



COASTLINE  
COMMUNITY COLLEGE

# Long-Term Staffing Plan

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Western Association of Schools and Colleges

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## Introduction

This document responds to Recommendation 3 in the Evaluation Report of the accreditation evaluation team that visited Coastline Community College from March 5 through March 8, 2007. The recommendation reads as follows:

### Recommendation 3 (College):

The team reaffirms the 2001 team's recommendation that the college develop a long-range staffing plan (III.A.2).

Coastline management, faculty, and staff recognize the concern noted and fully appreciate the value of addressing the item in a more specific manner. As the team noted in its report, "The College is commended for the integration of planning and budgeting." We view the long-term staffing plan as an extension in refinement and comprehensiveness of our abiding effort to answer the question, "What must the college do today to be ready for the opportunities and uncertainties of tomorrow?"

### Consultant Support in Developing the Plan

Coastline management recognized the need for expert assessment and independent recommendations in the design of a long-term staffing plan. To that end the College retained a consulting firm to assist in the following:

- Reviewed statistics and reports—internal and from the Coast Community College District—to obtain and assess quantitative data and qualitative information;
- Interviewed the Coastline president, vice presidents, and other managers with responsibility for hiring and other personnel decisions;
- Reviewed a department-level reorganization proposal set forth in 2007 by the Instructional Systems Development department (ISD), Coastline's research, development, training, and marketing unit for technology-mediated learning products;
- Developed recommendations for strategies aimed at long-term optimum deployment of human and fiscal resources.

Guided by the consultant, Coastline has developed this Long-Term Staffing Plan. The plan articulates strategies for the allocation of human and fiscal resources for the period from 2008 through 2013. Outlined below is the general timeline followed by the College to initiate and complete the plan:

- April 2006 – March 2007 - Existing staffing documentation reviewed.
- April 2007 – March 2008- Staffing plan strategy developed; existing staffing documentation reviewed.
- April 2008 – August 2008 - Management selected and worked with consultant.

- Sept 2008 – October 2008 - Draft staffing plan created.
- December 2008 – January 2009 - College constituents reviewed draft of staffing plan and provided input.
- February 2009 Final review of staffing plan by College Council and approval by College President.
- March 2009 Submit plan to Accreditation Commission.

# Highlights

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

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:

- **Institutional Effectiveness Committee (IEC)**—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, department service outcomes (DSR's), and core measures of institutional effectiveness.

*Staff planning dimension*—Planning for institutional outcomes implicitly intersects with planning for the staff that will be expected to achieve those outcomes.

- **Program Review**—All College programs undergo a periodic and rigorous 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** – reviews departmental reports and requests for F/T faculty positions and develops a prioritized list for new recommended positions.

- **Mission, Plan and Budget Committee (MPBC)**—This committee sets priorities and establishes a focus and theme for the annual cycle of evaluation and planning.

*Staff planning dimension*—All requests for new staff positions to be funded by general fund dollars go through the Financial Task Force Sub-Committee, of the MPBC. Final recommendations are voted on by the entire MPBC and forwarded to the College President.

- **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 2006-2007 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 69% of faculty, classified staff, and management with the statement, “*Coastline integrates human resource planning with institutional planning.*”

## An Institution Intent on Strategic Continued Growth

Regardless of the fluctuations and uncertainties in state funding, Coastline plans to engage in strategic growth. The main engine of growth will be revenue from ancillary operations and other non-apportionment, externally generated funds. This dedicated revenue for Coastline totaled \$1.768 million for 2005-06, as shown in III.D.1.b of the Institutional Self-Study. Two years later, in the Coastline Adopted Budget for 2007-08, the figure had risen to \$2.533 million. Factors in this growth, which is expected to continue, include:

- **Coastline Center for Instructional Systems Development**—Now organized as a center, CISD is a nationally recognized courseware developer. More than 500 colleges lease CISD products, generating revenues to Coastline of more than \$1 million per year. CISD is also a leader in advanced research in technology-based learning. Under a \$2.6 million grant from the William and Flora Hewlett Foundation, CISD is now using gaming technology and virtual world simulation to create courseware for teaching English to Chinese students in China.
- **Coastline Military Education Program**—Through contracts with the U.S. armed services, Coastline enrolls more than 4,000 military personnel at bases and aboard ships and submarines worldwide. The number of A.A. degrees awarded under this program has grown by more than 1000 percent in the past eight years:

| <i>Number of A.A. degrees awarded to students enrolled in Coastline's Military Education Program →</i> | <u>2002</u> | <u>2003</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|  | 143         | 180         | 290         | 498         | 770         | 1,251       | 1,475       |

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 will open 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 A.A. 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 developed a new management position: Corporate Education and Workforce Programs Coordinator. The focus of this position will be coordinating new programs and services, marketing existing programs, and providing outreach services to the workforce community. Programs include the new ACT Workforce Assessment Center; the Customer Service Academy; contract presentation of Dale Carnegie courses; the ESL for Health Care Project; and Coastline Programs in Emergency Services.

