollment of underprepared college students resulting in the need to provide extensive academic remediation. Because of this, developmental programs at community colleges have grown tremendously. Along with providing academic remediation, community colleges are also charged with ensuring that students progress towards college completion in a timely manner.

In addition to these challenges, community colleges are now being faced with an increased demand for accountability in the use of public resources. Therefore, not only must community colleges allow the admission of students who may or may not be prepared for college work, they must also ensure the success of these students or risk losing funding.

Statement of the Problem

Because of the increased demand over the years to make registration faster, easier, more accessible, and more convenient, there has been a trend to allow students to register later and later after the start of classes (Angelo, 1990). Many community colleges allow students to register for classes into the second week of the semester. Allowing students to register after classes begin can indicate to students that that classroom instruction at the beginning of the semester is not important. However, it is generally agreed that the first

day and the first week of instruction are extremely important as these are often the times that students become engaged and make the connections that encourage persistence and success (O'Banion, 2013).

Therefore, the decision of when to stop allowing students to register for classes is not an easy one. While allowing students to register late may be a well-intentioned effort to accommodate student needs, this may not be in the best interest of the students (Angelo, 1990)

Purpose of the Study

Most public community colleges today advocate that they are open door and have liberal registration policies (Summers, 2003), yet there is little current research on the effects of late registration on student performance at the community college level. Community colleges need sound evidence in order to implement practices and policies that will benefit students. The purpose of this study was twofold: (1) to examine the effects of late registration on student success at a rural Mississippi community college and (2) to identify reasons that students register late. In examining the effects of late registration on student success the study investigated the effects of late registration on student grade point average (GPA), course withdrawal, and persistence. The findings of this study will provide current information that can be used in determining registration policies that will not only be accommodating to students but will also give them the best chance for academic success.

Research Questions

The following research questions were used to guide this study:

1. To what extent does late registration have an effect on student GPA?
2. To what extent does late registration have an effect on student course withdrawal?
3. To what extent does late registration have an effect on student persistence?
4. Why do students register late?

Operational Definitions

The terms listed in this section are provided for clarification and to present a clear understanding of the use of the terms in the study.

Course withdrawal is defined as removal of a student from a class either by the student formally withdrawing or by the student exceeding the number of allowed absences in a class.

Grade point average (GPA) is defined as the scholastic average obtained by dividing the total number of grade points earned by the total number of credits attempted (Merriam-Webster's Online Dictionary, 2014).

Late registrant is defined as a student who enrolls in class on or after the first day of class.

On-time registrant is defined as a student who enrolls in class prior to the day classes begin.

Persistence is defined as continued enrollment into the next academic semester.

Theoretical Framework of the Study

Three major theoretical models of college student persistence and success will be discussed within the framework of this study. These include Tinto's Theory of Student Departure (1975, 1993), Astin's Theory of Student Involvement (1984), and Pascarella's Model for Assessing Student Change (1985).

Tinto's Theory of Student Departure

There are numerous reasons that students drop out of college. As the cost of higher education increases, financial demands can prohibit college students from progressing. Family and work obligations can become a problem for college students. Many students, particularly first-time college students, are unaware of what to expect and how to navigate in the college setting. And then those who are not academically prepared for college often find themselves unable to meet the demands of the college classroom.

Vincent Tinto is a noted scholar and theorist of higher education. His research has focused on student retention and the impact of learning communities on student growth and attainment. According to Tinto & Pusser (2006),

Students enter an institution with a variety of attributes (e.g., gender, social class, race, ethnicity), abilities, skills, and levels of prior academic preparation (e.g., academic and social skills), and attitudes, values, and knowledge about higher education (e.g., goals, commitments, motivations, and expectations). At the same time, they participate in a range of external settings (e.g., family, work, community), each of which has its own demands on students' time and energies. They enter institutions with specific attributes (e.g., level, mode of control, size, location) and resources (e.g., financial, faculty, staff).

Both student and institutional attributes, within the timeframe for institutional action, are considered fixed and therefore not immediate objects of institutional action. What are not fixed are institutional commitments, the expectational climate established by members of the institution (i.e., faculty, staff, administrators, and other students), the academic, social, and financial supports provided by the institution, the feedback that is provided to and about students by the institution, and the educational and social activities that shape student academic and social involvements and/or engagements within the classroom and with other members of the campus. (pp. 9-10)

Tinto's (1975, 1993) Theory of Student Departure proposes that students drop out of college primarily due to (1) academic difficulties, (2) failure to integrate socially and intellectually with the college or university, or (3) a low level of commitment to the college or university. In order to increase the chances for student persistence, Tinto argues that students need integration into both formal and informal academic and social systems of the college. He asserts that this can be accomplished through extracurricular activities, informal student interactions, and faculty/student interactions (Tinto, 1993).

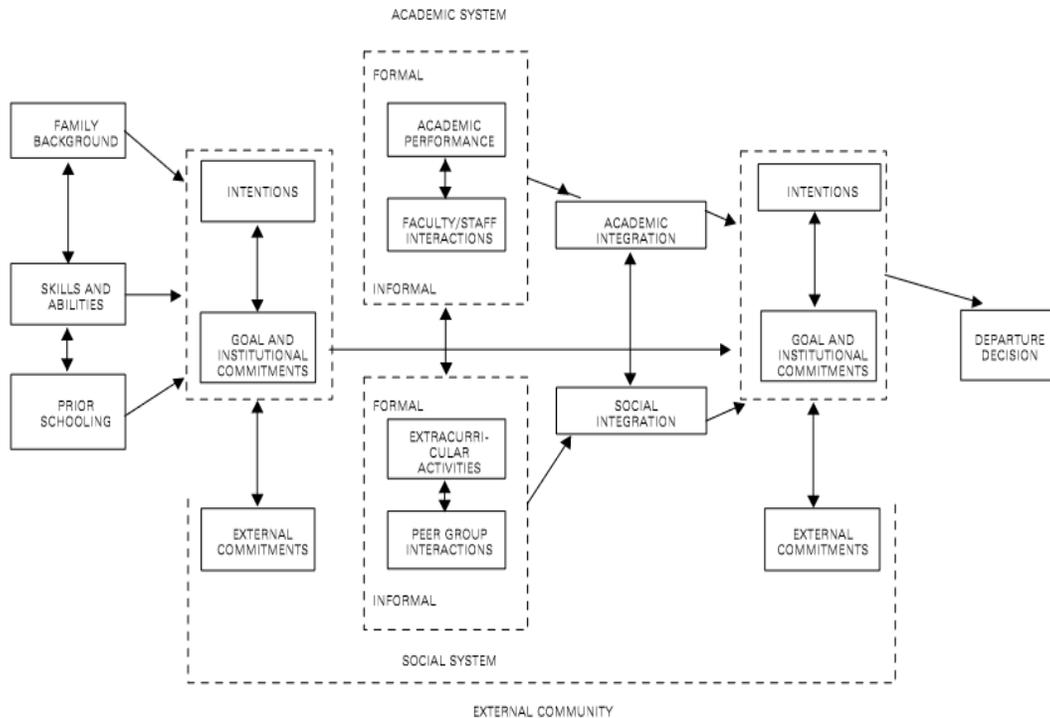


Figure 1. Conceptual framework of Tinto's Theory of Student Departure

Astin's Theory of Student Involvement

Alexander Astin, founder of the Higher Education Research Institute at University of California-Los Angeles, is a leading higher education researcher. His Theory of Student Involvement is based on his I-E-O (Input-Environment-Output) model. Students bring family backgrounds and social and academic experiences to college. Campus life, in turn, offers an environment to spark interests and engage. For growth and learning to occur, students must be engaged in their environment (Astin, 1984). According to Astin, "Rather than just a visitor who comes to take classes, students become part of the functioning of the institution and feel more identified with it" (Q&A with Alexander Astin, 2012, p. 26).

