



## Staffing Plan 2013-2019

Prepared:  
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## Staff Planning in the Larger Context of Planning at Coastline

Coastline Community College's mission is to promote academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education. The staffing plan at Coastline is designed to support this mission. Staffing plans at Coastline have always been an integral part of the collegial, self-reflective planning process that moves the institution forward to progressively higher levels of effectiveness. This document describes this process. The process continuously addresses different topics in parallel within different areas of the college. Key evaluation mechanisms – each with a staff planning dimension – are

- **Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC)** – Charged with providing oversight, leadership, and coordination for institutional effectiveness, the committee focuses on topics such as progress in implementing student learning outcomes, degree-level learning outcomes, accreditation, department service outcomes (DSRs), and core measures of institutional effectiveness. This committee sets priorities and establishes a focus and theme for the annual cycle of evaluation and planning.
  - *Staff planning dimension* – Planning for institutional outcomes implicitly intersects with planning for the staff that will be expected to achieve those outcomes. All requests for new staff positions to be funded by general, ancillary, and categorical fund dollars go through this committee. Final recommendations are voted on by the entire PIEAC and forwarded to the Budget Committee and then the College President.
- **Budget Committee (BC)** – Develops budget recommendations based on the mission, plans, and goals of the college as articulated in the Educational Master Plan and developed and recommended by the PIEAC.
- **Program/Department Service Review** – All College programs (instruction, student services and administrative services) undergo a systematic and rigorous program or department service review. Each review includes an analysis of needs and plans for continuous improvement.
  - *Staff planning dimension* – Program review reports include analysis and recommendations for changes in staffing.
- **Academic Senate** – Program review reports and requests for full-time faculty positions are reviewed, and a prioritized list of new recommended positions is developed and submitted to the College President for consideration.
- **Office of Instruction** – The needs of the college are reviewed, and a prioritized list of recommended positions is developed and submitted to the College President for consideration.

- **Office of Research** – Research enters the evaluation cycle with work in the areas selected for review that year. Some areas are reviewed annually; others are spotlighted for special examination.
  - *Staff planning dimension* – Reports and projects of the Office of Research often address staffing issues. For example, the Office conducted the faculty, staff, and student survey for Coastline’s 2011-2012 Accreditation Self-Study.

Past practice and the ongoing successes throughout the college indicate that staff planning as a component of institutional planning is a practice that works for Coastline. The Accreditation Self-Study Survey found agreement by 89% of faculty, classified staff, and management with the statement, “Integrated planning and budgeting for instruction, facilities, staffing, and technology is based upon qualitative and quantitative data.” The planning cycle at the college is documented in its Integrated Planning Guide.

### **An Institution Dealing with Workload Reductions**

Due to the significant fluctuations and uncertainties in state funding over the past several years and for the foreseeable future, Coastline, along with all other California community colleges, has been forced to implement substantial workload reductions. While the main engine for growth has been revenue from ancillary operations and other non-apportionment, externally generated funds, there has also been a significant decline in those revenues over the past several years. Dedicated revenue for Coastline, which includes non-resident tuition, transcript fees, rental income, and telecourse production income, totaled \$3.723 million in 2008/2009. Three years later, per the District’s 2011/2012 Adopted Budget, that amount had dropped to \$1.130 million. Factors in this decline include

- **Coast Learning Systems** **A component of the Office of Learning and Information Technologies (OLIT)** —Coast Learning Systems is a nationally recognized courseware developer. Coast Learning Systems is also a leader in advanced research in technology-based learning. Coast Learning Systems used gaming technology and virtual world simulation to create courseware for teaching English to Chinese students in China and is also currently working on an online, interactive, simulation-based training program to train land-based firefighters marine fire fighting. While more than 500 colleges lease Coast Learning Systems products generating revenues for Coastline of more than \$1 million per year, its revenues have steadily declined from a high of \$1.9 million in 2005/2006 to \$1.3 million in 2010/2011.
- **Coastline Military Education Programs** – Through contracts with the U.S. armed services, Coastline enrolls more than 3,000 military personnel at bases and aboard ships and submarines worldwide. The number of Associate of Arts (AA) degrees awarded under this program has fluctuated significantly, leaving Coastline at approximately the same level of degrees offered as five (5) years ago largely due to the decrease in funding by the Federal government over that timeframe:

Number of AA degrees awarded thru CCC Military Education Programs	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
	1,229	1,515	1,601	1,538	1,218

The Military Education Program constantly seeks and develops new education and training opportunities. These initiatives, now operating or in the process of implementation, are typical:

Military Spouse Program – By offering reduced fees for military spouses, this program opens doors at Army and Air Force installations.

