

# 2017

## **HUMAN RESOURCES STAFFING PLAN** COMPTON COLLEGE





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## EXECUTIVE SUMMARY

The Compton Community College District (CCCD) was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the college from the high school district. Soon after, construction of the new college campus was completed on the present site. The first classes were offered on the new campus in fall 1956.

The Compton Community College District includes an area of about twenty-nine square miles. Compton College provides higher education programs and services to nearly 300,000 residents in the cities of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach and South Gate. Compton College offers more than 40 degree programs and 20 certificate programs. The CCCD employs 290 full-and part-time faculty.

Following some challenging years, in June 2005, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced its decision to revoke Compton College's accreditation. In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to Compton Community College District residents. Commencing with the fall 2006 semester, El Camino College - through the ECC Compton Center - has provided accredited instructional and related support services to the residents of the CCCD. At the Compton Center, residents of the CCCD have access to university transfer, and career and technical education opportunities, as well as financial aid, basic skills courses and related student support services.

In March 2015, the ACCJC granted the ECC Compton Center accreditation eligibility status. In January 2017, El Camino College submitted the Self- Evaluation Report to the ACCJC, for the Compton Center to be considered for accreditation candidacy status. ACCJC's external evaluation team visited ECC Compton Center March 6-9, 2017. At its June 7, 2017 meeting, the ACCJC announced that the ECC Compton Center achieved initial accreditation.

The Compton College Human Resources Staffing Plan was developed to assist Compton College in systematically identifying and prioritizing the staffing and professional development needs of the institution as it begins preparations to function independently from the El Camino Community College District. As a guiding document, it will provide the framework to help the institution deal effectively with future staffing needs that arise from growth, reductions, reorganizations, and attrition. This plan is designed to fully support all college operations and ensure conditions that optimize student success.

Specifically, this Human Resources Staffing Plan:

- integrates the institution's Mission, Vision, Values, Goals and Objectives, Technology Plan, and Staff Diversity and Equal Employment Opportunity Plans;
- offers analyses of program trends, current staffing levels, and future staffing needs;
- provides recommendations regarding professional development plans for all employees;
- explains correlations to accreditation standards; and,
- concludes with summary conclusions and recommendations for future analyses and actions.

***chapter 1***

**INTRODUCTION**



## OVERVIEW AND PURPOSE OF THE HUMAN RESOURCES STAFFING PLAN

The purpose of the *Compton College Human Resources Staffing Plan* is to assist the college in systematically identifying and prioritizing staffing needs over the coming years beginning with 2017. This plan will aid the institution in assessing current and future staffing needs, which will be critical to developing the staffing capacity needed for Compton College to fulfill its mission. Moreover, this staffing plan is designed to not only provide the baseline information needed for a gap analysis, but also to offer recommendations for additional procedures and metrics, which can be utilized to inform and guide future staffing decisions.

As a vital component of institutional planning, the *Compton College Human Resources Staffing Plan* will be integrated into the organization's planning cycle. Once the program review cycle is fully implemented, this staffing plan will inform hiring priorities that reflect staffing needs, which emerge from program review analyses. Furthermore, many elements of this plan have been based upon and integrated with other existing plans, including the Educational Master Plan, the Facilities Plan, the Technology Plan, and the Equal Employment Opportunity Plan. As Compton College moves forward into the future as an independent college, this plan will provide the framework to help the institution deal effectively with future staffing needs that arise from growth, reductions, reorganizations, and attrition in order to fully support all college operations and ensure conditions that optimize student success.

## chapter 2

# COMPTON COLLEGE MISSION AND VISION; COMPTON COLLEGE GOALS AND OBJECTIVES

### MISSION, VISION AND VALUES

Through the planning process, the ECC Compton Center, now Compton College, developed its Mission, Vision, Values, and Goals for the period of 2017-2022. These will be implemented through strategic goals and objectives, which along with key action steps, performance indicators and benchmarks, will serve to aid in monitoring the attainment of these mission- and vision- directed goals.

A mission statement is the cornerstone for strategic plans. It reflects the organization's most fundamental purposes and significant commitments, while also solidifying and communicating with stakeholders what the institution aspires to be. The Compton College Mission Statement is as follows:

*Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.*

A vision statement describes high-level goals for the institution and articulates what the college wants to achieve through its mission. Accordingly, Compton College's Vision is:

*Compton College will be the leading institution of student learning and success in higher education.*

Value statements are operating philosophies that guide internal conduct as well as relations with the external world and also reflect the organization's ethos and most deeply held beliefs. Compton College's Values are grounded on the following principles:

- *Student Centeredness in the focus of providing students the opportunities for success.*
- *Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.*
- *Support and Nurture in providing guidance in a professional and caring environment.*
- *Dedication in our commitment to our diverse community through partnerships with local schools, universities, and businesses.*
- *Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.*
- *Fiscal Integrity in the transparent and efficient use of financial resources to support student success.*



**STRATEGIC GOALS AND OBJECTIVES - 2017-2022**

The Strengths, Opportunities, Aspirations and Results (SOAR) survey and scan analyses for the future Compton College resulted in the establishment of five major goals with the overarching purpose of effectively serving the community:

1. Access and Completion: Compton College will improve enrollment, retention, and completion rates for our students.
2. Student Success: Compton College will support the success of all students to meet their education, and career goals.
3. Innovation: Compton College will enhance the success of students through the use of technology.
4. Workforce Development: Compton College will offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields to supply the needed manpower for the prevailing job industry.
5. Partnerships: Compton College will establish productive partnerships in the community and with the K-12 schools.

While the above strategic initiatives will remain in place for at least five years and will be reviewed and/or revised thereafter, the objectives and key action steps for implementation, as described below, will be reviewed annually.

**GOAL 1. IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR OUR STUDENTS.****Objective 1. Tailor degree and certificate programs to meet the needs of our students.**

## Key Action Steps:

- Move basic skills classes from credit to non-credit, thereby eliminating these classes from the unit limit requirement, and mitigating potential for loss of revenue.
- Increase efforts to attract students from the community and beyond through better advertisement of our various course offerings and programs.
- Provide orientation and customer service training for all campus personnel.

**Objective 2. Educate students about pathways to graduation and transfer.**

## Key Action Steps

- a. Fully and successfully implement SSSP plan.
- b. Align degree and certificate programs to meet local labor market needs.
- c. Provide professional development in student education planning for faculty, staff and administrators, and increase involvement and engagement in the planning process.
- d. Make mandatory/highly encourage participation in Human Development 10 (or similar classes) for all first-time students during their first semester or within the first year as a continuation of orientation.

**Objective 3. Provide a student-centered environment that leads to student success.**

## Key Action Steps

- a. Research current student needs and programs
- b. Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways.

## **GOAL 2. SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION, AND CAREER GOALS.**

### **Objective 1. Attract and retain traditional students, and focus on retaining non-traditional students.**

#### Key Action Steps

- a. Provide additional resources for Dream Act students.
- b. Fill out curriculum to match students' needs and expectations for transfer and awards.

### **Objective 2. Minimize the equity gap for access, retention, graduation rates, and employment.**

#### Key Action Steps

- a. Provide more support services like: Brother to Brother, FYE, A2Men.
- b. Hire more personnel that are men of color and culturally competent.

### **Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.**

#### Key Action Steps

- a. Offer more courses that are in demand.
- b. Ensure that courses required for transfer are offered and available at all times of the day/evening.
- c. Improve and expand the most successful programs with highest enrollment to meet supply and demand.