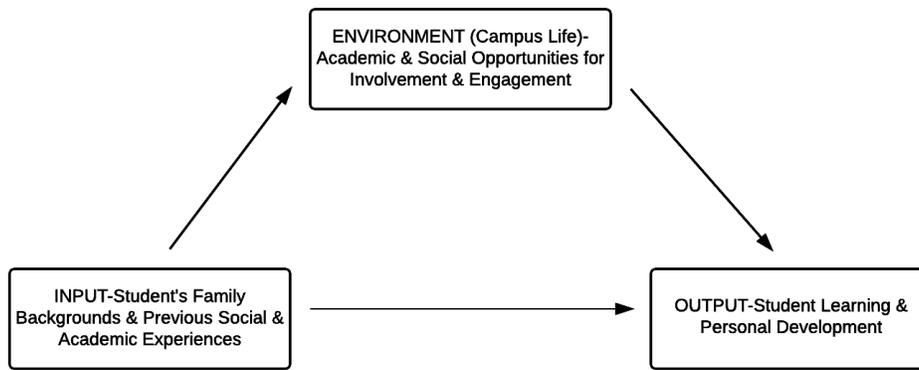


Figure 2. Conceptual framework of Astin's Theory of Student Involvement

Astin's theory proposes that students are more academically and socially proficient the more they are involved in the academic and social aspects of college life. He defines student involvement as the amount of physical and psychological energy the student devotes to the academic experience. Involvement includes not only the amount of time devoted to the experience but also the seriousness with which the experience was approached. According to Astin's (1984) theory, the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. As such, the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1984).

Pascarella's Model for Assessing Student Change

Ernest Pascarella, one of the most cited researchers in his field, has focused his research and writing on the impact of college on students and student persistence in higher education. His Model for Assessing Student Change examines both the direct and indirect effects of a college's structural characteristics as well as its campus culture.

Pascarella (1986) states, “It is really an attempt to understand the pattern of causal influences leading to a particular criterion rather than simply trying to predict that criterion” (p. 47).

According to Pascarella (1986), college students’ growth and development are affected by five sets of variables, all of which affect learning and cognitive development.

These variables include the following:

1. Students’ pre-college traits – socioeconomic backgrounds, demographic traits, and academic preparation for college level work
2. College’s structural/organizational characteristics – size, geographic location, admissions process, residential status, and secular or faith affiliation
3. Campus culture/environment – shaped by the college’s structural and organizational characteristics
4. Socializing agents on campus – frequency, content, and quality of student interactions with faculty, administration, and student affairs professionals
5. Quality of effort put forth by the student – affected by the socializing agents as well as the students’ individual characteristics, cultural norms, and expectations of the college.

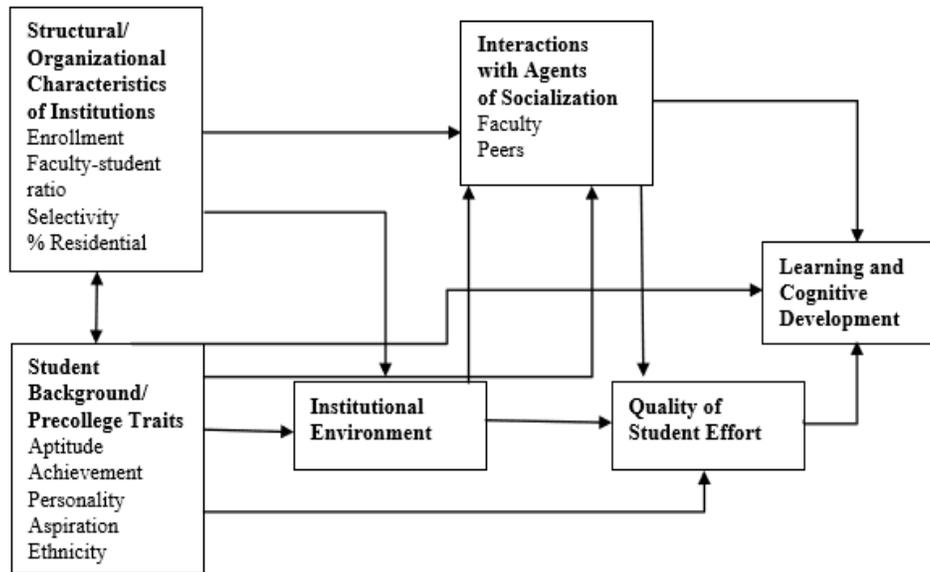


Figure 3. Conceptual framework of Pascarella's Theory for Assessing Student Change

The three models discussed above were developed based on traditional college students in residential institutions. However, the vast majority of community college students are non-traditional, commuting students with circumstances that are quite different from the traditional, residential student. Adult students (students beyond the age of 24) engage in college activities in ways quite different from traditional students, and commuter students are less likely to participate in extra-curricular activities designed to enhance their academic and social involvement. While there has been little research directed towards community college students in this area, studies by Diestsche (1990) and Grayson (1994) found that academic integration, educational commitment, and classroom experiences had greater impact on student success and persistence for non-traditional commuter students than social integration, institutional commitment, and contact with faculty outside the classroom.

Previous studies of late registration at both community colleges and four-year colleges and universities have yielded mixed findings. There has been research that indicated students who register late perform as well as or better than those students who register prior to the start of classes (Angelo, 1990; Stein, 1984). Still other research found that students who registered late had lower GPAs and were less likely to persist than those students who registered on time (Safer, 2009; Shriner, 2014; Bolt, 2013; Summers, 2000). As such, there is little widespread agreement as to the impact of late registration on the academic success of students. The theoretical model in this study examines the possible relationship between the time of enrollment (late or on time) and the student outcome variables of semester GPA, course withdrawal, and persistence. It also attempts to identify reasons that students register late.