On-base National CLEP Center – Contract with the College Board and DANTES (Defense Activity for Non-Traditional Education)

U.S. Army Sergeant Majors Academy – The Army’s top soldiers graduate with a Coastline AA degree after completing a 10-month school at Fort Bliss, Texas.

- **Coastline Contract Education for Business and Industry** – To meet the needs of our local community and workforce, the College has a Career and Corporate Workforce division. The focus of this division is to coordinate new programs and services, market existing programs, and provide outreach to the workforce community. Programs include the ACT Workforce Assessment Center, the ESL for Health Care Project, Boeing Preferred School Partner Program, and Coastline Programs in Emergency Services.
- **New and Expanding Programs** – The college continues to seek opportunities for growth and advancement through a variety of programs: e.g. Education Bound United States (EBUS), Veterans Programs and Resource Center, Learning First, and International Students.

## Analysis

An analysis of Coastline’s current staff planning methodology is presented here as an aid to understanding the recommendations later in the document.

### **Military versus General Fund Enrollments: Planning Considerations**

Coastline employs faculty and staff to meet two separate and distinct demands for educational services. One is the delivery of instruction to students who enroll, pay tuition, and are counted by the State Chancellor’s Office the same way as students at other California community colleges. For purposes of analysis, we refer to these students as *General Fund* enrollments. Coastline also operates contract education programs for the U.S. armed services. We refer to these students as *Military* enrollments. Military and other ancillary operations, which include certain training and education programs for non-military clients, generated Coastline revenue of more than \$7.6 million in 2011/2012.

The implications of the split between Military enrollments and General Fund enrollments are extremely significant for staff planning.

- **Military Enrollments** – Staffing to serve Military enrollments is *need-driven*. Military student enrollment is forecast based on programs currently operating with each armed service and on planned new programs. The enrollment forecast determines instructional and support resources required. The management approach is straightforward and similar to commercial practice. Prior to the beginning of each new fiscal year, senior management reviews the proposed Military Education Operating Budget for that year and approves expenses, including staffing needs, as appropriate, for operations.
- **General Fund** – Staffing to serve General Fund enrollments is driven by the educational needs of the college developed through the participatory governance process and limited by the level of *State funding received annually*. Every year, Coastline analyzes the availability of state funding, which is often deferred past the start of the fall semester and even shifts during the year. Within the institution, staffing is flexible and meets requirements established at the department level and advanced through the PIEAC to college management and the District. The college completed two reorganizations of classified staff during 2011/2012, which resulted in the elimination of seven (7) General Fund positions. The changes made through this reorganization allowed the college to fill critical needs through the reallocation and shifting of staff to student critical areas. In addition, there have been twelve (12) additional General Fund position reductions in management and classified staff since 2009/2010 due to retirement incentives and natural attrition.

### **Staffing Plan for Faculty**

**Overview** - For many years, Coastline has placed a relatively heavy reliance on its part-time faculty. In Coastline culture and practice, part-time faculty are welcomed and embraced. Our system of participatory governance makes them full participants in committees, the Academic Senate, and other components of institutional direction.

Coastline also recognizes the enduring value of its full-time faculty. As a result of continuous decreases in State funding, meeting the compliance requirements of the 50% Law and the Full-time Obligation Number (FON) are goals that Coastline is committed to and keeps constantly in view. Those requirements are a priority that must be weighed against other competing priorities. As a result of those efforts, the District has maintained compliance with both the 50% Law and the FON, annually.

In 2011, Coastline hired an Instructor for Student Success as well as allocating resources to hire a full-time Accounting Instructor. In 2012, the District made a commitment to replace five (5) retiring full-time faculty for Coastline. This commitment made possible the hiring of new full-time faculty members who began in the fall of 2012. The replacement of these faculty in disciplines determined by the Academic Senate and agreed to by management reflected the needs and resources discovered through planning at Coastline.

**The Role of Full-Time Faculty in Staff Planning** – Full-time faculty play an active role in establishing the priorities for new and replacement full-time positions through the faculty prioritization process. Briefly, the process is as follows:

- **September: Data is requested and compiled** – The Academic Senate sends out an electronic request to all disciplines, notifying them of the deadline to submit their full-time faculty requests. The discipline compiles other required data, such as future need projections, availability of part-time faculty, and need for a new full-time position to support present and future college priorities in accordance with its most recently completed Program Review.
- **Late September/October: Prioritization presentations begin** – The Academic Senate invites instructional disciplines and the counseling department to present their requests. Presentations address a stipulated rubric, which includes items such as overall demand, factors impacting load, trends over the prior three years, and future need projections. After considering the requests, along with data furnished by the Institutional Researcher, the Academic Senate electronically votes on a prioritized list of recommendations. The Academic Senate compiles the responses and submits the list to the to the College President.

