

**Frequently Asked Questions Regarding the
Proposed System-Level Priority Enrollment Title 5 Regulations
April 11, 2012**

1. Is the Student Success Task Force (SSTF) recommendation 3.1 on system-level enrollment priorities being fully implemented in the proposed title 5 regulations?

Response: No. The 17 member Chancellor's Office Enrollment Priorities Workgroup determined that only some of the elements of SSTF recommendation 3.1 should be adopted in title 5 regulations as a first phase of implementation. The key elements of the proposed regulations include:

- Enrollment priorities for existing student groups identified in Education Code (foster youth and former foster youth, and veterans and active duty military) and 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 a 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 who are 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).

2. Will the student groups now included in Ed Code (Veterans & Foster Youth) be subject to the same limitations as all other students in order to maintain their enrollment priority status (i.e., unit threshold cap and maintain satisfactory academic progress)?

Response: Yes. Academic progress and unit limits would be applied to all student groups.

3. Will students participating in EOPS and DSPS be subject to the same limitations as all other students in order to maintain their enrollment priority status (i.e., unit threshold cap and maintaining satisfactory academic progress)?

Response: Yes. Academic progress and unit limits would be applied to all student groups. In addition, students participating in EOPS and DSPS have to meet existing requirements for participation in those programs that may be more stringent than those related to enrollment priority. For instance, there is a 70 unit limit or six semester without term to term interruption for participation in EOPS (whichever comes first).

4. Many colleges already have a unit threshold (A Chancellor’s Office December 2010 survey indicated 62.8% of respondents already had a unit cap) often less than the 100 unit limit proposed for system-wide enrollment priorities. Will these institutions have the flexibility to continue using a lower threshold?

Response: *Yes. In this case, the regulations would set the “ceiling” on the unit limit. Districts could continue to have a lower unit threshold if adopted in local board policies. In a survey of colleges on enrollment priorities conducted in December 2010, several colleges already indicated that they established unit limits for enrollment priority ranging from 70, 90, to 100 units.*

5. Many institutions allow priority registration for other groups who are not identified in Ed Code or title 5, how will the required sequence of priority impact these other groups of students?

Response: *The proposed regulations allow for districts to assign priority for student groups within the third level of enrollment priority [58108(e)]. A district could specify subgroups of students within this level for continuing students in good standing and new matriculated students.*

In addition, districts could identify other student groups for priority enrollment below the three levels identified in the proposed regulations [58108(f)].

6. Are W’s included in the count of units for the priority threshold? In essence what is the definition of units (i.e., enrolled, attempted, or completed)?

Response: *No. The 100 unit limit counts only units earned. “Earned” is defined as an evaluative symbol on the student’s transcript (as defined in title 5, 55023). Withdrawals (W’s) and incompletes (I’s) will not count towards the 100 units. Students who are on academic or progress probation (for 2 consecutive terms) for accumulating too many “W’s” would be addressed through the academic progress standards or enrollment limits.*

7. What about units earned by students who have completed a bachelor’s degree already?

Response: *Districts have discretion on adopting local policies to either count or not count, for purposes of enrollment priority, the units a student already earned at a California community college towards a degree or certificate they have already completed. The proposed regulations do not specifically address this.*

8. Can a district that has the ability to evaluate transcripts for units earned outside of their district count these units towards the 100 unit limit?

Response: *Given current statewide MIS capacity limitations, districts at a minimum are required to count units earned within the district towards the 100 unit limit. If a district has the ability to evaluate transcripts for units earned at a California community college outside their district, a district could adopt local policy to do so.*

9. What about units in progress (which can impact both the unit threshold as well as satisfactory progress)? Students would likely have units in progress that could get them off of probation if completed successfully. Without taking those into account (and how to do that is difficult for satisfactory progress), we are essentially saying they will continue to have low priority for a full term longer since most of us start enrollment for the subsequent term well before grades post for the one in session.

