

Date of Hearing: April 12, 2016

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

AB 2069 (Medina) – As Introduced February 17, 2016

SUBJECT: Seymour-Campbell Student Success Act of 2012

SUMMARY: Requires the metrics for the collection of data to measure the effectiveness of the Student Success and Support Program (SSSP) to include the percentage of part-time (P/T) faculty that are required to hold office hours per full-time equivalent students.

EXISTING LAW:

- 1) Requires that all community college districts (CCD), with the assistance of the California Community Colleges (CCC) Chancellor, establish and maintain institutional research to evaluate the effectiveness of the SSSP, as specified, and of any other programs or services designed to facilitate students' completion of their educational goals and course of study. Specifies the metrics for said research shall include, but be not limited to the following:
 - a) Prior educational experience, including transcripts when appropriate, as determined by the chancellor;
 - b) Educational goals and courses of study;
 - c) Criteria for exemption from orientation, assessment, or required counseling or advisement, if applicable;
 - d) Need for financial assistance;
 - e) Disaggregated data by ethnicity, gender, disability, age, and socioeconomic status, to the extent this information is available;
 - f) Academic performance, such as the completion of specified unit thresholds, success in basic skills courses, grade point average, course completion outcomes, transfer readiness, and degree and certificate completion; and,
 - g) Any additional information that the chancellor finds appropriate (Education Code (EC) Section 78214).
- 2) Requires the CCC Board of Governors (BOG) to develop a formula for allocating funding for the SSSP in order to implement services, as specified (EC 78216).
- 3) Defines “faculty” as those employees of a CCD who are employed in academic positions that are not designated as supervisory or management, as specified. Faculty include, but are not limited to, instructors, librarians, counselors, community college health services professionals, handicapped student programs and services professionals, and extended opportunity programs and services professionals (EC Section 87003).

- 4) Defines any person who is employed to teach for not more than 67 percent of the hours per week considered a full-time assignment to be a temporary (P/T) employee (EC Sections 87482.5 and 87882).
- 5) Requires the CCC BOG to adopt regulations regarding the percent of credit instruction taught by full-time (F/T) faculty and authorizes CCDs with less than 75 percent F/T instructors to apply a portion of their "program improvement" funds toward reaching the 75 percent goal (commonly referred as "75/25") (EC Section 87482.6).

The state has stopped providing program improvement funds and the BOG has since required CCDs to provide a portion of their growth funds to hiring more F/T faculty.

- 6) Expresses that the Legislature finds and declares that community college P/T faculty are required to fulfill the same teaching responsibilities as F/T faculty although students have little or no access to P/T faculty outside of the classroom; that the Legislature intends that students have the same opportunity for academic assistance and guidance without regard to whether a course at a CCC is taught by a F/T or P/T faculty member; and, that the Legislature intends that CCC P/T faculty teaching a minimum number of courses be compensated for providing academic counseling and assistance to students outside of the classroom (EC Section 87880).
- 7) Creates the Community College Part-Time Faculty Office Hours Program for the purpose of providing community college students equal access to academic advice and assistance; and, authorizes the governing board of a CCD to provide compensation for office hours to P/T faculty (EC Sections 87881 and 87883).

FISCAL EFFECT: Unknown

COMMENTS: *Background.* Part-time faculty have been expected to provide the same high quality instruction as their F/T colleagues, but they often times are not able to provide regular student office hours and are not necessarily compensated for professional responsibilities linked to student success.

Student success and support. Senate Bill 1456 (Lowenthal), Chapter 624, Statutes of 2013, was enacted to implement some of the Student Success Task Force recommendations. Among other things, SB 1456 revised and recast the Seymour-Campbell Matriculation Act of 1986 as the Seymour-Campbell Success Act of 2012 in order to target funding to services such as orientation, assessment, and counseling and advising to assist students with the development of education plans. It also required that students define goals, required that students declare a course of study and mandated student participation in assessment, orientation and education planning.

At a regulatory level, the BOG has approved regulations that provide enrollment priority to students who have participated in assessment, orientation and who have developed an education plan. A revision of Title 5 regulations is in progress to implement provisions of SB 1456 to require students to complete core services as well as to declare a course of study. Additionally, in 2012 the Board of Governors adopted enrollment priorities and, in Spring 2013, districts are required to notify students that accumulating 100 degree applicable units or being on academic or progress probation for two consecutive terms will result in the loss of enrollment priority.

Finally, as of Fall 2014, students who complete orientation, assessment, and have a student education plan, will receive a higher enrollment priority.

The Seymour-Campbell Student Success Act of 2012 also specifies that hiring of F/T faculty, including counselors, and providing for P/T faculty support, are "essential educational priorities that contribute to student success."

Importance of faculty office hours. Various studies have shown that office hours play a vital component of higher education; providing invaluable means for students to interact with faculty outside of the classroom and/or lecture hall. Office hours have been shown to provide students with confidence and motivation. Many students describe office hour visits just as important as attending a class. Additionally, office hours have been linked to student retention.

Need for the measure. According to the author, "the Legislature has previously acknowledged the importance of this [office hours for P/T faculty] issue." Funds for the program were cut during the recession and have not been restored. The author contends that, P/T faculty have office hours as negotiated by their contracts, but if contracts do not include office hours, which many do not, then office hours are not offered. While the Student Success Scorecard collects and reports various metrics that affect student success, it does not collect information on office hours offered by P/T faculty.

The author states, "One item not collected by community colleges is provision of office hours by part-time faculty. Given the importance of office hours on student performance, and the significant proportion of classes taught by part-time faculty, this metric should be included in the Student Success Scorecard. The measure will further support the goals of the Seymour-Campbell Student Success Act by including the collection of metrics essential for student success."

This measure will include P/T faculty offered office hours as a reporting requirement for the Student Success Scorecard.

Policy concern. The CCC Chancellor's Office (CCCCO) has expressed a concern that as drafted, it is likely the CCDs may not be able to fully implement this measure. The CCCCCO contends that because the majority of CCDs do not provide their P/T faculty with office hours, this measure may not be feasible. Lastly, the CCCCCO believes that of the few CCDs that do provide limited office hours to their P/T faculty, this measure is unclear as to how the office hours would be reported and presented in the Scorecard.

Moving forward, the author may wish to continue to work with the CCCCCO in an attempt to address their concerns.

REGISTERED SUPPORT / OPPOSITION:

Support

California Federation of Teachers
Faculty Association of California Community Colleges (co-sponsor)
Student Senate for California Community Colleges (co-sponsor)
13 Individuals

Opposition

None on file.

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