Instructional and student services managers develop and submit similar prioritized lists.

- **November-December: Prioritized recommendations are reviewed and finalized** – The Academic Senate representatives, President, and Vice Presidents review and discuss the prioritized lists. The President reviews the prioritizations and responds to the prioritizations by accepting, rejecting, or revising the recommendations. The President then informs the appropriate stakeholders so that the hiring process can begin, with the goal of new faculty in place for the next fall semester.

### **Replacements for Part-Time Faculty**

Part-time faculty positions are filled as needs are identified. In consultation, the instructional Dean and the Department Chair can hire from a District discipline pool of part-time candidates who meet minimum qualifications or are approved by an equivalency committee (by discipline). Equivalency committees are established by an election process administered through the Academic Senate. A recent inventory of the District part-time faculty pools showed a total of 13,844 candidates in 100 disciplines.

A part-time vacancy can also be filled by a full-time faculty member desiring overload (within contractual requirements).

## Replacements for Staff Members

If the need for an additional permanent staff member is established and justified, the department manager can make a recommendation to the division Vice President, contingent upon funding and overall division plans. The Vice President then takes the request to the College President's Cabinet for review and approval. Once approved, the request for recruitment of the position is taken to the District President's Council for review and approval prior to being advertised.

## Staffing Statistics

On the following chart, Figure 1 displays the history of Coastline employment from 2007/2008 through 2011/2012 as reported in the District census.

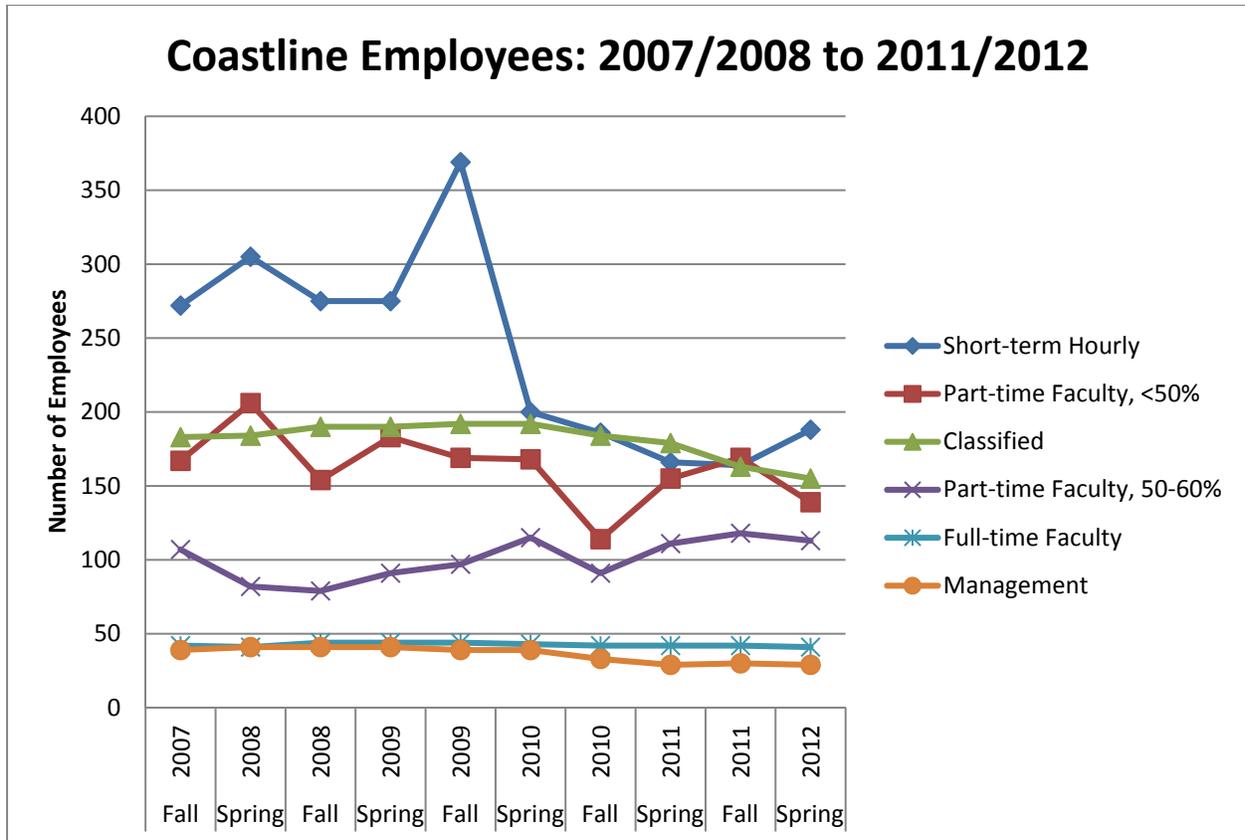
- The number of **Full-Time Faculty** has remained constant while other permanent categories have declined.
- Employment of **Short-Term Hourly** employees has declined significantly, mainly due to budget constraints.
- The District reports part-time faculty employment in two (2) categories: **Part-Time Faculty, <50%** and **Part-Time Faculty, 50-60%**. Numbers for both categories fluctuate in response to changes in enrollment. This fluctuation represents a flexibility that is indispensable to the College, given the uncertainty of exactly which skills local employers will need in what time frame and also significant variations in State funding.
- **Classified** employment has decreased 15.3% due to reorganizations and retirements that were not filled.
- **Management** employment has decreased 25.6% due to reorganizations and retirements that were not filled.

