Achieving the Dream Data Coaches Team Meeting Notes
Tuesday, December 6, 2011, 1:00-2:15 p.m.

Present were: John Hamblin, Ben Hill, Kathie Hledik, Cathy Lindsley, Patricia Lytton, Angela Martinek, Gerry Meenaghan, Adrienne Mitchell, Craig Taylor

Attachments: Group Purpose, Success and Completion of Late Registrants at LCC

We approved the Group Purpose document (attached version is slightly updated).

We approved the research report Success and Completion of Late Registrants at Lane Community College (attached).

We discussed the possibility of conducting a study on the characteristics of failing students.

We discussed ongoing interventions, including staged registration and mandatory advising, that could be monitored and improved as part of ATD and data framework efforts.

We agreed that the data Rosa Lopez sent us about the relationship of placement level to performance in other courses deserves further consideration.

We shared updates on the recent ATD webinar and conference call.

We briefly discussed priorities for the next site visit of ATD Coaches set for February 22 and 23.

The next Data Coaches meeting is scheduled for January 20, Building16, Room 211, 2:00-4:00 p.m. Stay tuned for a possible change as this conflicts with the diversity conference.

Ben Hill
Lane Community College ATD Data Coaches Team

Team Purpose
The purpose of the ATD Data Coaches Team is to provide impetus and support for improved use of data in advancing Lane’s quality progression and success agenda. Team responsibilities include:

- Learn and teach effective use of the ATD data tool and other Lane data systems
- Identify and investigating questions important to understanding student success
- Interpret data to help identify and refine interventions for improved success
- Assist in implementing and assessing interventions
- Provide the ATD initiative with perspectives from a variety of roles and departments
- Communicate with departments and staff regarding ATD and Lane’s data framework
- Promote professional development related to data-based decision making

Team Members
The ATD Data Coaches Team is comprised of faculty and administrators with skill and interest in aspects of data production or use, representing and knowledgeable of a variety of roles and departments within the institution.

Siv Serene Barnum  Staff  Enrollment & Student Financial Services
Cara DiMarco  Faculty  Women in Transition
Julie Fether  Staff  Conference & Culinary Services
John Hamblin  Administrator  Enrollment & Student Financial Services
Lida Herburger  Administrator  Title III: Engaging Students
Ben Hill  Faculty  Mathematics
Kathie Hledik  Administrator  Mathematics
Berri Hsiao  Faculty  Mathematics
Norman Johnson  Faculty  English as a Second Language
Cathy Lindsley  Administrator  Academic Learning Skills, English as a Second Language
Rosa Lopez  Faculty  Adult Basic & Secondary Education
Patricia Lytton  Faculty  Cooperative Education
Angela Martinek  Faculty  Mathematics
Gerry Meenaghan  Staff  Counseling
Adrienne Mitchell  Faculty  Academic Learning Skills
Susan Reddoor  Faculty  Academic Learning Skills
Malloy Wilson  Faculty  Institutional Research and Planning

Meeting Format
The ATD Data Coaches Team meets biweekly.
Success and Completion of LateRegistrants at Lane Community College
Ben Hill and the Data Coaches group, December 2011

The purpose of this study is to investigate success and completion rates of late registrants at Lane Community College. Recommendations for best practices in support of student success at community colleges are trending toward restriction or abolishment of late registration. Studies at other institutions have established a correlation between late registration and decreased rates of completion success.1,2,3 Research supported by a Title III grant in 2009 documented a strong association between late registration and low rates of year-to-year retention at Lane Community College. The present study aims to supplement and extend that finding with a look at course-level success and completion rates at Lane during one recent term.

Drawing on data from Fall term 2010 provided by Lane Institutional Research and Planning, we identified 35,115 records for students web-registered or registered by staff and receiving a non-audit grade in a full-term credit course, excluding variable credit courses. These were sorted to identify a sample of 30,073 instances where registration occurred before the first day of classes (9/27/2010) and a sample of 5,042 instances where registration occurred on or after the first day of classes. Success rates (with success defined as receiving a course grade of A, B, C or P) were compared for the timely and late registrant samples. The comparison was repeated for samples of 3,543 timely and 564 late registrants in mathematics courses. In addition, we found the weighted ratio between late registrant course withdrawals and timely registrant course withdrawals in 3,349 records where a student had withdrawn from a credit course, with or without penalty, voluntarily or administratively.