## **GOAL 3. SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.**

### **Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.**

#### Key Action Step

- a. Acquire Early Alert system, implement, and provide training.

### **Objective 2. Provide robust distance education course and service offerings.**

#### Key Action Steps

- a. Improve the online counselor-to-student ratio.
- b. Improve technical support for faculty and staff.
- c. Provide regular distance education training workshops for faculty.

### **Objective 3. Enhance technology for teaching and learning through professional development.**

#### Key Action Steps

- a. Upgrade/recycle computer and other technology equipment on a scheduled basis.
- b. Adopt a course management system (Canvas).
- c. Upgrade classrooms to smart classrooms.
- d. Improve the reliability of Wi-Fi access across the campus.

## **GOAL 4. OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH, AND TECHNICAL FIELDS.**

### **Objective 1. Increase the number of degrees and certificates awarded in the health and technical fields.**

#### Key Action Steps

- a. Increase CTE two-year degree options for evening students.
- b. Create a pipeline for students entering, and exiting with a CTE certificate or degree while retaining students in cohorts.
- c. Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).

### **Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.**

#### Key Action Step

- a. Increase outreach for health and technical field programs, including engaging community professionals.

### **Objective 3. Create collaborative partnerships with industry leaders in the allied health and technical fields.**

#### Key Action Steps

- a. Collaborate with the regional Workforce Investment Boards.
- b. Create a Collaborative Partnership Planning Team to develop and help implement a plan.

## **GOAL 5. ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS.**

### **Objective 1. Establish faculty-to-faculty partnerships with K-12 adult feeder schools to better align curriculum between the two segments, and to improve student preparation.**

#### Key Action Step

- a. Provide professional development workshops for faculty on Common Core, basic skills and underprepared students.

### **Objective 2. Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community.**

#### Key Action Step

- a. Analyze workforce trends to identify two new CTE program areas.

### **Objective 3. Respond to the broader needs of the community served by Compton Community College District.**

#### Key Action Steps

- a. Implement a college ambassador program.
- b. Improve transportation options for our campus.
- c. Offer high school classes on campus.
- d. Implement Outreach and other support programs like Upward Bound.
- e. Offer Center classes at high schools, peer mentors, bike friendliness, public relations, re-establish College 4 Kids.

## The Human Resources Staffing Plan Correlations to the Mission, Vision, Values, Goals and Objectives

Compton College's mission statement emphasizes the institution's commitment to advancing "solutions to challenges" and providing "clear pathways for transfer, completion and lifelong learning." The vision statement establishes Compton College's overarching goal of being a "leading institution of student learning and success in higher education." The mission and vision statements align with the principles outlined in the values statement, particularly the principle of student-centeredness. However, a different, yet noteworthy, element of the values statement is the "efficient use of financial resources to support student success."

Ensuring that the college honors its commitments to these principles, purposes, goals and operating ideals depends significantly upon the sufficiency and stability of staffing at all levels, as it is the organization's personnel who are charged with fulfilling the organization's pledge to function as a solutions-oriented college. Additionally, developing and maintaining staffing capacity is essential to providing students with the personnel who in various capacities guide students through a host of pathways and toward the successful completion of their academic and career goals. This *Human Resources Staffing Plan* offers vital information about current staffing levels and program trends that function as indicators of future needs, as well as possible approaches to assessing and prioritizing the future hires, which are not only critical to fostering student success, but also to ensuring the efficient use of financial resources.



## chapter 3

# PROGRAM TREND ANALYSIS AND STAFFING ASSESSMENT

Assessing Compton College's future staffing needs requires, in part, the analysis of enrollment data, which provides indicators of program growth, stability or decline. Data collected and presented in the *ECC Compton Center/Future Compton College Comprehensive Master Plan (CMP)* identifies five-year enrollment trends for Compton College as well as for academic disciplines.<sup>1</sup> This information from the CMP offers high-level analyses of program growth, which in conjunction with three-year trend data found in Chapter 5 of this plan, establishes indicators that can be applied in the faculty and classified instructional staff hiring prioritization processes. The major elements of the CMP program enrollment data, including FTES, fill rates, headcount enrollment, and efficiency, are featured below.

**FTES** – FTES, a standard measurement of student enrollment in an academic department or an institution, is a key performance indicator and a measure of productivity as well as the basis for funding. In general, Full Time Equivalent Students (FTES) data are one of the strongest indicators of community need and student demand.

### Overall Five Year FTES Trend for ECC Compton Center<sup>2</sup>

As Table 1 below shows, FTES at Compton College gradually declined over the last five academic years:

**Table 1: FTES – Five Academic Years**

YEAR	FTES	% CHANGE
2011-12	6087.52	
2012-13	5476.55	- 10.03%
2013-14	5253.82	- 4.06%
2014-15	5274.72	+ .397%
2015-16	4966.48	- 5.84%

### Five-Year FTES Trends by Discipline<sup>3</sup>

Overall, average FTES generated per discipline have progressively decreased over the last five years. A comparison of FTES yearly discipline averages in Table 2 below illustrates this decline:

**Table 2: Average FTES Per Discipline – Five Year Trend**

YEAR	AVG. FTES/DISCIPLINE	% CHANGE
2011-12	116	
2012-13	106	-8.6%
2013-14	104	-1.88%
2014-15	100	-3.84%
2015-16	96	-4.0%

Another method for assessing the relative health or viability of discipline areas is to compare the upper range of FTES-earning disciplines with those at the lower range. Table 3 below offers a synopsis of the highest 20% and lowest 20% FTES earning disciplines over the five-year period.

**Table 3: Highest and Lowest 20% FTES Disciplines in Five-Year Period**

Highest 20% FTES by Discipline-Five Year Period	Lowest 20% FTES by Discipline-Five Year Period
Mathematics	Real Estate Escrow
English	Ethnic Studies
Anatomy	Academic Strategies
Physical Education	Law/Legal Assistance
History	Recreation
Childhood Education	Manufacturing Technology
Psychology	Education
Chemistry	Fashion
Nursing	Astronomy
Political Science	Fire Academy-Emergency Technician

**Fill Rates** - Fill rates are another indicator of student demand. Thus, an examination of fill rates to determine academic and facility planning implications is critical. However, in analyzing fill rate data it is important to be mindful of a variety of factors that impact fill rates, such as scheduling patterns, the availability of staff, and recruiting and hiring practices.

### **Fill Rates at First Census - Five-Year Trends by Discipline**

**General Five-Year Trend** – In general, fill rates have steadily declined over the last five academic years. Several key sets of data illustrate this overall decline, but most tellingly was the comparative decrease from 2011-2012 in which the average fill rate was 95% to 2015-2016 in which the average fill rate was 75% - a 21% decrease over the five-year period. Additional data on average fill rates further illustrate this pattern of deterioration. For example, median fill dropped from 84% in 2011-2012 to only 69% in 2015-2016, which was a decrease of 17.85% in median fill over the five-year period. Additionally, the number of disciplines with fill rates of 100% or greater have precipitously declined from 26 disciplines in 2011-2012 to zero in 2015-2016.

- **Highest 20% Discipline Fill Rates – Five-Year Period** – Fill rate patterns according to discipline within the five-year period under examination were uneven. However, several disciplines were consistently among the top 20% in terms of fill rates: humanities, anatomy, speech communications, and chemistry. Physiology appeared in the top 20% for four of the five years, while nutrition, auto collision and repair, and auto technology appeared in the top 20% in three of the five years.
- **Lowest 20% Discipline Fill Rates – Five-Year Period** – The disciplines of fashion and education appeared within the cohort of the lowest 20% fill rate in all five academic years. childhood education and academic strategies were among the group of disciplines in the lowest 20% fill rate for four of the five years. Both physics and office administration were among the lowest 20% in fill rate for all five years.