## Current Reporting Process

The District compiles and reports personnel statistics for the three (3) Coast District colleges. Current District Human Resources Census reports categorize employees by bargaining unit versus by department, division, or funding source. Although the budget department can provide employee data by funding source and department designation, the Human Resources departments do not yet have access to desired custom employee data. This is due to the limitations of the District-wide software system controlling all District reporting requirements. The SCT Sungard/Banner software system in use has fully integrated the finance, human resources and instructional information managed by the District. However, a significant list of custom report enhancements has been submitted from the campuses to District Information Services for programming. Until the District has completed the requested programming, and the campus personnel departments have become fully accustomed to ordering the

newly formatted employee data reports, the Coastline personnel and finance departments will work closely together to generate employee data as needed.

Coastline must work with the District to ensure that it has full understanding and access to all available reports and must work cooperatively to create the necessary personnel statistics.



Source: Coast Community College District Census Reports; *Figure 1*. Coastline actual number of employees through 2011/2012

### Recruitment and Interview Process

Diversity and identification of the best, top quality candidates are important factors in staff planning at Coastline. The college is committed to hiring the most qualified applicant for each position, in accordance with Equal Employment Opportunity (EEO) guidelines and with Coastline’s goal of employing a diverse faculty and staff reflective of the students and community we serve. Highlights of our hiring strategy to achieve a diverse faculty and staff can be found in our Board Policies and related Administrative Procedure as follows:

Board Policy 7121: Employee Recruitment & Selection Policy:  
<http://www.cccd.edu/board/docs/policies/bp584.pdf>

Board Policy 3420: Equal Employment Opportunity Policy:  
<http://www.cccd.edu/board/docs/policies/bp595.pdf>

Board Policy 7816: Faculty Hiring Policies and Procedures:

<http://www.cccd.edu/board/docs/policies/bp615.pdf>

Board Policy 7838: Faculty Hiring:

<http://www.cccd.edu/board/docs/policies/bp358.pdf>

Board Policy 7856: Classified Staff Hiring:

<http://www.cccd.edu/board/docs/policies/bp413.pdf>

Board Policy 7859: Confidential Staff Hiring Policy:

<http://www.cccd.edu/board/docs/policies/bp329.pdf>

Board Policy 7888: Management Hiring Policy:

<http://www.cccd.edu/board/docs/policies/bp379.pdf>

Administrative Procedure 7888: Coast Community College District Management Recruitment and Selection Procedure:

<http://www.cccd.edu/board/docs/policies/ap379.pdf>

## **Summary**

Coastline has taken a comprehensive approach to developing a defined long range staffing plan to accompany our ongoing Master Planning process. As noted earlier, the college views long-term staff planning as an extension in refinement and comprehensiveness to our Master Planning and Budgeting processes.

In this report, the college has closely examined staff planning in the larger context of overall planning at Coastline. The institution continues to strive to expand full-time faculty staffing when appropriate and maintains a strong commitment to professional development of all staff in line with the College's established mission, goals and initiatives. Careful analysis of all college programs, supported by either general funds or ancillary funding in the Master Planning process and through the long range staffing plan, will provide the information needed for decisions to replace or add all new faculty and staff positions in this very challenging budget environment.

The college will continue to work with the District office to develop and secure the employee data and reports needed to make "data driven" decisions in our Master Planning and Budgeting processes. Please refer to the district Vision 2020 Educational Master Plan at: <http://www.cccd.edu/about/docs/VP9.pdf> for additional Staffing Plan data.