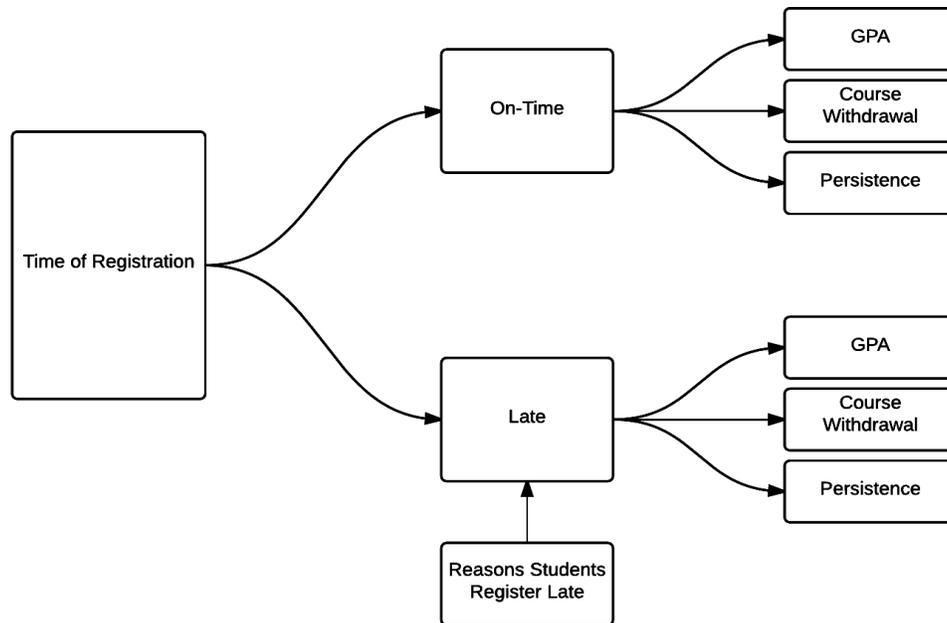


Figure 4. Conceptual framework of the study of effects of late registration on student success

Overview of Methodology

This study examined the relationship between time of enrollment and student success and identified reasons that students register late. The study used data from existing records maintained at a rural Mississippi community college for students who were enrolled during the fall 2011, 2012, and 2013 semesters. The independent variable was time of registration with participants identified as on-time registrants or late registrants. The three student success outcome variables were students' fall semester GPA, fall course withdrawals, and persistence. The outcome variables for each group were analyzed using IBM Statistical Package for the Social Sciences (SPSS) software program (version 22) to determine if late registration had an effect on the student success measures of GPA, course withdrawal, and persistence. A survey administered to late registrants was used to identify reasons for late registration.

Delimitations

There were delimitations to this study. First, this study did not control for any variables other than time of registration. There could be other variables that could account for any outcome differences obtained. Also, this study only used data from one community college. Because of the uniqueness of individual community colleges, caution must be used in generalizing the results from this study to other institutions.

Significance of the Study

In an environment where community colleges are charged with increased accountability while providing open access and open admissions, institutions must find solutions and strategies for reducing student attrition and increasing student success.

Retention rates and student achievement continue to be discussed as central measurements for institutional effectiveness and as higher education funding indicators. Therefore, the significance of this study is two-fold. First, it seeks to broaden the understanding of why students register late and the effects of late registration on the academic achievements of the community college student. Second, the study will provide current information that can assist community colleges in developing registration policies that will offer students the best chance for academic success while assisting these institutions in meeting accountability demands from local, state, and federal levels.

CHAPTER II
REVIEW OF RELATED LITERATURE

Introduction

Community colleges have a comprehensive responsibility with many missions and functions. The American Association of Community Colleges (1998) defines the role and scope of the community college in this way:

The network of community, technical, and junior colleges in America is unique and extraordinarily successful. It is, perhaps, the only sector of higher education that truly can be called a "movement," one in which the members are bound together and inspired by common goals. From the very first, these institutions, often called "the people's colleges," have stirred an egalitarian zeal among their members. The open door policy has been pursued with an intensity and dedication comparable to the populist, civil rights, and feminist crusades. While more elitist institutions may define excellence as exclusion, community colleges have sought excellence in service to the many. (p. 5)

This chapter provides an overview of the mission of the American community college and its commitment to open access. It includes a review of literature and research findings on the effects of late registration on the student success measures of GPA, retention and course withdrawals, and persistence.

The American Community College

Mission

Community colleges in America are a part of the nation's higher education system. However, community college missions are quite different from those of other higher education institutions. The mission of the community college contains multiple factors: academic transfer, career-technical education, developmental education, continuing education, and community service (Cohen & Brawer, 2008). Vaughn (2006) states the mission of the community college includes providing open access to all segments of society with equal and fair treatment to all students, offering a comprehensive education, serving the local community, teaching, and providing opportunities for lifelong learning.

According to Bailey & Morest (2003), while part of the mission of today's community college is to offer transfer and career-technical degrees, it has now gone way beyond that. Along with the offering of degrees, community colleges offer developmental education, adult basic education, English as a second language, education and training for those facing various barriers to employment, customized training for specific companies, preparation of students for industry certification exams, noncredit instruction for those in the community, small business development and economic forecasting.

One of the hallmarks of community colleges has been their ability to change as time and circumstances mandate. According to Gleazer (1980),

The institution must be able to change as communities change with new conditions, demands, or circumstances. Any time we can describe the community

college in definitive, specific terms, we will destroy it. It has to change. It has to be different in different areas. (pp 4-5)

A new movement in the mission of the community college is the awarding of baccalaureate degrees. As of 2012, twenty-one states have authorized baccalaureate degrees at community colleges (Bradley, 2012). Some community colleges offer baccalaureate degrees in limited areas of study to meet the needs of students and business and industry, and expansion of the mission of the community college to include the baccalaureate degree while retaining the open-door philosophy is a logical option to alleviate the rising demand, access, and cost of higher education (Floyd, Skolnik, & Walker, 2005).

According to Cohen & Brawer (2008) community colleges share commonalities in their missions, but every community college in America is unique in the geographical area it serves and in the individuals who take advantage of the college's services. Even with these differences, however, it is generally agreed that the mission of the community college is "to provide access to postsecondary educational programs and services that lead to stronger, more vital communities" (Vaughn, 2006, p. 3).

Open Access

Because community colleges have an open door policy, they enroll a greater proportion of students with various risk factors to success when compared to all of higher education. Community colleges provide access to nearly half of all minority undergraduate students and more than 40% of undergraduate students living in poverty (Mullin, 2012). The majority of these students must rely on financial aid and outside employment in order to attend college. Many are first-generation college students, and

therefore do not have strong family support systems. These additional stresses can affect a student's potential for success in higher education.

Open access not only affects students but all aspects of the community college operations. According to Shannon & Smith (2006), "The open door concept influences admissions and enrollment processes, curricular structures, faculty hiring, the relationships between community colleges and four-year institutions, advising and counseling activities, and colleges' responses to the needs of the K-12 sector, as well as those of the local economy" (p. 16).