**HeadcountEnrollments** - Enrollments expressed in terms of headcount are another indicator of demand; however, it is important in interpreting enrollment data to consider factors that impact headcounts in particular courses such as class size maximums, facilities, safety considerations, availability of staff, and scheduling patterns, all of which can contribute to either robust or limited enrollments.

## Enrollments at First Census – Five-Year Trend

**General Five-Year Trend** – From 2011-2012 to 2015-2016, annual headcount enrollments decreased from 14,598 in 2011-2012 to 11,602 in 2015-2016, which is overall decline of 26%.<sup>4</sup> The year-to-year pattern of decline is captured in the table below:

**Table 4: Year-to-Year Student Count Enrollment Pattern**

Annual 2011-2012	Annual 2012-2013	Percent Change
Student Count 14,598	Student Count 13,938	-5%
Annual 2012-2013	Annual 2013-2014	
Student Count 13,938	Student Count 12,651	-10%
Annual 2013-2014	Annual 2014-2015	
Student Count 12,651	Student Count 12,162	-4%
Annual 2014-2015	Annual 2015-2016	
Student Count 12,162	Student Count 11,602	-5%

**Highest 20% and Lowest 20% Headcount Enrollments by Discipline** – The table below offers a summary of the disciplines, which over the five-year period consistently reported headcount enrollments that were among the highest 20% and the lowest 20%.

**Table 5: Disciplines with Highest and Lowest 20% Headcounts Over Five Years**

Highest 20% Five Year Headcount	Lowest 20% Five Year Headcount
English	Real Estate Escrow
Mathematics	Fashion
Childhood Education	Law/Legal Assistance
History	Recreation
Physical Education	Education
Psychology	Manufacturing Technology
Political Science	

While general enrollment data, such as that included in the 2017 Comprehensive Master Plan, provides important information with which to guide and inform hiring priorities for future faculty positions, the institution may wish to consider including student success data among the metrics used as part of its prioritization processes. Data on student retention and success can be found in the Comprehensive Master Plan; however, this information is also an important component of program reviews, which identify and provide rationale for additional staff.

## chapter 4

# REVIEW OF CURRENT STAFFING LEVELS

Essential to appraising future needs is the assessment of current staffing levels in each employee category and in the organizational structure. The Compton College workforce is organized into employee groups, which are defined in terms of the composition of their membership.

1. **Educational Administrator:** a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq. Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.<sup>5</sup>
2. **Classified Administrator:** are administrators who are not employed as educational administrators. Classified Supervisors are those classified administrators, regardless of job description, having authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other employees, or having the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action. Classified Managers are those classified administrators, regardless of job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District.
3. **Faculty:** Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges. Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, DSPS, and EOPS.<sup>6</sup>
4. **Classified:** employees identified as being in the classified service includes all positions, which the Personnel Commission has classified except:
  - Academic positions
  - Part-time apprentices, architectural, engineering and professional experts employed on a temporary basis for a specific project, regardless of length of employment.
  - Community Representatives appointed for not more than 90 days in a fiscal year.
  - Full-time students employed part time, and part-time students employed part time in any college work-study program or in a work experience education program conducted by the District.<sup>7</sup>
5. **Confidential Employees:** personnel who are required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.<sup>8</sup>

The table which appears on the next page provides an overview of the staffing levels within each department or division represented in the Organizational Chart.<sup>9</sup>



**Table 6: 2016-2017 Staffing Levels by Employee Category and Division or Department**

<i>Department/Division</i>	<b>Educational Administrators</b>	<b>Classified Administrators</b>	<b>Faculty (Regular Full Time)</b>	<b>Classified</b>	<b>Confidential Employees</b>
<i>President/CEO</i>	1	0	0	0	2
<i>Business Services</i>	0	3	0	14	1
<i>Human Resources</i>	1	0	0	0	3
<i>Student Services</i>	6	2	14	50	0
<i>Academic Affairs</i>	1	0	0	4	0
<i>Division 1: Health, Natural Sciences &amp; Human Services</i>	2	0	28	15	0
<i>Division 2: Arts, Social Sciences &amp; Career and Technical Education</i>	2	0	25	7	0
<i>Division 3: Humanities and Mathematics</i>	1	0	34	10	0
<i>Management Information Systems (MIS)</i>	0	1	0	6	0
<i>Maintenance &amp; Operations (M.O.)</i>	0	2	0	24	0

While the data above does not reveal any obvious imbalances in division and department staffing levels, a closer examination of the number of full-time and part-time faculty in each of the three instructional divisions reveals important disparities, which would behoove the institution to address in its future prioritization processes. In the current academic year (2016-2017), Compton College employs a total of 214 part-time faculty. The full-time and part-time faculty ratios by division are reflected in the table below.

**Table 7: Full-Time and Part-Time Faculty Ratios by Division**

<b>Division</b>	<b>Total Number of Faculty</b>	<b># Full-Time Faculty</b>	<b>% Full-Time</b>	<b># Part-Time Faculty</b>	<b>% Part-Time</b>
<b>1</b>	95	28	29.47	67	70.53
<b>2</b>	77	25	32.46	52	67.53
<b>3</b>	109	34	31.19	75	68.81
<b>Student Services</b>	34	14	41.18	20	58.82

As the data on page 17 indicates, Division 1 (Health, Natural Sciences & Human Services) relies upon part-time faculty to deliver instruction to a greater degree than the other two academic divisions, while Student Services utilizes the fewest part-time employees among all four divisions. The disproportionate reliance on part-time faculty in all divisions, which is a more predominant pattern in Division 1, presents an important issue for the institution to address in its future prioritization of full-time faculty hires, as it is widely recognized that full-time faculty are positioned within the organization to foster academic excellence and student success in ways that part-time faculty are not. This is not to imply that part-time faculty are not academically well qualified, highly trained, skilled, or dedicated; however, as Michelle Pilati noted in a 2006 Rostrum article published by the Academic Senate for California Community Colleges, “[A]lthough part-time faculty offer the same quality in teaching, *the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom. [emphasis added].*”<sup>10</sup>

Moreover, as Pilati observes, some of the chief benefits of employing greater numbers of full-time faculty are that they:

- 1. serve on committees, ensuring that the faculty voice is heard in local decision making*
- 2. have offices, hold regular office hours, and are generally available to students... know their discipline and the college, aiding students in navigating through the local college- from helping students to find classes to guiding them to the appropriate person on campus to help them with a problem. Full-time faculty are the backbone of the campus, creating the climate necessary to attract and retain students*
- 3. develop courses and programs....ensure that curriculum is current and that ...the development of courses and programs to meet the needs of their communities and local businesses....*

In sum, many full-time faculty are stabilizing forces in community colleges, providing an array of services to students, which contributes to student success and to the institutions as a whole. Part-time faculty who teach restricted loads, and often at multiple institutions, are not positioned or required to perform these essential functions. Thus, while part-time faculty are key to controlling the costs of instruction, and often offer workforce expertise in specialized occupational fields, the over-reliance on part-time faculty impedes institutions’ capacities to fulfill the fundamental principles and goals established in mission, vision, and values statements, as well as to perform the basic vital functions associated with instructional delivery and student support.