Response: *Under the proposed regulations, units in progress would not count. Given that there is a wide degree of variance in how districts administer registration schedules, the proposed regulations allow for colleges to develop policies to implement the loss or re-establishment of enrollment priority due to a student's academic or progress probation status.*

10. What about undecided/undeclared students? Will this classification be considered the same as not having an educational objective and be subject to losing priority registration status by a particular term of enrollment?

Response: *While the Student Success Task Force recommendation would require students to declare an educational objective or goal of obtaining a certificate, degree, transfer or career advancement in order to receive enrollment priority and, after the equivalent of three terms of full-time study, declare a specific major or program of study in order to retain it, the workgroup has chosen not to implement this element of the SSTF recommendation at this time. The proposed regulations do not require students to declare an "educational objective or goal" in order to maintain priority enrollment. While the intent is to prioritize students who identify an education goal of transfer, degree/certificate, or career advancement, this is currently not specified as a requirement in the priority enrollment regulation. A local district does have the discretion to add this as a requirement in their registration priority policies.*

11. Do the proposed enrollment priorities require districts to provide all first time students with orientation, assessment, and student education plans?

Response: *While districts would have to ensure that first time students (FTS) are able to complete orientation, assessment, and student education plans in order for this student group to have enrollment priority within the third level [58108(c)(3)], it is not a requirement that districts do so if they lack the capacity at this time. Colleges throughout the state, such as West Hills College, Long Beach City College, and Rancho Santiago College, have developed good partnerships with their local feeder high schools to ensure that graduating 12th grade students complete orientation, assessment, develop education plans, and enroll in summer and/or fall classes before they graduate from high school. These colleges are examples of an approach to helping entering students better prepare for college that the SSTF wanted to encourage. It was the intent of the Taskforce to ensure that entering students are provided with a foundation to support their success in college and, including this provision is consistent with the Task Force's recommendation. Due to resource constraints, the Enrollment Priorities Workgroup did not make this a condition for the enrollment priority of continuing students for the third level of enrollment priority and decided to leave this to the district's discretion [58108(d)].*

12. Will the general grounds/definition and process for any appeals be left up to the individual campuses or will a framework be proposed?

Response: *The proposed regulations include a requirement that districts adopt an appeals policy to allow students to appeal based on extenuating circumstance. Extenuating circumstance is defined as verified cases of accidents, illnesses or other circumstances beyond the control of the student [58108(k)]. This definition is broad and provides districts with discretion on how to adopt policies and implement an appeals process on their campus.*

13. Would units earned from “credit by exam” or “AP”, CLEP, ROP, IB, etc., count towards the 100 unit limit?

Response: *There is no provision that would require this—districts would have the flexibility to do so.*

14. Are basic skills and ESL units counted toward the 100 unit limit?

Response: *No, non-degree applicable basic skills and ESL courses do not count towards the 100 unit limit. In addition, special classes for students with disabilities as defined in 55000 do not count towards the 100 unit limit.*

15. What would districts be required to do as a result of this regulatory change?

Response: *The workgroup focused on maintaining local flexibility wherever possible. Districts would be required to, at a minimum, adopt a priority registration system that:*

1. *Provides highest priority to vets and foster youth, second highest priority to DSPS and EOPS students and third highest priority to continuing students in good academic standing and new students who have completed matriculation;*
2. *Eliminates priority status for students who have earned 100 units or have 2 consecutive semesters on academic or progress probation; and*
3. *Establishes an appeal process for students with extenuating circumstances.*

16. Why can't EOPS and DSPS students be included in the highest priority group?

Response: *The Education Code establishes priority registration for only two groups of students: veterans and foster youth. The Board of Governors, through title 5 regulations, cannot in any way limit this statutory priority. It may be the case that an enhanced priority for EOPS and DSPS students would not have a significant practical impact on veterans and foster youth. However, if title 5 could provide the highest priority for EOPS and DSPS students, there would be nothing to prevent title 5 from also providing the highest priority for other groups such as recent high school graduates. The statutory priority established by the Legislature and the Governor is paramount.*