Title: Title 5 Amendment- Enrollment Priorities

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Information

Student Success Task Force (SSTF) Recommendation 3.1 provides as follows:

**Recommendation 3.1**

The Community Colleges will adopt system-wide enrollment priorities that: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

Current law and practice guiding student enrollment tends to favor the continuing student, based solely on their accrual of course units. The existing system does not reflect the core priorities of community colleges: to provide courses for students seeking to earn a degree or certificate, transfer, participate in a career-technical program, or improve their basic language or computational skills. Altering enrollment prioritization is an efficient way of encouraging successful student behaviors and ensuring that we are intelligently rationing classes to provide more students with the opportunity to succeed.

**SSTF recommendation 3.1 calls for highest enrollment priority to be provided for:**

- Continuing students in good standing who are making progress toward a certificate, degree, transfer, or career advancement objective. This would include displaced and incumbent workers who enroll in career-related courses and students who are actively pursuing credit or noncredit basic skills remediation.

- First-time students who participate in orientation and assessment and develop an informed education plan.

- Students who begin addressing any basic skills deficiencies in their first year, through either courses or other approaches.
To address student equity goals, current statutory and regulatory provisions requiring or encouraging priority registration for special populations (active duty military and recent veterans, current and emancipated foster youth, students with disabilities, and disadvantaged students) should be retained. To the extent allowable by law, these students should be subject to all of the limitations below.

**Continuing students should lose enrollment priority if they:**

- Do not follow their original or a revised education plan
- Are placed for two consecutive terms on Academic Probation (GPA below 2.0 after attempting 12 or more units) and/or Progress Probation (failure to successfully complete at least 50 percent of their classes)
- Fail to declare a program of study by the end of their third term
- Accrue 100 or more units, not including basic skills and ESL courses.

Because of the current reductions in course offerings brought about by reduced funding, students are having great difficulty getting the classes they need. For this reason, the Chancellor directed staff to begin working on this recommendation and to bring appropriate title 5 changes to the Board of Governors as soon as possible. The Enrollment Priorities Workgroup has met four times over the past two months and other constituent groups have also provided useful input. Given system resource constraints, the workgroup discussed SSTF recommendation 3.1 to determine which elements of the recommendation could be implemented through title 5 regulations in a phased-in approach. As a result, the proposed regulation on system-level enrollment priorities reflects those elements of the recommendation that could be implemented in the first phase.

The key elements of the proposed regulation include:

- Enrollment priorities for existing student groups identified in Education Code (foster youth and former foster youth, and veterans and active duty military) and for students participating in EOPS and DSPS programs who have completed orientation, assessment, and developed student education plans are maintained in the proposed regulations (first and second level of priority, respectively).
- As third level of enrollment priority, districts have flexibility in assigning priority to student subgroups for new students who have completed orientation, assessment, and developed student education plans and continuing students in good standing (defined as a student who is not on academic or progress probation for two consecutive terms).
- Continuing students would lose enrollment priority if they earned more than 100 units (not including basic skills and ESL) or if a student was on academic or progress probation for two consecutive terms (as defined by existing title 5 regulations).
• Students in high unit majors or programs, as determined by the district, would be exempt from the 100 unit limit.

• Colleges are required to adopt an appeals policy and process for students who lose enrollment priority due to extenuating circumstances (verified cases of accidents, illnesses or other circumstances beyond the control of the student).

Additional information is provided in the attached “frequently asked questions”, the order of priority chart and the potential timeline.

The regulation is scheduled for a first reading by the Board of Governors in May, 2012. If the Board completes its second reading in July, it is expected that the enrollment priorities reflected in the regulation will be applicable for classes offered in Fall 2013.