Compton College has challenges to address where the use of part-time faculty is concerned. While it is possible to staff classes in various discipline areas completely with part-time faculty, the absence of at least one full-time faculty member in each instructional program [emphasis added] results in other significant challenges for the institution. Specifically, as noted in the Program and Course Approval Handbook, “[A]n educational program is defined in Title 5, section 55000(g) as ‘an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.’” Educational programs requiring CCCCCO approval are A.A./A.S. and A.A.-T./A.S.-T., Certificates of Achievement requiring 18 or more semester units or 27 or more quarter units, and Certificates of Achievement requiring between 12 and 18 or more semester units (or between 18 to 27 quarter units).”<sup>11</sup> By these definitions, the following programs offered at the Center, which have no full-time/regular faculty, include:

- Administration of Justice<sup>12</sup>
- Astronomy
- Economics
- Ethnic Studies
- Fashion
- Film/Video
- Fire and Emergency Technology
- Geography, Kinesiology for Transfer (AA-T)
- Japanese
- Machine Tool Technology<sup>13</sup>
- Philosophy
- Real Estate
- Theatre
- Theatre Arts for Transfer (AA-T).

The implications of having no full-time faculty in these instructional programs means that there are no full-time faculty available to complete critical functions associated with program oversight and responsibility, including program outcomes assessments, program review, curriculum review and revisions, curriculum development, and degree, certificate and transfer advising for students. Since providing students with guided pathways toward program completion is an element of the college’s mission, goals and objectives, it is recommended that the inclusion of at least one full-time faculty member in each program be among the criteria considered in determination of future full-time faculty positions.

## chapter 5

# ASSESSING FUTURE STAFFING

To provide the organizational capacity that will ultimately enable Compton College to fully function as an independent college, the institution must establish and fill positions that the El Camino Community College District has provided since 2006. Additionally, an overview of the historical context, particularly the impact that the loss of accreditation had on staffing levels, illustrates elements of employee turnover patterns over the last twelve years, which must be addressed in future prioritizations.

Between 2006 and 2016, the ECC Compton Center experienced several years in which significant layoffs occurred, including 2005-2006 in which 32 employees (8.35% of the total workforce) were laid off, and 2006-2007 wherein 18 employees (6.29% of the total workforce) were also laid off. Combined with routine sources of employee reductions (e.g., retirements, resignations), the layoff periods resulted in net decreases in the number of employees despite modest hiring that occurred in each of these years. Thus, from 2005-2006 to 2006-2007, the ECC Compton Center lost 25.32% of its employees; and, from 2010-2011 to 2011-2012, the workforce was reduced by 11.4%. While the decreases in the ECC Compton Center workforce were important to restoring and maintaining its fiscal viability, these reductions impacted the institution's organizational capacity. In the current academic year (2016-2017), the total number of employees at Compton College stands at 494. This is the largest workforce Compton College has employed in the last twelve academic years and represents an overall 72% increase in the total number of employees since 2006-2007, which was the first year after the revocation of its accreditation status as an independent college. Nonetheless, additional positions will need to be filled in order to provide full staffing capacity for Compton College. Therefore, this staffing plan is a critical step toward restoring that capacity, which will allow the institution to fully and effectively function as a college and offer the array of academic and support services students need to reach their goals.

## Assessing Needs for Hiring Educational and Classified Administrators

Educational and classified administrators have direct responsibility for supervising the operation of or implementing policies regarding the instructional, student services, or non-instructional programs of the college, and ensure the effective integration of human and material resources to achieve the institution's goals and objectives. Moreover, educational and classified administrators oversee many crucial processes, such as planning, organizing, budgeting, coordinating vital activities, and evaluating performance. Thus, planning for and prioritizing for future administrative capacity is important to the viability and long-term stability of the institution. While the *Employee's Policy and Procedures Handbook* details the selection processes for hiring administrators, it does not establish any criteria by which to assess the need for or to prioritize administrative hires. Compton College may wish to consider establishing criteria for this purpose such as:

- the number of anticipated students (head count);
- the number of anticipated full-time equivalent students;
- number of FTES/administrators by department, division, or area;
- the number of anticipated full-time faculty;
- the number of anticipated part-time faculty;
- the number of anticipated classified employees;
- the number of current administrators in a division or department;
- the number of courses and/or programs in a division or department;
- the number of locations where courses are offered;
- needs identified in program reviews; and,
- College's plans, goals, objectives, and priorities.

## Assessing Needs for Full-Time Faculty Hires

Since ensuring that the most fundamental functions of the institution are performed at levels that assure the delivery of high-quality instructional and student support services, anticipating needs for future faculty hires is critical. One significant factor to consider in assessing the needs for future faculty is the Full-Time Faculty Obligation Number (FON). The California Code of Regulations (CCR) Title 5, section 51025, requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. Currently, the CCC Chancellor's Office has determined Compton College's Full-time Faculty Obligation Number (FON) to be 30.0 for Fall 2017, while the college's actual FON is 105.0. Thus, the FON for Fall 2017 would suggest that the college need not immediately hire any additional full-time faculty. However, as addressed in Chapter 4, program viability, organizational stability, and most importantly, student success requires the presence of full-time faculty, and at least one in every instructional program.

For purposes of assessing the needs for future full-time faculty, program trends, as illustrated by a four-year enrollment data analysis by discipline, offer a set of indicators, which the college can use in its future prioritization processes. The data drawn from the California Community Colleges Chancellor's Office Data Mart appear in three tables below and take into account the last four years of enrollment data (2012-2013, 2013-2014, 2014-2015, 2015-2016) in four categories (unduplicated headcount enrollments, credit section counts, and credit sections FTES).

**Table 8: Unduplicated Headcount Enrollments – Four Academic Year Average (2012-2013 through 2015-2016)**

170100 - Mathematics, General	2,543	190200 - Physics, General	74
150100 - English	1,909	095630 - Machining and Machine Tools	68
220500 - History	833	050600 - Business Management	64
152000 - Reading	791	493014 - Study Skills	62
200100 - Psychology, General	749	160100 - Library Science, General	61
041000 - Anatomy and Physiology	590	050630 - Management Development & Supervision	56
220700 - Political Science	556	130590 - Infants and Toddlers	55
220800 - Sociology	506	089900 - Other Education	55
130500 - Child Development/Early Care and Education	499	100500 - Commercial Music	53
150600 - Speech Communication	479	061200 - Film Studies	52
083500 - Physical Education	468	051100 - Real Estate	52
100400 - Music	358	130540 - Preschool Age Children	50
083700 - Health Education	315	061220 - Film Production	50
040100 - Biology, General	310	125000 - Emergency Medical Services	49
100200 - Art	307	050650 - Retail Store Operations and Management	43
210500 - Administration of Justice	306	094610 - Energy Systems Technology	43
123010 - Registered Nursing	279	080900 - Special Education	42
190500 - Chemistry, General	272	130580 - Child Development Administration & Mgmt	35
493013 - Academic Guidance	268	213300 - Fire Technology	35
110500 - Spanish	266	050900 - Marketing and Distribution	32
070200 - Computer Information Systems	231	050640 - Small Business and Entrepreneurship	31
499900 - Other Interdisciplinary Studies	225	140100 - Law, General	29
220200 - Anthropology	206	210540 - Forensics, Evidence, and Investigation	29
493010 - Career Guidance and Orientation	201	130310 - Fashion Design	28
191400 - Geology	195	493032 - Learning Skills, Learning Disabled	28
050200 - Accounting	189	083600 - Recreation	26
150900 - Philosophy	181	070900 - World Wide Web Administration	24
100700 - Dramatic Arts	179	059900 - Other Business and Management	24
094800 - Automotive Technology	139	070710 - Computer Programming	24
094600 - Environmental Control Technology	136	220220 - Archaeology	23
051400 - Office Technology/Office Computer Applic	125	099900 - Other Engineering and Related Industrial	22
083550 - Intercollegiate Athletics	125	179900 - Other Mathematics	21
095650 - Welding Technology	108	060420 - Television (including combined TV/Film/V	21
120800 - Medical Assisting	104	095600 - Manufacturing and Industrial Technology	21
130600 - Nutrition, Foods, and Culinary Arts	101	070910 - E-Commerce (Technology emphasis)	20
220110 - Women's Studies	99	060200 - Journalism	19
100800 - Dance	97	100900 - Applied Design	18
191100 - Astronomy	94	150700 - Creative Writing	18
220300 - Ethnic Studies	91	100600 - Technical Theater	16
123000 - Nursing	89	083520 - Fitness Trainer	15
130520 - Children with Special Needs	87	130330 - Fashion Production	13
220400 - Economics	87	493085 - English as a Second Language - Reading	11
085000 - Sign Language	84	493086 - English as a Second Language - Listening	8
220600 - Geography	80	060400 - Radio and Television	1
094900 - Automotive Collision Repair	78		