Open access in community colleges is achieved by maintaining low tuition rates, offering program choices, and removing social and economic barriers to access for those segments of society traditionally underserved by higher education. Open access does not mean that students can enter programs without the necessary prerequisites. However, rather than turn underprepared students away, community colleges offer options for those students to obtain the necessary prerequisites (Vaughn, 2006).

With open-door policies and funding tied directly to the number of people in classrooms, community colleges have made tremendous efforts over the years to recruit and enroll large numbers of students. This has resulted in the development of registration policies that have allowed students to register after the start of classes. While these policies are designed to be accommodating to student needs and to maintain student enrollments, they have also led to the attraction of students who have only a casual commitment to college-level studies (Cohen & Brawer, 2008). Funding is now shifting towards performance measures rather than enrollment creating a need for community

colleges to reevaluate college policies that could deter the success and goal attainment of students.

Student Success Measures

Grade Point Average (GPA)

One measure of success in a higher education setting is a student's grade point average or GPA. Students with high GPAs are recognized at colleges by placement on honor rolls or graduation with various honor distinctions.

GPAs are also important after college. They are used by admissions committees as a criterion for admission into graduate schools and medical schools. Many employers take a student's GPA into consideration as they are weeding through stacks of resumes. Because college graduates typically have little or no full-time work experience, college performance is often used as a key factor in determining who to hire. And according to Oehrlein (2009), higher college performance leads to higher earnings after graduation.

The most commonly used metric of student success in studies of late registration is impact on semester GPA. While most studies indicate late registration has a negative effect on semester GPA, research on the effects of late registration on student grades at both 2 and 4 year colleges has resulted in mixed findings.

A small study of Texas university students enrolled in psychology classes found that the later a student registered after the start of classes, the lower the student's grades and overall GPA (Ford, Stahl, Walker & Ford, 2008). Similarly, a large study of students enrolled in mathematics classes at another 4 year college also found late registration to be associated with lower grades (Safer, 2009).

Research conducted of students enrolled in a Florida community college found that students who registered late had lower GPAs than those students who registered before the start of classes (Shriner, 2014). However, a small study of new students enrolled in a Minnesota community college found that 28% of the students who registered late made an “A” grade as compared to only 17.1% of the total student body (Stein, 1984).

Summers (2000) conducted a multiple regression analysis of enrollment and registration behaviors as predictor variables for semester GPA. The research indicated that, holding other factors constant, a 50-day increase in when a student initially enrolled would result in a GPA increase of 0.15. Zottos (2005) found that students who registered late for all courses earned a semester GPA that was 0.18 points lower than those who registered for all courses on time.

In a large study of African American male students at a large, suburban community college, McWaine (2012) found a significant relationship between registration behavior and GPA. McWaine found that the mean end-of-semester GPA of late registrants was 1.59, compared to 1.94 for on-time registrants.

Retention and Course Withdrawals

Student attendance patterns are of great concern to community colleges, but little current research has been conducted and published regarding student withdrawal from a course. Most retention research has been directed at four-year colleges and universities, but university retention rates tend to be higher than those at community colleges (Wild & Ebbers, 2002).

Some studies have shown that community college “stop-outs” and course withdrawals often reflect personal decisions based on life issues rather than academic struggles within the classroom. According to Michalski (2012) the top four reasons that students gave for withdrawing from a course were time schedule, personal issues, job/work, and family. Zhai and Monzon (2001) reported the reasons that students withdraw from community colleges as conflict with work schedule, personal reasons, parking issues, family obligations, financial difficulties, and dissatisfaction with instruction.

Many of the reasons for students leaving school seem to be beyond the control of an institution. However, it would be of great benefit to an institution to have knowledge of reasons for course withdrawals and of institution interventions that could have a positive effect on student retention.

While there is little current research on community college student withdrawal rates, findings are varied with respect to the impact of late registration on course withdrawals. A large study of students enrolled in a Texas community college during the fall 1998 semester found that new students who registered on time withdrew from 10% of their course hours while students who registered late withdrew from 21%. It also reported that returning students differed in withdrawal rates based on time of registration. Early registrants withdrew from 5% of their course hours, regular registrants withdrew from 4%, while late registrants withdrew from 13% (Smith, Street, & Olivarez, 2002).

A study by Mendiola-Perez (2004) also found differences in withdrawal rates based on time of registration. Early registrants had a 13% withdrawal rate while late

registrants had a 19% withdrawal rate. However, the withdrawal rates for on-time and late registrants was the same.

In contrast, another large study of late registration among community college students (n=almost 39,000 class registrations) found that late registrants were more likely to complete courses than those who registered in a timely fashion. The study also found that there was no appreciable difference in the two groups' academic performance (Angelo, 1990).

Other studies have found no relationship between registration behavior and course withdrawals. Neighbors (1996) found that students generally dropped or withdrew from one class each semester regardless of whether they registered early, on time, or late.

Safer (2009) found that late registrants were no more likely to withdraw from classes than on-time registrants, with the exception of those students who were assigned to large lecture sections. Late registrants in large lecture sections were significantly more likely to withdraw from the class than on-time registrants.

Student Persistence

Student persistence into the following semester is another predictor of student success. According to Lotkowski, Robbins, and Noeth (2004) there are many pre-college factors that are associated with student persistence in college such as high school GPA, courses completed, rigor of the high school curriculum, and college admissions tests.

Once enrolled in college, the most traditional academic predictors of college persistence are socioeconomic status, high school GPA, and postsecondary readiness scores. However, a study by Ishitani and DesJardins (2002) found that first-year college

GPA was a good predictor of persistence. Their study revealed that the higher a student's first-year GPA, the less likely that student was to drop out of college.

In addition to the academic factors discussed above, studies have found that non-academic factors can also affect student persistence. Non-academic factors include aspects such as level of commitment to obtaining a degree, level of academic self-confidence, academic skills (time management skills, study skills, study habits), and level of academic and social integration into the institution (Lotkowski et al., 2004).

Previous research has indicated that late registration has a negative effect on student persistence. Smith et al. (2002) found that 80% of new students who registered on time persisted into the next semester compared to 35% of new students who registered late. For returning students 80% who registered early persisted into the next semester, 64% of regular registrants persisted, and only 42% of late registrants persisted. In a study by Cornille (2009) only 42% of students who registered after the first day of class persisted into the next semester.

A case study of new freshmen students at a midsize, urban community college found a distinct relationship between time of registration and student success and persistence. Students who registered on time had higher persistence rates, higher average GPAs (especially among those who were taking only developmental courses), and lower rates of failing all classes than students who registered late (Bolt, 2013). Another study of first time, full-time community college students enrolled during the fall 1994, 1995, and 1996 semesters found that students who persisted registered an average of 29 days earlier than students who dropped out (Summers, 2003).

