

**Procedure for Requesting Priority Registration for “Groups as designated by the College,”
as outlined in Level 2 of YCCD Board Policy 5055.**

Submission and Review Guidelines

- Proposals are due November 16th for implementation the following fall and are submitted to the Student Success & Equity Committee (SS&EC).
- A written proposal addressing the criteria established by the college is to be completed. The proposal must include supporting evidence and appropriate data.
- The SS&EC will conduct a technical review to determine if criteria are met.
- Authors who have submitted proposals that meet the established criteria will be asked to provide a presentation to the SS&EC describing in more detail the eligibility requirements, benefits, and procedures outlined in their written proposals.
- The SS&EC will forward their recommendation to Student Services Council.
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Note – Two non-mandated groups, TRIO and Student Athletes, currently provide priority registration for their students. Approval for continuation of this priority is extended through Summer 2016. Both groups need to complete the attached form and submit their request to the SS&EC by November 19, 2015, for priority registration to be continued beyond Fall 2016. As existing programs, both groups must conduct a review of the effectiveness of priority registration for their students and attach that to their requests.

**Request for Level 2 Priority Registration for “Groups as designated by the College” per BP
5505.**

Priority registration is awarded to participants in groups that actively promote student engagement and success by providing services and requiring students to: 1) enroll in appropriate courses to meet identified educational goals, 2) succeed in their courses, and 3) complete certificates, degrees, and/or transfer requirements in a timely manner.

Student learning theory indicates that student engagement is a critical aspect of student success. Therefore, groups should include eligibility and ongoing participation criteria regarding

Literature of First Year initiatives shows that the highest attrition among new college students occurs during the first year of college. Data also supports that there is high attrition among college students that delay completing basic skills. The data indicates that students who assess into basic skills (English and Math) and postpone taking stated courses feel discouraged and tend to withdrawal from college at the 30 unit mark.

Additionally, African American and Hispanic students are at higher risks of attrition during the first semester. In the 2015-16 Student Equity Report, African Americans had an overall 51% success rate in completing their courses. When compared to the highest achieving group, African Americans were completing 22 percentage points below and Hispanic were completing at seven percentage points lower. This translates into more than half of courses not completed by these student groups. Providing FTIC students with a solid foundation for success (by their enrollment in COLSK 100) that is also linked to math and English courses will increase the potential of success for the student.

Granting FTIC student participants the second level priority will increase their access into high demand courses, particularly in Basic Skills, thus resulting in steady progress towards program completion. Group priority will also provide students with the prerequisite foundation to be successful in sequentially planned courses also resulting in increased retention and program completion. Priority registration will have a positive impact on addressing equity gaps with a focus on African American and Hispanic students during their first year in college by providing students the opportunity to enroll into crucially important courses early in the students' educational experience.

What additional support is being provided to students in this group?

The COLSK 100 common experience model will offer success workshop, activities and innovative curriculum that will foster success through direct progress monitoring and connection to FTIC faculty. Intentional design of course activities and curriculum will incorporate formal and informal assessment of student progress and success as it relates to learning outcomes and 3SP & Student Equity initiatives.

3SP specialist will be assigned to a section of COLSK 100 that will service as a caseload to be tracked during the student's first year of college at MJC. The specialist will monitor progress, refer and connect students to necessary campus resources, to counselors for a comprehensive educational plan, and they will facilitate students enrolling into counselor prescribed courses including English and math during the first year at MJC.

Describe how the objectives of this group align to the Institutional Learning Outcomes of Modesto Junior College.

The FTIC student participants will meet objectives that are aligned with the Institutional Learning objectives by the following:

1. Communication.

FTIC students will participate in class and team discussion on reading assignments related to personal adjustment. Students will analyze the materials and articulate the relationship to real world application and to their own college transition and development. Students will also learn communication strategies, conflict resolution management, and communication etiquette while engaging with professors and collaboratively in study groups/success teams.