**Table 9: Credit Section Counts – Four Academic Year Average (2012-2013 through 2015-2016)**

170100 - Mathematics, General	79	220110 - Women's Studies	3
150100 - English	67	220300 - Ethnic Studies	3
152000 - Reading	25	100500 - Commercial Music	2
220500 - History	21	050600 - Business Management	2
123010 - Registered Nursing	21	220400 - Economics	2
083500 - Physical Education	18	061220 - Film Production	2
041000 - Anatomy and Physiology	18	160100 - Library Science, General	2
200100 - Psychology, General	17	051100 - Real Estate	2
150600 - Speech Communication	16	089900 - Other Education	2
100400 - Music	15	130590 - Infants and Toddlers	2
130500 - Child Development/Early Care and Education	14	050630 - Management Development and Supervision	2
220700 - Political Science	14	130310 - Fashion Design	2
220800 - Sociology	13	130540 - Preschool Age Children	2
070200 - Computer Information Systems	10	130580 - Child Development Administration and Man	2
040100 - Biology, General	10	213300 - Fire Technology	2
110500 - Spanish	9	061200 - Film Studies	1
100200 - Art	9	100900 - Applied Design	1
190500 - Chemistry, General	9	125000 - Emergency Medical Services	1
493013 - Academic Guidance	9	095600 - Manufacturing and Industrial Technology	1
493010 - Career Guidance and Orientation	9	060420 - Television (including combined TV/Film/IV	1
210500 - Administration of Justice	8	050640 - Small Business and Entrepreneurship	1
083700 - Health Education	8	050650 - Retail Store Operations and Management	1
191400 - Geology	7	050900 - Marketing and Distribution	1
499900 - Other Interdisciplinary Studies	7	059900 - Other Business and Management	1
051400 - Office Technology/Office Computer Applic	6	060200 - Journalism	1
050200 - Accounting	6	060400 - Radio and Television	1
094600 - Environmental Control Technology	6	070710 - Computer Programming	1
100700 - Dramatic Arts	6	070900 - World Wide Web Administration	1
094800 - Automotive Technology	5	070910 - E-Commerce (Technology emphasis)	1
150900 - Philosophy	5	080900 - Special Education	1
083550 - Intercollegiate Athletics	5	083520 - Fitness Trainer	1
220200 - Anthropology	5	083600 - Recreation	1
095650 - Welding Technology	5	094610 - Energy Systems Technology	1
100800 - Dance	5	099900 - Other Engineering and Related Industrial	1
191100 - Astronomy	4	100600 - Technical Theater	1
130520 - Children with Special Needs	4	130330 - Fashion Production	1
095630 - Machining and Machine Tools	4	140100 - Law, General	1
120800 - Medical Assisting	3	150700 - Creative Writing	1
190200 - Physics, General	3	179900 - Other Mathematics	1
493014 - Study Skills	3	210540 - Forensics, Evidence, and Investigation	1
123000 - Nursing	3	220220 - Archaeology	1
085000 - Sign Language	3	493032 - Learning Skills, Learning Disabled	1
094900 - Automotive Collision Repair	3	493085 - English as a Second Language - Reading	1
130600 - Nutrition, Foods, and Culinary Arts	3	493086 - English as a Second Language - Listening	1
220600 - Geography	3		

**Table 10: Credit Sections FTES – Four Academic Year Average (2012-2013 through 2015-2016)**

170100 - Mathematics, General	365.75	220600 - Geography	8.31
150100 - English	244.34	493010 - Career Guidance and Orientation	7.45
041000 - Anatomy and Physiology	158.52	100500 - Commercial Music	7.21
152000 - Reading	106.46	130520 - Children with Special Needs	6.88
200100 - Psychology, General	77.21	130590 - Infants and Toddlers	5.68
220500 - History	76.17	089900 - Other Education	5.65
040100 - Biology, General	75.96	061220 - Film Production	5.61
190500 - Chemistry, General	65.89	050600 - Business Management	5.50
220700 - Political Science	55.66	061200 - Film Studies	5.41
130500 - Child Development/Early Care and Education	51.88	051100 - Real Estate	5.36
220800 - Sociology	50.03	130540 - Preschool Age Children	5.21
150600 - Speech Communication	49.62	130310 - Fashion Design	4.91
083500 - Physical Education	46.98	070710 - Computer Programming	4.47
110500 - Spanish	42.64	493014 - Study Skills	4.41
123010 - Registered Nursing	41.97	100900 - Applied Design	3.72
094800 - Automotive Technology	41.86	213300 - Fire Technology	3.60
083550 - Intercollegiate Athletics	41.65	140100 - Law, General	3.45
094900 - Automotive Collision Repair	38.29	130580 - Child Development Administration and Man	3.19
100400 - Music	36.30	050640 - Small Business and Entrepreneurship	3.19
070200 - Computer Information Systems	35.92	080900 - Special Education	2.99
100200 - Art	34.11	210540 - Forensics, Evidence, and Investigation	2.97
210500 - Administration of Justice	31.19	070900 - World Wide Web Administration	2.93
083700 - Health Education	30.97	493032 - Learning Skills, Learning Disabled	2.90
095650 - Welding Technology	30.24	060420 - Television (including combined TV/Film/V	2.80
050200 - Accounting	27.63	100600 - Technical Theater	2.78
493013 - Academic Guidance	26.72	095600 - Manufacturing and Industrial Technology	2.78
094600 - Environmental Control Technology	23.27	083600 - Recreation	2.65
191400 - Geology	19.96	083520 - Fitness Trainer	2.61
100700 - Dramatic Arts	19.90	050900 - Marketing and Distribution	2.59
150900 - Philosophy	17.66	070910 - E-Commerce (Technology emphasis)	2.44
220200 - Anthropology	16.72	050630 - Management Development and Supervision	2.40
095630 - Machining and Machine Tools	14.23	220220 - Archaeology	2.38
499900 - Other Interdisciplinary Studies	13.96	130330 - Fashion Production	2.26
085000 - Sign Language	13.28	094610 - Energy Systems Technology	2.21
100800 - Dance	12.10	179900 - Other Mathematics	2.07
120800 - Medical Assisting	10.67	160100 - Library Science, General	2.00
190200 - Physics, General	10.62	060200 - Journalism	1.97
125000 - Emergency Medical Services	10.52	493085 - English as a Second Language - Reading	1.88
130600 - Nutrition, Foods, and Culinary Arts	10.33	150700 - Creative Writing	1.79
051400 - Office Technology/Office Computer Applic	10.32	050650 - Retail Store Operations and Management	1.79
220110 - Women's Studies	10.13	099900 - Other Engineering and Related Industrial	1.75
191100 - Astronomy	9.55	059900 - Other Business and Management	1.48
220300 - Ethnic Studies	9.42	493086 - English as a Second Language - Listening	1.37
123000 - Nursing	9.22	060400 - Radio and Television	0.00
220400 - Economics	8.40		