Research indicates several explanations for these findings. According to Wang and Pilarzyk (2007), late registration behaviors are "... likely to reflect less career preparedness and focus, as well as the role of extraneous factors influencing access to financial and other resources" (p. 31). Freer-Weiss (2004) suggests that student characteristics such as age, sex, race, academic ability, and enrollment objectives "are related to the time of application and, in turn, time of application is related to academic success and subsequent enrollment" (p.142). Summers (2000) explained that late registration behaviors "suggested levels of commitment, confidence, and focus, reflected in students' attrition or persistence the following semester" (p. 173).

Chapter Summary

The review of literature presented in Chapter II included a discussion of the multi-faceted mission of the American community college and its commitment to open door admissions policies. Research studies on the effects of late registration on student success measures of GPA, retention, and persistence were discussed, and the results of these studies revealed mixed findings. While there is no widespread agreement as to the impact of late registration on the academic success of students, many findings indicate that late registration has a negative effect on student GPA, retention and course withdrawals, and persistence.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study was twofold: (1) to determine what effects late registration had on student success at a community college and (2) to identify reasons that students register late. In determining the effects of late registration on student success this study focused on the success measures of student GPA, course withdrawal, and persistence. Included in this chapter are the research design, research questions, participants, and data collection and analysis procedures.

Research Design

In order to determine what effect late registration had on student success, research using an independent measures design was used with the student success measures of GPA, course withdrawal, and persistence. One independent variable and three outcome variables were used in the study. The independent variable was the time of registration with a late registrant being defined as a student who enrolled in class on or after the first day of class. The three outcome variables were the students' fall semester GPA, fall course withdrawals, and persistence. Persistence was defined as continued enrollment into the next academic semester.

To identify the reasons that students register late, students who were late registrants were asked to complete a survey. The survey listed ten possible reasons from

which the student could choose. There was also an “other” option choice in which the student could write a reason that was not listed.

Research Questions

The following research questions were addressed in this study:

1. To what extent does late registration have an effect on student GPA?
2. To what extent does late registration have an effect on student course withdrawal?
3. To what extent does late registration have an effect on student persistence?
4. Why do students register late?

Participants

The study participants were students enrolled at a rural community college in Mississippi. The college has locations in central and north-central Mississippi with an enrollment of approximately 6,500 students. Students who enrolled in classes prior to the day classes began were identified as on-time registrants. Students who enrolled in classes on or after the day classes began were identified as late registrants.

The sample for this study was comprised of 300 students—150 on-time registrants and 150 late registrants. The random sample was taken from the entire population of students enrolled at the respective community college during the fall 2011, 2012, and 2013 semesters. According to Fraenkel and Wallen (2006), a sample of at least 50 is necessary in order to establish the existence of a relationship, and meaningful results are much more likely to be obtained through samples larger than 30. Based on this information, 50 on-time registrants and 50 late registrants were obtained from each of the three semesters.

Research Materials and Instruments

Academic and enrollment records for each student were obtained from the community college's student database. These records are created and maintained in accordance with the guidelines of the American Association of Collegiate Registrars and Admissions Officers thereby ensuring little threat to validity and reliability of the research instrument. The specific information that was gathered was the time of student registration, student semester GPA, if student withdrew from a course, and if student re-enrolled at the college for the following spring semester.

A survey was designed to identify reasons that students register late. The instrument listed 10 reasons from which participants could choose. The instrument also provided an "other" category in which the student could write a reason that was not listed. Information obtained from the survey was not analyzed but used for descriptive statistical reporting purposes only.

Data Collection

Data for this study were obtained from students enrolled in a rural Mississippi community college. Permission to survey and obtain the population's academic and enrollment information was requested from the college president, and permission to conduct the study was obtained from the Institutional Review Board of Mississippi State University. Students were not identified by name or other self-identifying information in order to maintain confidentiality.

To examine the effects of late registration on student success, information for students enrolled in the fall 2011, 2012, and 2013 semesters at the community college was used. This provided a large enough sample size to minimize any external threats.

The independent variable in this study is time of registration. Students are identified as on-time registrants or late registrants.

A survey was administered to students who registered after the start of classes during the fall 2014 semester in order to identify reasons for late registration. These data were used for descriptive statistical reporting purposes only.

Data Analysis

Results were obtained for the outcome variables of GPA, course withdrawal, and persistence by using IBM Statistical Package for the Social Sciences (SPSS) software program (version 22) as well as Microsoft Office Excel 2015 for the storing of obtained study data. The fall semester GPA of each group (on-time registrants and late registrants) was analyzed using an independent samples t-test to determine what effect late registration had on student GPA (Research Question #1). An alpha level of $p < .05$ was considered significant. Frequencies and percentages were calculated and the descriptive statistics of mean, median, and mode were identified and discussed.

Course withdrawals for on-time registrants and late registrants were analyzed using a chi-square statistic to determine what effect late registration had on student course withdrawal (Research Question #2). For each course that a student was enrolled, it was determined if the student was still enrolled in the course at the end of the semester or if the student had withdrawn from the course. An alpha level of $p < .05$ was considered significant.

The number of students in each group (on-time registrants and late registrants) who re-enrolled at the college the following academic semester was analyzed using a chi-

square statistic to determine what effect late registration had on student persistence (Research Question #3). An alpha level of $p < .05$ was considered significant.

Descriptive statistics were computed on the reasons for late registration that were obtained from the student survey (Research Question #4). Frequencies and percentages were calculated, and late registration reasons that received the largest percentage of respondents were identified.

Chapter Summary

Chapter III presented a discussion of the independent measures research design used in the study. The four research questions used to guide the study and the study participants were identified. The study's research materials along with the instruments used were described, and instrument validity and reliability were assessed. Data collection procedures were discussed, and the chapter concluded with a discussion of the procedures used to analyze the data.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

This chapter begins with an identification of the study participants. Each of the four individual research questions is addressed and data pertaining to student GPA, course withdrawal, persistence, and reasons for withdrawal are examined. The statistical analyses used are discussed along with the results produced.

Study Participants

The sample used for this study was comprised of 300 students—150 on-time registrants and 150 late registrants. The random sample was taken from the entire population of students enrolled at the respective community college during the fall 2011, 2012, and 2013 semesters. Fifty on-time registrants and 50 late registrants were obtained from each of the three semesters.

Research Question One

Table 1 presents the data used to analyze the first research question: To what extent does late registration have an effect on student GPA? The data is presented in the form of frequencies and percentages for both on-time and late registrants. The most frequent GPA ranges for on-time registrants were .00-.25 (16.7%), 2.76-3.00 (13.33%), and 3.76-4.00 (12.67%). These were also the most frequent GPA ranges for late

registrants with 42.00% in the .00-.25 range, 10.67% in the 2.76-3.00 range, and 8.67% in the 3.76-4.00 range.