Table: Success Rate Comparison of Timely and Late Registrants who Completed Courses

<table>
<thead>
<tr>
<th>ALL SUBJECTS</th>
<th>A, B, C or P</th>
<th>D, F, NP, or NC</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered before first day of classes</td>
<td>24,893</td>
<td>5,180</td>
<td>30,073</td>
</tr>
<tr>
<td>%</td>
<td>82.8%</td>
<td>17.2%</td>
<td>1</td>
</tr>
<tr>
<td>Registered on or after first day of classes</td>
<td>3,949</td>
<td>1,093</td>
<td>5,042</td>
</tr>
<tr>
<td>%</td>
<td>78.3%</td>
<td>21.7%</td>
<td>1</td>
</tr>
<tr>
<td>total</td>
<td>28,842</td>
<td>6,273</td>
<td>35,115</td>
</tr>
</tbody>
</table>

Late registrants succeed at a lower rate (z-test of proportion, P = 2.2 x 10^{-14}). A 95% confidence interval for the difference in success rates is 4.5% ± 1.2%.
Registered before first day of classes

<table>
<thead>
<tr>
<th>Course</th>
<th>A, B, C or P</th>
<th>D, F, NP, or NC</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>77.0%</td>
<td>23.0%</td>
<td>1</td>
</tr>
</tbody>
</table>

Registered on or after first day of classes

<table>
<thead>
<tr>
<th>Course</th>
<th>A, B, C or P</th>
<th>D, F, NP, or NC</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>69.9%</td>
<td>30.1%</td>
<td>1</td>
</tr>
</tbody>
</table>

| total       | 3,122        | 985             | 4,107 |

Late registrants succeed at a lower rate ($z$-test of proportion, $P = 2.3 \times 10^{-4}$). A 95% confidence interval for the difference in success rates is $7.1% \pm 4.0%$.

Results

In both the all-subjects and math-only samples, late registrants were about 14% of total.

In the samples for all subjects, timely registrants who completed a course succeeded at a rate of 82.8%, while late registrants succeeded at a rate of 78.3% The statistically significant difference in populations ($P = 2.2 \times 10^{-14}$) has a 95% confidence interval of 4.5% ± 1.2%.

In the sample for mathematics, timely registrants succeeded at a rate of 77.0%, while late registrants succeeded at a rate of 69.9%. The statistically significant difference in populations ($P = 2.3 \times 10^{-4}$) has a 95% confidence interval of 7.1% ± 4.0%.

In the sample of 3,349 withdrawals, 2,755 students registered timely, while 594 registered late. For every 100 timely registrants in our sample of course completers, there were 9 withdrawals by timely registrants. For every 100 late registrant completers, there were 12 withdrawals. For several reasons, 9% and 12% are not accurate “withdrawal rates” for early and late registrants, but their ratio, 12/9 = 1.33, provides a fair estimate of the ratio of withdrawal rates. Late registrants withdrew about 33% more often than timely registrants.

Discussion

It is important to note that the “late registrants” group includes many students who register late for a course despite having participated fully in class meetings and in preparatory activities such as placement, advising and acquisition of materials. For example, the late registrant group includes students who laterally drop-add to a second section of a course, or a vertically drop-add to an appropriate level in a sequence, as well as students who are waitlisted.

The concerns driving this study regard a subgroup of late registering students, those lacking in early course participation or lacking in anticipatory activities such as placement and advising. We did not isolate this group for analysis, but it stands to reason that it contributes disproportionately to lower rates of success and higher rates of withdrawal in the late registrant population.
However defined, the low participation/anticipation subgroup of late registrants likely includes substantially less than 14% of total registrants, and likely experiences failure and attrition at substantially greater rates than the full late registrant group as defined in this study.

It is also important to note that the correlation established between late registration and elevated failure and attrition rates does not prove a causal link. In light of our results, the conjecture that late registration causes students to fail is plausible but unproven. Other characteristics of the late registrant population may contribute to decreased success, and it is therefore unclear to what extent steps taken to make these students register sooner will improve their performance.

Notes