Overall, the data in the three tables above show consistent student demand for developmental skills courses (e.g., mathematics-general, English, reading) as well as for general education and transfer courses, such as history, psychology, biology (general), chemistry (general), speech communication, and physical education. Data on a number of career and technical programs, which typically have smaller class sizes, also show relatively healthy programs (e.g., child development/early care and education, registered nursing, and automotive technology). Therefore, in prioritizing future full-time faculty hires, it is recommended that the institution continue regular monitoring of these key program indicators for emerging trends that point to growing programs, which will require additional faculty and/or instructional staff.

Moreover, while the Compton College has in place a Hiring Prioritization Committee, which assesses formal requests to hire new or replacement faculty, it may be beneficial for the institution to consider revising the existing criteria that the committee applies in order to incorporate additional quantitative and qualitative information to determine and prioritize new faculty hires. As delineated in Section 10.3 of the *Employee's Policy and Procedures Handbook*, requests for new or replacement faculty are evaluated according to the following criteria:

- projected student growth;
- enrollment trends;
- demographic changes;
- ratio of part-time to full-time faculty in the department;
- FTE data for course sections taught by full-time faculty, part-time faculty, and full-time faculty on overload;
- the number of positions that were filled, vacant, or eliminated during the previous three years;
- FTES per FTEF data; and
- other relevant information.

Discipline enrollment trends are particularly important in prioritizing new faculty positions; however, additional validation of these trends through program review would allow the Center to more clearly map the allocation of human resources to program review. Additionally, as explained in Chapter 4, the need for at least one full-time faculty member in every academic program should be given greater consideration (or weighting) in the prioritization process to assure that the institution develops full capacity in its instructional ranks.

In addition to program review information, other criteria which would provide for a deeper analysis for prioritizing full-time faculty hires, include, but are not limited to:

- hiring assumptions, such as student educational plans, how quickly classes close in a discipline due to student demand, waitlists, unmet demand (i.e., students who cannot enroll in courses from waitlists);
- licensing hour requirements;
- statutory requirements (e.g., Board of Registered Nursing compliance);
- private sector demand for specialized skills; and,
- consideration of signature programs.

## Assessing Needs for Classified Hires

As the mission statement for the Personnel Commission states, it is “committed to attracting, retaining, and supporting a qualified, diverse, multicultural staff in order to meet the entire spectrum of student need.” Classified employees provide an array of services that directly and indirectly support student success by keeping the institution safe, clean, organized, and efficient. While the Personnel Commission’s *Rules and Regulations for the Classified Employees* provides detailed procedures and protocols that govern the employment and conditions of classified employees, the Compton Community College District does not have a process for assessing or prioritizing future classified positions. Furthermore, the pervasive use of temporary classified staff runs counter to the provisions of Education Code section 88001, which sets limits on the use of “short-term employees.” Thus, the institution needs to establish a set of criteria to determine and prioritize future classified hires, which might include:

- for clerical/administrative assistant support, and instructional support-
  - number of anticipated students in a department, division, or program;
  - number of full-time and part-time faculty in a department, division, or program;
  - number of classes or programs supported;
  - number of current and anticipated classified employees in a department, division, or program.
- for maintenance and operations support-
  - square footage and/or acreage, and complexity of facilities;
  - age and condition of the facilities, area or location;
  - number of anticipated students at a location or area;
  - number of full-time and part-time faculty at a location or area;
  - anticipated usage or access by the general public;
  - number of current and anticipated classified employees assigned to facilities, locations, areas; and,
  - number of current and anticipated classified employees with required craft or technical skills.

## Anticipated Retirements

As is the case in all organizations, retirements are one source of employee turnover. Thus, in assessing possible future staffing needs, a routine review and analysis of employee age serves as one source of information about possible future vacancies. In examining the age of current employees, there are some departments and divisions where retirements may occur over the next three to five years. To preserve the privacy rights of employees, specific and identifying age data is not included in this plan. However, the age analysis resulted in the creation of two age categories, which are reflected in the table below: Category 1 includes employees who are age 65+ in 2017; Category 2 includes employees who are or will be 60-64 in 2017.

**Table 11: 2017 Employee Age Groupings**

Employee Grouping	Category 1	Category 2
Administrators and Faculty	21	14
Classified Services	17	17

Complete age data, which is available through Human Resources, would be useful to Compton College in assessing possible future vacancies and consider in future staffing needs assessments.



## Staffing Priorities for Compton College

The Compton College has in place a prioritization process, which it implements each spring in concert with the budget development process. While resources are allocated/rolled over from the prior year's budgets, in developing department budgets for the next academic year, budget requests, including those for staff, must be in line with Compton College overarching priorities, be linked clearly to department program plans and prioritized for both short-term and long-range funding improvements. Each Division (i.e., Student Services, Academic Affairs, Administrative Services, and Human Resources) is responsible for providing a prioritized list of Budget Augmentation/Enhancements, which are based on a needs assessment and/or program review. Budget Augmentation/Enhancements are prioritized for funding using one or more of the following criteria:

1. Maintain current level of revenue produced for the District, e.g., achieve FTES target.
2. Direct impact on institutional effectiveness outcomes.
3. Maintain the integrity of a program.
4. Fulfill legal mandate requirements.
5. Recognize District employees as valued professionals.

To ensure that staffing requests are linked to program reviews/plans and prioritized both short-term and long-range for funding improvements, department justifications and prioritizations are captured on a Budget Augmentation/Enhancement Form, which requires budget managers to document the following:

- Is this request in Planning Software? (Y/N)
- Emergency Replacement? (Y/N)
- To which Compton College Strategic Initiative(s) is this funding request link to?
- Program/ Department Priority Number
- Is this a Budget Augmentation or Enhancement?
- Budget Amount Requested
- Justification
- Request forms that are submitted for consideration which are incomplete, and/or do not clearly link to program reviews or plans, are not evaluated for possible funding.
- After all submitted requests are evaluated and prioritized; Compton College Cabinet assesses and prioritizes any positions that will be funded in the upcoming academic year through restricted funding sources. Additionally, when vacancies arise mid-year the Cabinet assesses the need for either an interim or a full-time regular staffing position.
- Compton College has determined through its existing processes the priority hires needed in a number of administrative and classified positions, as well as one faculty position, which are identified in Table 12 on next page.