Table 1

Frequencies and percentages for semester GPA

GPA	On-time Registrants <i>n = 150</i>		Late Registrants <i>n = 150</i>	
	Frequency	%	Frequency	%
.00-.25	25	16.7	63	42.00
.26-.50	1	.67	1	.67
.51-.75	0	.00	2	1.33
.76-1.00	5	3.33	10	6.67
1.01-1.25	3	2.00	3	2.00
1.26-1.50	3	2.00	8	5.33
1.51-1.75	6	4.00	4	2.67
1.76-2.00	10	6.67	10	6.67
2.01-2.25	5	3.33	2	1.33
2.26-2.50	10	6.67	5	3.33
2.51-2.75	14	9.33	4	2.67
2.76-3.00	20	13.33	16	10.67
3.01-3.25	11	7.33	2	1.33
3.26-3.50	14	9.33	4	2.67
3.51-3.75	4	2.67	4	2.67
3.76-4.00	19	12.67	13	8.67
3.76-4.00	19	12.67	13	8.67

Note: *n* = number of students

Table 2 presents the mean, median, and mode for each registration type. On-time registrants had a mean GPA of 2.31 and a median GPA of 2.66. The mode GPA was .00 with 23 of the 150 on-time registrants (15.33%) obtaining this score. Late registrants had a mean GPA of 1.41 and a median GPA of 1.00. While the mode GPA for late registrants was also .00, 62 out of the 150 late registrants (41.33%) obtained this score. It should be noted that a GPA of .00 could be achieved by receiving all “W” grades, all “F” grades, or a combination of “W” and “F” grades.

Table 2

Mean, median, and mode semester GPA for registration type

	On-time Registrants <i>n = 150</i>	Late Registrants <i>n = 150</i>
Mean	2.31	1.41
Median	2.66	1.00
Mode (<i>n</i>)	.00 (23)	.00 (62)

Note: *n* = number of students

An independent samples t-test was conducted to determine if there were differences in semester GPA between on-time registrants and late registrants. The mean scores with standard deviations of the two registrant types are shown in Table 3.

Table 3

Mean semester GPA scores with standard deviations

Registration Type	n	M	<i>SD</i>
On-time Registrant	150	2.31	1.29
Late Registrant	150	1.41	1.45

Note: *n* = number of students; *M* = mean; *SD* = standard deviation

Results of the independent samples t-test are shown in Table 4. Test results revealed that mean GPA was higher for on-time registrants (2.31 ± 1.29) than late registrants (1.41 ± 1.45) with a statistically significant difference of 0.90 ± 0.16 , $t(294.30) = 5.640$, $p = .000$. The effect size *d* is approximately .7 indicating a typical effect size. These results indicate that late registrants are more likely to have lower GPAs than on-time registrants

Table 4

Comparison of GPA for on-time and late registrants

	<i>M</i>	<i>SD</i>	<i>t*</i>	<i>df*</i>	<i>p</i>	<i>d</i>
GPA			5.460	294.30	.000	.7
On-time registrants	2.31	1.29				
Late registrants	1.41	1.45				

The *t* and *df* were adjusted because variances were not equal.

Research Question Two

Table 5 presents the data used to analyze the second research question: To what extent does late registration have an effect on course withdrawal? Participants were examined to determine the number of enrolled classes and the number of withdrawn classes for each registrant type. The 150 on-time registrants were enrolled in 572 courses, and the 150 late registrants were enrolled in 507 courses. On-time registrants withdrew from 116 (20.3%) courses while late registrants withdrew from 240 (47.3%) courses.

Table 5

Course withdrawals for on-time and late registrants

	Total Number of Enrolled Courses	Number of Withdrawn Courses	Percentages
On-time registrants (<i>n</i> = 150)	572	116	20.3
Late registrants (<i>n</i> = 150)	507	240	47.3

Note: *n* = number of students

To investigate whether on-time and late registrants differ in course withdrawal, a chi-square statistic was conducted. Table 6 shows the Pearson chi-square results and indicates that on-time and late registrants are significantly different in course withdrawal ($\chi^2 = 89.01$, *df* = 1, *N* = 1079, *p* = .000). The effect size is typical ($\phi = .3$). These results

indicate that late registrants are more likely to withdraw from courses than on-time registrants

Table 6

Chi-square analysis of prevalence of course withdrawal for on-time and late registrants

	<i>N</i>	Withdrew from Course		χ^2	<i>p</i>	ϕ
		No	Yes			
Course Withdrawals				89.01	.000	.3
On-time registrants	572	456	116			
Late registrants	507	267	240			
Totals	1079	723	356			

Note: *N* = number of enrolled courses

Research Question Three

Table 7 presents the data used to analyze the third research question: To what extent does late registration have an effect on student persistence? Each participant was identified as an on-time or late registrant and then determined if he/she enrolled in the college the following academic semester. Of the 150 on-time registrants, 99 (69.7%) enrolled in the college the following academic semester. Of the 150 late registrants, 43 (30.3%) enrolled in the college the following academic semester.

Table 7

Persistence into following semester for on-time and late registrants

	Number of Students	Number Enrolled the Following Semester	Percentage
On-time registrants	150	99	69.7
Late registrants	150	43	30.3
Total (N)	300		

To investigate whether on-time and late registrants differ on persistence, a chi-square statistic was conducted. Table 8 shows the Pearson chi-square results and indicates that on-time and late registrants are significantly different in persistence ($\chi^2 = 41.933$, $df = 1$, $N = 300$, $p = .000$). The effect size is typical ($\phi = .37$). These results indicate that late registrants are less likely to persist into the following academic semester than on-time registrants.

Table 8

Chi-square analysis of persistence for on-time and late registrants

	Continued Enrollment in Following Semester		χ^2	p	ϕ
	Yes	No			
Persistence			41.933	.000	.37
On-time registrants ($n = 150$)	99	51			
Late registrants ($n = 150$)	43	107			

Note: n = number of students

Research Question Four

Table 9 presents the data used to analyze the fourth research question: Why do students register late? The data was obtained from survey questionnaires that were emailed to 807 students who registered after the start of classes during the fall 2014 semester. A total of 23 surveys were returned giving a response rate of 2.9%. Students were instructed that they could mark more than one answer. However, each of the 23 respondents only marked one answer. Table 7 identifies the frequencies and percentages to the items on the survey.

Table 9

Frequencies and percentages for responses to late registration survey

Survey Question	Frequency	Percentage
I wasn't aware that classes had already started.	3	13.0
I was waiting for my financial aid.	1	4.3
I did not decide to attend college until after classes had started.	4	17.4
I moved into the area after classes had started.	0	0
I was planning to attend another college/university but was unable to do so.	2	8.7
I was waiting for my ACT scores or high school transcript.	1	4.3
I wasn't sure if I would have money for college until after classes had started.	3	13.0
I just always put things off until the last minute.	1	4.3
I did not have child care until after classes had started.	0	0
My work schedule prevented me from registering before classes started.	2	8.7
Other (Please explain):		
I waited until late registration to talk to someone in person.	1	4.3
I had to pay the remaining balance on my account.	2	8.7
I just finished classes at Liberty University the Friday before.	1	4.3
My mother was in the hospital.	1	4.3
I was waiting on my advisor to answer my request form.	1	4.3

The largest percentage of respondents (17.4%) indicated that they did not decide to attend the college until after classes had started. The next highest percentage of respondents indicated that they weren't aware that classes had already started (13.0%) or that they weren't sure if they would have the money for college until after classes had started (13.0%).