2. Information and Technology Literacy.

FTIC students will develop information literacy skills through assignments that require library research and proper citation skills. Students will learn how to utilize the library databases and research strategies that require critical analyzes and evaluation of related inquiries.

3. Personal and Professional Development.

FTIC students will participate in activities and assignment that explore and guide their academic and personal goals through career exploration and self-awareness. Course lectures and assignment on Goal setting, how to read and utilize the MJC catalog, and stress management are a few examples. FTIC students will also assess and explore their stages of development related to their physiological, sociological and psychological well-being.

4. Creative, Critical and Analytical Thinking

The FTIC curriculum has critical thinking embedded into much of the course content through the application of decision making. Examples of decision making and problems solving strategies are reflected in course lectures and assignments related to career research and planning, Learning styles-analyzing how they learn, financial literacy and management. Students will take self-assessments, analyze results, and develop strategies to maximize success in related areas.

5. Cultural Literacy and Social Responsibility

FTIC has incorporated topics related to equity, cultural and social tolerance, and civic engagement. Students will be encouraged to participate in campus events and community activities that promote related topics. Class topics will explore the appreciation of diversity, emotional intelligence and how it can be utilized to demystify stereotypes and cultural differences.

Student Eligibility and Participation: Provide the student eligibility criteria for entry into and continued participation in this program. Address specific criteria related to academic performance, engagement, and progress towards academic goals within each category.

- Initial entry into group

Prospective FTIC student participants must be a new college student with less than 15 college units completed and must have completed the core matriculation steps (i.e., orientation, assessment, and an abbreviated education plan) prior to enrolling into College Skills 100.

- Ongoing participation in the group
 - 1. FTIC students will meet with a 3SP specialist at least once as semester for their first year as part of their caseload progress monitoring.**

2. Undecided FTIC students will be expected to complete a Guidance 111 course and developed a comprehensive educational plan with a counselor by the end of their first semester (spring or fall).

3. FTIC students will register for subsequent courses as prescribed by a counselor and as outlined in their educational plan. 3SP specialist will assist students in the registration process and follow-up with students to ensure that that students have enrolled into prescribed courses.

4. Student may be required to submit a grade check to determine continued eligibility for Priority registration

- Exit from group

List the data reports that will be used to track eligibility and attach samples (remove student identifiers).

Admission and transcript identifiers will be used to verify FTIC eligibility (new student with less than 15 units and have completed the outlined matriculation core steps).

Students will be tracked as part of a caseload for each 3SP specialist to ensure that students move through their first year successfully and to connect student caseloads to support services if needed. Students will be called throughout the first year to ensure they are on track with their educational plan and to provide students the feeling of being nurtured and cared for.

Student may be required to submit a grade check to determine continued eligibility for priority registration.

A special focus will be on disproportionate impacted groups identified as African American and Hispanic students.

(If students do not complete the College Skills 100 course successfully, students will be given a second opportunity to enroll after contacted by the 3SP Specialists.)

Review of Priority Status for Group: Initial approval is granted for a period of three years. After two years, the group must conduct a review and resubmit for continuation of priority registration.

What criteria will be used to measure the effectiveness of providing priority registration to these students?

The Director of Research will track FTIC cohorts for subsequent semesters to collect success and retention data in other courses and compare exact variables to non-FTIC students for a comparison group. She will also track the enrollment of both groups into impacted courses (i.e., English and math). A COLSK 100 exit survey will be designed to evaluate self-reported effects of priority registration and completion progress.

Outline the process that will be used in conducting the review of this priority group. Include who will be conducting the review, specific dates on which the review will begin and conclude, and the expected findings that will lead the group to either propose continuation or termination of priority registration for participants.

The review of priority groups will be facilitated by the FTIC Counselor/Coordinator in collaboration with the Dean of Equity and Student Learning. The review of priority groups will coincide with registration dates and deadlines and during the end of every eligible term. Student may be required to submit a grade check to determine continued eligibility for Priority registration. The expected outcomes of priority registration is that students will gain access into high demand courses and sequential courses, reveal higher retention and success rates, and make successful progress towards program completion.