**Table 12: Priority Hires for Compton College**

Position	Department	New/Existing	Position Type	Year
Coordinator of Research & Planning (Internal Recruitment)	Academic Affairs	New	Supervisor	2017-2018
Curriculum Specialist	Academic Affairs	New	Classified	2016-2017
Director of Research & Planning (Position would replace the Coordinator Position)	Academic Affairs	New	Management	2021-2022
Admissions & Records Specialist	Admissions & Records	Existing	Classified	2018-2019
Evaluator	Admissions & Records	New	Classified	2015-2016
Accountant	Business Office	Existing	Classified	2014-2015
Payroll Supervisor	Business Office	New	Supervisor	2016-2017
Director of Community Relations	Community Relations	New	Management	2017- 2018
Graphic Designer/ Web Developer	Community Relations	New	Classified	2021-2022
Business Analyst	Informational Technology Services (ITS)	New	Classified	2017-2018
Database Administrator	Informational Technology Services (ITS)	New	Classified	2017-2018
Director of Informational Technology	Informational Technology Services (ITS)	New	Management	2015-2016
Help Desk Supervisor	Informational Technology Services (ITS)	New	Supervisor	2017-2018
Help Desk Technician	Informational Technology Services (ITS)	New	Classified	2017-2018
Information Technology Technician II	Informational Technology Services (ITS)	Existing	Classified	2013-2014
Network Support Specialist	Informational Technology Services ITS)	New	Classified	2017-2018
Programmer Analyst	Informational Technology Services (ITS)	New	Classified	2017-2018
Systems & Network Support Manager	Informational Technology Services (ITS)	New	Classified	2017-2018
Director, Personnel Commission	Personnel Commission	New	Classified	2029-2030
Human Resources Representative	Personnel Commission	Existing	Classified	2029-2030
Senior Administrative Assistant	Personnel Commission	Existing	Classified	2029-2030
Counselor/Learning Disabilities Coordinator	Special Resource Center	New	Faculty	2013-2014

Of the twenty-two prioritized positions above, fifteen are classified (68.18%), three are management (13.63%), three are supervisory (13.63%), and one is faculty (4.5%). These various positions are placed on this priority hire list because they are vital to Compton College's capacity to fully function as an independent college. For example, 40.9% of these planned positions are for classified support in the Information Technology Services (ITS) department. As the *Compton Community College District Technology Master Plan* indicates:

*The Compton Educational Center has successfully passed the final, tenth Fiscal Crisis and Management Assistance Team (FCMAT) progress review and is preparing for the accreditation committee's visit in Spring 2017. If the CEC passes the accreditation evaluation, the CEC will be on the way to financial and academic recovery of the Compton District. The Information Technology Services Department will start the process of the separation from the El Camino Community College District (ECCCD) Information Technology services. Currently, the enterprise resource planning (ERP), student information system (SIS), learning management system (LMS), and many other services are provided by ECCCD. While we are excited about the opportunity of becoming an independent college, the process of transitioning and acquiring of the new resources requires a vigorous planning and careful execution.*

This passage illustrates the importance of having sufficient staff in place to successfully transition to independence from El Camino Community College District, which heretofore has provided a number of crucial Information Technology services. Thus, building capacity in this department, upon which all other instructional, student support, and institutional services depend, is essential to the ultimate success of Compton College to meet its mission and fulfill its strategic goals and objectives.

Similarly, additional personnel in the Business Office is of major importance to the successful shift from "ECC Compton Center" to independent "Compton College," as staffing capacity in this office will be crucial to ensuring the fiscal integrity and stability of the institution, and thus, their long-term viability as an independent and fully accredited college. Likewise, full staffing in the office of Research and Planning will be needed in order for Compton College to function autonomously from El Camino CCD, as a host of significantly important institutional functions, including the mandated reporting required of nearly all departments, which depends upon accurate and timely data production and analysis. Other classified support positions, such as in curriculum and admissions and records will be indispensable to Compton College, as significant changes in curriculum, degrees, and student success reporting requirements must be consistently addressed in order to serve student needs, meet the requirements of the Student Success and Support Program, and meet a number of accreditation standards.

## chapter 6

# STAFF DIVERSITY AND EQUAL EMPLOYMENT OPPORTUNITY PLAN INTEGRATION

Compton College's Equal Employment Opportunity [EEO] Plan *“demonstrates the commitment to hire staff and foster staff development that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.”* The scope of the Plan includes the following:

- Title 5 regulations and provisions in support of the Equal Opportunity Plan;
- establishment of Equal Employment Opportunity and diversity committees;
- methods to support Equal Opportunity Employment; and,
- procedures for dissemination of the plan.

Additionally, as declared in this plan, Compton College is committed to “hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.” Furthermore, the plan provides that the screening and selection procedures used in hiring processes will comply with all legal requirements set for in Section 53024 of Title 5 of the California Code of Regulations, which are designed to “ensure that for all faculty and administrative positions and as appropriate for all other positions (including classified positions), meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, [and be] based solely on job-related criteria.

The plan also provides for an Employee Analysis Report, which analyzes employee trends at the ECC Compton Center between Fall 2011 and Fall 2015 according to the demographic variables, including, gender, ethnic group, and age group. In addition to the trend analysis, the report establishes recent (Fall 2015) composition of existing staff in each of the following employee groups:

- Educational Administrator;
- Full-Time Faculty and Other Instructional Staff (or Academic, Tenured/Tenure Track; Academic staff includes instructors, counselors and librarians);
- Part-Time/Temporary Faculty and Other Instructional Staff (or Academic, Temporary); and,
- Classified Staff.

The Equal Employment Opportunity Plan also provides a full range of employee data, including trend analyses for the number of employees by employee group and age distribution by employee group. As discussed in Chapter 5 above, anticipating future retirements is important to routinely examine as part of the prioritization analysis. Thus, the age analysis that appears in the EEO Plan is a useful resource to use in the process in terms of providing information “flags” for the consideration of future needs and prioritization.

## chapter 7

# PROFESSIONAL DEVELOPMENT PLANS

Professional development plans ensure opportunities for all employees to advance their knowledge, skills, and abilities in ways that foster continuous improvement while fulfilling the institution's Mission, Vision, Values, and Goals. Compton College's commitment to professional development is evidenced in a number of institutional objectives and key action steps; namely:

### **Objective 2. Educate students about pathways to graduation and transfer.**

Key Action Steps

c. Provide professional development in student education planning for faculty, staff and administrators, and increase involvement and engagement in the planning process

### **Objective 3. Provide a student-centered environment that leads to student success.**

Key Action Steps

b. Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways.

### **Objective 3. Enhance technology for teaching and learning through professional development.**

While professional development plans and activities for faculty fall within purview of the Academic Senate, the California Education Code § 45390 (2016) established the need for professional development for classified school employees; specifically, the legislation notes that they “play a vital role in the education of our pupils and students in our public schools and community colleges...do the essential work that keeps our campuses safe, clean, and well maintained so that our pupils and students can get to school, focus on learning, and succeed at their highest levels.” Thus, as “classified school employees are on the front lines working to ensure the safety and care of pupils and students on our campuses, they need professional development and training to update their skills and to learn the best practices for vital education programs.” Additionally, California Education Code § 45391 (a) states that “If a local educational agency expends funds for professional development for any school site staff, the local educational agency shall consider the needs of its classified school employees.”



Additionally, the ACCJC's accreditation Standard III.A.14 establishes that:

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Therefore, implementing a professional development plan for all personnel is critical. Compton College has a Professional Development Committee, which can lead future efforts to develop a full-scale professional development plan for all employee units.