Chapter Summary

Chapter IV presented the results of the statistical analysis along with a discussion of the data. Study participants were identified, and the four research questions were

examined. Research question one was analyzed and results indicated that late registrants are more likely to have lower GPAs than on-time registrants. Research question two was analyzed and results indicated that late registrants are more likely to withdraw from courses than on-time registrants. Research question three was analyzed and results indicated that late registrants are less likely to persist into the following academic semester than on-time registrants. Research question four was analyzed and the largest percentage of respondents indicated that the reason they registered late was because they did not decide to attend college until after classes had started.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter is a summation of the research study examining the effects of late registration on student success at a rural Mississippi community college. The study looked specifically at the student success measures of GPA, course withdrawal, and persistence. The chapter includes a summary of the study findings along with conclusions drawn from these findings. The chapter also presents limitations of the study, recommendations for practitioners and policymakers, and recommendations for further research. The purpose of the study was twofold: (1) to examine the effects of late registration on student success at a rural Mississippi community college and (2) to identify reasons that students register late. The research questions used to guide the study were as follows:

1. To what extent does late registration have an effect on student GPA?
2. To what extent does late registration have an effect on student course withdrawal?
3. To what extent does late registration have an effect on student persistence?
4. Why do students register late?

Summary of Findings and Conclusions

Research Question One

The findings for the first research question (To what extent does late registration have an effect on student GPA?) indicate that significant differences ($p < .05$) exist between the GPAs of on-time registrants and late registrants. The mean GPA of on-time registrants in this study (2.31 ± 1.29) was higher than the mean GPA of late registrants (1.41 ± 1.45) with a statistically significant difference of 0.90 ± 0.16 . These findings indicate an even greater difference in mean GPA than found in previous research. Research by Zottos (2005) found a mean GPA difference of 0.15 in on-time and late registrants, while the research of McWaine (2012) found a mean GPA difference of 0.35. It can be concluded from this study that late registration has a negative effect on student GPA. Students who register late are more likely to have lower GPAs than students who register on time.

Research Question Two

The findings for research question two (To what extent does late registration have an effect on student course withdrawal?) indicate that late registration has a significant effect ($p < .05$) on course withdrawal. In this study, on-time registrants withdrew from 20.3% of enrolled courses while late registrants withdrew from 47.3%. These findings indicate a greater course withdrawal for late registrants than the research of Mendiola-Perz (2004) which found that late registrants withdrew from 19% of enrolled classes and the research of Smith et al. (2002) which found that late registrants withdrew from 21% of enrolled classes. It can be concluded from this study that late registration has a

negative effect on course withdrawals. Students who register late are more likely to withdraw from courses than students who register on time.

Research Question Two

The findings for research question two (To what extent does late registration have an effect on student course withdrawal?) indicate that late registration has a significant effect ($p < .05$) on course withdrawal. In this study, on-time registrants withdrew from 20.3% of enrolled courses while late registrants withdrew from 47.3%. These findings indicate a greater course withdrawal for late registrants than the research of Mendiola-Perz (2004) which found that late registrants withdrew from 19% of enrolled classes and the research of Smith et al. (2002) which found that late registrants withdrew from 21% of enrolled classes. It can be concluded from this study that late registration has a negative effect on course withdrawals. Students who register late are more likely to withdraw from courses than students who register on time.

Research Question Three

The findings for research question three (To what extent does late registration have an effect on student persistence?) indicate that late registration has a significant effect ($p < .05$) on student persistence. This study revealed that 69.7% of on-time registrants persisted into the next academic semester while only 30.3% of late registrants persisted. This supports the prior research of Cornille (2009) and Smith et al. (2002). Cornille found that only 42% of late registrants persisted into the next academic semester while Smith et al. found that number to be only 35% for new students and 42% for returning students. It can be concluded from this study that late registration has a

negative effect on student persistence. Students who register late are less likely to persist into the next academic semester than students who register on time.

Research Question Four

The purpose of the last research question (Why do students register late?) was to identify the reasons that students register late. This study found that the largest percentage of respondents (17.4%) did not decide to attend college until after classes had started. The next highest percentage of respondents indicated that they weren't aware that classes had already started (13.0%) or that they weren't sure if they would have the money for college until after classes had started (13.0%). Because of the small response rate to the questionnaire (2.9%), definite conclusions cannot be made as to why students register late.

Limitations of the Study

The limitations of this study include the following:

- The study does not control for any variables other than time of registration. There could be other variables that could account for outcome differences.
- The study only used data from one community college. Because of the uniqueness of individual community colleges, caution must be used in generalizing the results of this study to other institutions.
- Because of the low survey response, it is impossible to draw any data-supported conclusions as to why students register late.

Recommendations for Practitioners and Policymakers

Community colleges need sound evidence in order to implement practices and policies that will benefit students. Because most public community colleges today

advocate that they are open door and have liberal registration policies (Summers, 2003), there is a need for current research on the effects of late registration on student performance at the community college level in order to make sound, data-driven decisions and policies.

The results of this study indicate that late registration has a significant effect on student success. The study revealed that students who register late (1) have lower semester GPAs, (2) are more likely to withdraw from a course, and (3) are less likely to enroll in college the following academic semester than students who register on time. The implications of this information can be useful to community college practitioners and policymakers in designing and implementing registration practices and policies that will not only be accommodating to students but will also give them the best chance for academic success. According to O'Banion (2012),

Instead of practicing late registration, colleges that want to create conditions that support student success and completion should encourage the policy and practice of early registration. There is some evidence that students who register early are more successful than those who register late. (p. 29)

Recommendations for Future Research

After an analysis of the data for this study and a review of related literature, the researcher makes the following recommendations for future research:

1. Explore other variables along with time of registration using a multiple regression statistic to get a more complex understanding of behaviors that affect student success.
2. Include data from multiple community colleges in order to increase generalizability of the study.

3. Replicate the study with data from colleges that do not allow late registration to determine any differences in outcomes.
4. Incorporate data collection methods other than an emailed survey to obtain a better response rate.

Chapter Summary

Chapter V summarized the research study findings detailed in the previous chapter and presented conclusions on the effects of late registration on the student success measures of GPA, course withdrawal, and persistence. Limitations of the study were acknowledged, and recommendations for practitioners and policymakers were made based on the study's findings. The chapter concluded with recommendations for future research relating to the relationship of registration and student success.

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APPENDIX A

GPA FREQUENCY TABLE OF ON-TIME REGISTRANTS

Table A1

GPA Frequencies of on-time registrants

GPA	Frequency	Percent	Cumulative Percent
.00	23	15.3	15.3
.15	1	.7	16.0
.25	1	.7	16.7
.40	1	.7	17.3
.80	1	.7	18.0
.93	2	1.3	19.3
1.00	2	1.3	20.7
1.25	2	1.3	21.3
1.37	1	.7	23.3
1.40	1	.7	24.0
1.50	1	.7	24.7
1.55	1	.7	25.3
1.57	1	.7	26.0
1.60	1	.7	26.7
1.63	1	.7	27.3
1.66	1	.7	28.0
1.70	1	.7	28.7
1.82	1	.7	29.3
1.84	1	.7	30.0
1.85	1	.7	30.7
2.00	7	4.7	35.3
2.21	1	.7	36.0
2.23	2	1.3	37.3
2.25	2	1.3	38.7
2.30	2	1.3	40.0
2.31	1	.7	40.7
2.33	3	2.0	42.7
2.42	1	.7	43.3
2.46	1	.7	44.0
2.69	1	.7	51.3
2.70	1	.7	52.0

Table A1 (continued)

2.75	4	2.7	54.7
2.77	1	.7	55.3
2.80	1	.7	56.0
2.81	1	.7	56.7
2.83	1	.7	57.3
2.92	1	.7	58.0
2.95	1	.7	58.7
3.00	14	9.3	68.0
3.12	1	.7	68.7
3.18	2	1.3	70.0
3.20	1	.7	70.7
3.21	1	.7	71.3
3.23	1	.7	72.0
3.25	5	3.3	75.3
3.26	2	1.3	76.7
3.33	3	2.0	78.7
3.37	1	.7	79.3
3.38	1	.7	80.0
3.40	1	.7	80.7
3.42	1	.7	81.3
3.46	1	.7	82.0
3.47	1	.7	82.7
3.50	3	2.0	84.7
3.56	1	.7	85.3
3.60	1	.7	86.0
3.69	1	.7	86.7
3.75	1	.7	87.3
3.76	2	1.3	88.7
3.80	1	.7	89.3
3.82	1	.7	90.0
3.83	1	.7	90.7

APPENDIX B

GPA FREQUENCY TABLE OF LATE REGISTRANTS

Table B1

GPA frequencies of late registrants

GPA	Frequency	Percent	Cumulative Percent
.00	62	41.3	41.3
.25	1	.7	42.0
.50	1	.7	42.7
.66	1	.7	43.3
.75	1	.7	44.0
.80	1	.7	44.7
.81	1	.7	45.3
1.00	8	5.3	50.7
1.25	3	2.0	52.7
1.33	5	3.3	56.0
1.50	3	2.0	58.0
1.66	2	1.3	59.3
1.75	2	1.3	60.7
2.00	10	6.7	67.3
2.25	2	1.3	68.7
2.30	1	.7	69.3
2.50	4	2.7	72.0
2.61	1	.7	72.7
2.64	1	.7	73.3
2.75	2	1.3	74.7
2.80	1	.7	75.3
2.90	1	.7	76.0
3.00	24	9.3	85.3
3.05	1	.7	86.0
3.23	1	.7	86.7
3.36	1	.7	87.3
3.50	2	2.4	88.7
3.66	2	1.3	90.0
3.75	2	1.3	91.3

APPENDIX C
LATE REGISTRATION SURVEY

Participation in this research study is completely voluntary. By completing the survey below, you are consenting to the procedures outlined in the informed consent. Please know your responses will remain confidential. Thank you for participating!

Why did you register late this semester? (Select all that apply.)

- 1. I wasn't aware that classes had already started.
- 2. I was waiting for my financial aid.
- 3. I did not decide to attend Holmes Community College until after classes had started.
- 4. I moved into the area after classes had started.
- 5. I was planning to attend another college/university but was unable to do so.
- 6. I was waiting for my ACT scores or high school transcript.
- 7. I wasn't sure if I would have money for college until after classes had started.
- 8. I just always put things off until the last minute.
- 9. I did not have child care until after classes had started.
- 10. My work schedule prevented me from registering before classes started.
- 11. Other (Please explain) _____

APPENDIX D
INSTITUTIONAL REVIEW BOARD APPROVAL EMAIL

From: nmorse@orc.msstate.edu
Sent: Wednesday, November 12, 2014 4:47 PM
To: Joye Jones
Cc: nmorse@orc.msstate.edu; nmorse@orc.msstate.edu; sking@colled.msstate.edu
Subject: Study 14-355: The Effects of Late Registration on Student GPA, Course Withdrawal and Persistence at a Rural Mississippi Community College

Protocol Title: The Effects of Late Registration on Student GPA, Course Withdrawal and Persistence at a Rural Mississippi Community College

Protocol Number: 14-355

Principal Investigator: Ms. Joye Jones

Date of Determination: 11/12/2014

Qualifying Exempt Category: 45 CFR 46.101(b)(2)

Attachments: Stamped informed consent in separate email

Dear Ms. Jones:

The Human Research Protection Program has determined the above referenced project exempt from IRB review.

Please note the following:

- * Retain a copy of this correspondence for your records.
- * An approval stamp is required on all informed consents. You must use the stamped consent form for obtaining consent from participants.
- * Only the MSU staff and students named on the application are approved as MSU investigators and/or key personnel for this study.
- * You do not need to submit an application for annual continuing review; however, a new application must be submitted if the study is ongoing after 5 years from the date of approval. (SOP 01-03 Administrative Review of Applications)
- * Any modifications to the project must be reviewed and approved by the HRPP prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project.

APPENDIX E

INFORMED CONSENT FORM FOR PARTICIPATION IN RESEARCH

Mississippi State University
Informed Consent Form for Participation in Research

Title of Research Study: The Effects of Late Registration on Student GPA, Course Withdrawal and Persistence at a Rural Mississippi Community College

Study Site: [REDACTED] district

Researchers: Joye C. Jones, PhD Graduate Student, Mississippi State University

I would like to ask you to participate in a research study.

The purpose of this study is to examine the effects of late registration on student GPA, course withdrawal, and persistence. As part of this project, I would like to understand the reason(s) that students register late. If you are willing to participate, please complete the short survey by clicking on the survey link. Your responses will remain confidential.

Questions

If you have any questions about this research project, please feel free to contact Joye C. Jones at 601-605-3413 or Dr. Stephanie King at 662-325-7066.

Voluntary Participation

Please understand that your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you decide to participate, your completion of the survey indicates your consent. You must be at least 18 years old to participate in this study. Please keep this email for your records.

	Approved:	Expires:
	11/12/14	11/12/19
	IRB # 14-355	

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Version: 10/26/2014