In the development of a professional development plan, the Professional Development Committee may wish to consider the following in its approach:

- Review the mission, vision, values, goals/objectives, and institutional priorities;
- Review staff development needs that have been identified in program reviews;
- Develop survey questions regarding activities and events that align with the mission vision, values, goals/objectives, priorities, and needs identified in program review;
- Augment the survey with focus group or "listening" sessions;
- Use survey data to generate themes and areas of focus for a three-year plan;
- Consider the professional development plans, programs, events, and/or workshops offered at other community colleges;
- In the resulting professional development plans and activities, document cross-references with specific areas of focus to broader college plans, such as the strategic

goals and objectives, Student Equity Plan, Student Success and Support Plan, the Comprehensive Master Plan, and institutional priorities;

- Consider ways by which all employees can be encouraged and provided with opportunities to increase their knowledge, skills, and abilities;
- Develop methods for the equitable allocation of funding for all employees to engage in conference and travel opportunities that serve to support and enhance the work of each unit and that foster individual growth and advancement;
- Determine how the programs and events will be assessed; and,
- Determine how the plan will be periodically reviewed and revised based upon outcomes assessments.

To ensure that the professional development needs and perspectives of all employees are tailored to meet each employee group's interests, the college may wish to contemplate revising the current committee structure and expanding the membership to allow for subcommittees that represents a different employee classification and their professional development interests: Faculty Professional Development; Management Professional Development; and Classified Professional Development. Each of these subcommittees would then present recommendations to the broader committee of the whole for integration into the District's professional development plan.

## chapter 8

# SUMMARY OF STAFFING PLAN CORRELATIONS TO ACCREDITATION STANDARDS

The *Compton College Human Resources Staffing Plan* correlates to the ACCJC Accreditation Standards as follows:

### Standard I: Institutional Mission and Effectiveness

#### B. Improving Institutional Effectiveness

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### Standard III: Resources

#### A. Human Resources

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

## chapter 9

# CONCLUDING OBSERVATIONS AND RECOMMENDATIONS

This Human Resources Staffing Plan provides a foundation upon which Compton College can ultimately develop the staffing capacity needed to function independently from the El Camino Community College District and maintain staffing levels well into the future, as well as allow the institution to fulfill its mission, vision, and strategic goals and objectives. Thus, in the pursuit of continuous quality improvement, the concluding observations and recommendations for Compton College are offered for further consideration:

1. Development of a thorough and robust program review process, which provides for the thorough analysis of program outcomes data and enrollment trends, by which new additional human resources, including staffing needs, can be identified and incorporated into the planning cycle.
2. As additional planning documents are developed and approved, or revised for Compton College, develop a review cycle by which elements of these plans with implications for future staffing can be integrated with the Human Resources Staffing Plan.
3. Establish criteria and a prioritizing process for determining future administrative positions.
4. Revise the existing criteria that the committee applies in order to incorporate additional quantitative and qualitative information to determine and prioritize new faculty hires, including such factors as student retention and success data, and the inclusion of at least one full-time faculty member in each program.
5. Establish a set of criteria to determine and prioritize future classified and/or confidential hires.
6. Revise the Professional Development Committee structure and expand its membership to allow for subcommittees that focus attention on professional development plans and programs that are tailored to the specific needs and interests of each employee group.
7. Charge the Professional Development Committee with the creation of a three-year Professional Development Plan that provides opportunities for all employees to enhance their knowledge, skills, and abilities.
8. Implement a Leadership Development Program for Compton College employees.
9. Ensure future Compton College staffing needs are in alignment with California Community College Chancellor's Offices initiatives (i.e. Adult Education, Basic Skills, Guided Pathways Framework, Student Success and Support Programs, Student Equity, Strong Workforce).

## APPENDIX

NOTE: Referenced documents are presented in alphabetical order by title.

### ***CCCD/ECCD CEC 2016-2017 Organizational Structure***

[http://district.compton.edu/administration/human-resources/docs/2017-2018\\_OrgChart\\_revised060917.pdf](http://district.compton.edu/administration/human-resources/docs/2017-2018_OrgChart_revised060917.pdf)

### ***Compton Community College District Budget Augmentation/Enhancement Form***

[http://district.compton.edu/district\\_budget/docs/CCCD-Budget-Augmentation\\_Enhancement-Form.xlsx](http://district.compton.edu/district_budget/docs/CCCD-Budget-Augmentation_Enhancement-Form.xlsx)

### ***Compton Community College District Employees' Policy and Procedures Handbook***

<http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

### ***Compton Community College College District Equal Employment Opportunity Plan***

<http://district.compton.edu/administration/human-resources/docs/2016-2019-EQUAL-EMPLOYMENT-OPPORTUNITY-PLAN.pdf>

### ***Compton Community College District Technology Plan***

[http://www.compton.edu/adminandoperations/campus-committees/technology-committee/CEC-Tech-Master-Plan\\_110716.pdf](http://www.compton.edu/adminandoperations/campus-committees/technology-committee/CEC-Tech-Master-Plan_110716.pdf)

### ***ECC Compton Center/Future Compton College Comprehensive Master Plan (2017)***

<http://www.compton.edu/adminandoperations/masterplan/docs/2017-ComptonCMP.pdf>

### ***Personnel Commission: Rules and Regulations of the Classified Service***

<http://district.compton.edu/administration/human-resources/docs/Rules.pdf>

<sup>1</sup> The five-year period for CMP enrollment data runs from the academic year 2011-2012 through 2015-2016.

<sup>2</sup> CCCC Datamart Report including reported credit and non-credit.

<sup>3</sup> There are fifty-nine total disciplines reported in CMP enrollment data.

<sup>4</sup> Source: CCCC Data Mart

<sup>5</sup> Compton Community College Board Policy 7250

[http://district.compton.edu/board\\_of\\_trustees/doc/BP\\_7250\\_Educational%20Administrators%20111516.pdf](http://district.compton.edu/board_of_trustees/doc/BP_7250_Educational%20Administrators%20111516.pdf)

<sup>6</sup> Compton Community College Board Policy 7210

[http://district.compton.edu/board\\_of\\_trustees/doc/BP\\_7210\\_Academic\\_Employees%20122816.pdf](http://district.compton.edu/board_of_trustees/doc/BP_7210_Academic_Employees%20122816.pdf)

<sup>7</sup> Compton Community College Board Policy 7230

[http://district.compton.edu/board\\_of\\_trustees/doc/BP\\_7230\\_ClassifiedEmployees.pdf](http://district.compton.edu/board_of_trustees/doc/BP_7230_ClassifiedEmployees.pdf)

<sup>8</sup> *Compton Community College District Employees' Policy and Procedures Handbook*

<http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

<sup>9</sup> The 2015-2016 CCCD/ECCD CEC 2015-2016 Organizational Structure chart can be found at:

<http://legaudit.assembly.ca.gov/sites/legaudit.assembly.ca.gov/files/8.11%20Visio-2015-2016%20Org%20Chart%20page1a.pdf>.

<sup>10</sup> Retrieved at:

<http://www.asccc.org/content/why-full-time-faculty-matter>

<sup>11</sup> <http://www.ccccurriculum.net/compliance-2/pcah/>

<sup>12</sup> The hiring process for a full-time faculty position for the Administration of Justice program is in process in Spring 2017.

<sup>13</sup> The Machine Tool Technology program has had one full-time position in prior academic years. While the position is currently vacant, the process of recruiting for this position will begin in Spring 2017.

<sup>14</sup> An augmentation is a one-time addition to the current year budget. An enhancement is an increase to the base budget.





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