- **New and Expanding Programs**— i.e.: Early College High School, International Students, and Credits for College, a program that offers Coastline classes to high school students, on-site at local high schools.

## 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 vs. 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 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 \$8.6 million in 2007-08.

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 *funding-driven*. Every year Coastline analyzes the availability of state funding, which is sometimes delayed past the start of the fall semester and can even shift during the year. Within the institution, staffing is flexible, and meets requirements established at the department level and advanced through the Mission, Plan and Budget Committee to college management and the District.

### **Full-Time and Part-Time Faculty: Planning Considerations**

For many years, Coastline has placed a relatively heavy reliance on 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 organs of institutional direction.

Coastline also recognizes the enduring value of its full-time faculty. Increasing the percentage of full-time faculty is a goal that Coastline is committed to and keeps constantly in view. That goal is a priority that must be weighed against other competing priorities.

Part of the Program Review effort is an analysis, by discipline, to determine where the College would be more effective with full-time instead of part-time faculty. In this analysis the implications for financial and staff planning are considerable. These factors are worth noting:

**Recent Progress**—In 2008, the District made a commitment of three new full-time faculty for Coastline. This commitment made possible the hiring of new full-time faculty members. The increases reflected needs and resources discovered through planning at Coastline and not in response to outside influence.

**The Role of Full-time Faculty in Staff Planning**—Full-time faculty play an active role in establishing the priorities for new full-time positions. Briefly, the process is as follows, beginning each year in September:

- **September: Data is requested and compiled**—The dean, department chair, and/or lead faculty member for a discipline or program that plans to request a full-time position (new or replacement) submits an *Intent to Request a Full-time Position* to the Instructor/Coordinator for Institutional Research. The discipline compiles other required data, such as a list of stacked sections, future need projections, availability of part-time faculty, and need for a new full-time position to support present and future college priorities.

Based on the Intent to Request, the Institutional Researcher compiles extensive data in areas such as enrollment trends, number of sections active and cancelled, percent of sections taught by full-time and part-time faculty, and the ratio of site-based to distance learning FTES. The Researcher furnishes this data to the Academic Senate and to the College President and Vice Presidents.

- **October: Prioritization discussions begin**—The Academic Senate invites disciplines and the counseling department to present their requests. Presentations address a stipulated nine-point list of criteria 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 Senate develops a prioritized list of recommendations. The Senate submits the list to the Program Review Steering Committee with copies to the College President and Vice President.

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

- **November: Prioritized recommendations are reviewed**—The Program Review Steering Committee reviews and discusses the various prioritized lists. Representatives from targeted areas may be invited to participate. The Committee prepares a consolidated list of recommendations for submission to the president, with widespread distribution of copies to the Academic Senate and various managers.



- **December: College priorities are finalized**—The President reviews the various prioritizations. The College Council discusses the recommendations and advises the President. Based on availability of budget, the President responds to the prioritizations by accepting, rejecting, or revising the recommendations. The President then informs the appropriate departments so that the hiring process can begin, with the goal of new faculty in place for the next fall semester.

## **Replacements for Faculty and Staff Who Leave the College**

### **Replacements for Full-time Faculty**

Coastline provides two procedures for responding to a full-time faculty vacancy. The procedures are here designated *Normal* and *Accelerated*.

- **Normal**—Given adequate notice, a program or discipline that loses a full-time faculty member through retirement, resignation, or other circumstance will follow the procedures outlined above to refill the position.
- **Accelerated**—If a vacancy occurs after prioritizations have been prepared for the year, a program may submit a request to refill the position by responding to the stipulated 9-point list of criteria noted above. The request is then submitted to the cognizant vice president, the Academic Senate, and the Program Review Steering Committee. The President, generally in consultation with the College Council, will grant or deny authorization to refill the vacant position.

### **Replacements for Part-time Faculty**

Part-time faculty positions are filled as vacancies occur. 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 established by the Academic Senate. A recent inventory of the District pools showed a total of 6,858 candidates in 101 disciplines.

A part-time vacancy can also be filled by a full-time faculty member desiring overload.

### **Replacements for Staff Members**

When a staff vacancy occurs, the department manager analyzes possible alternatives. Should the work be redistributed? Should it be performed by a replacement for the departed employee? Is some other action appropriate? The *Coastline Litmus Test* is applied wherever feasible: When there is a demand for additional service, start with a part-time employee for six months or a year; then evaluate the need for a permanent employee.

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.

## Staffing Statistics

On the next page, Figure 1 charts the history of Coastline employment since 2005 as reported in the District census. The chart also shows trends (dotted lines) through 2013 for some job categories. Briefly:

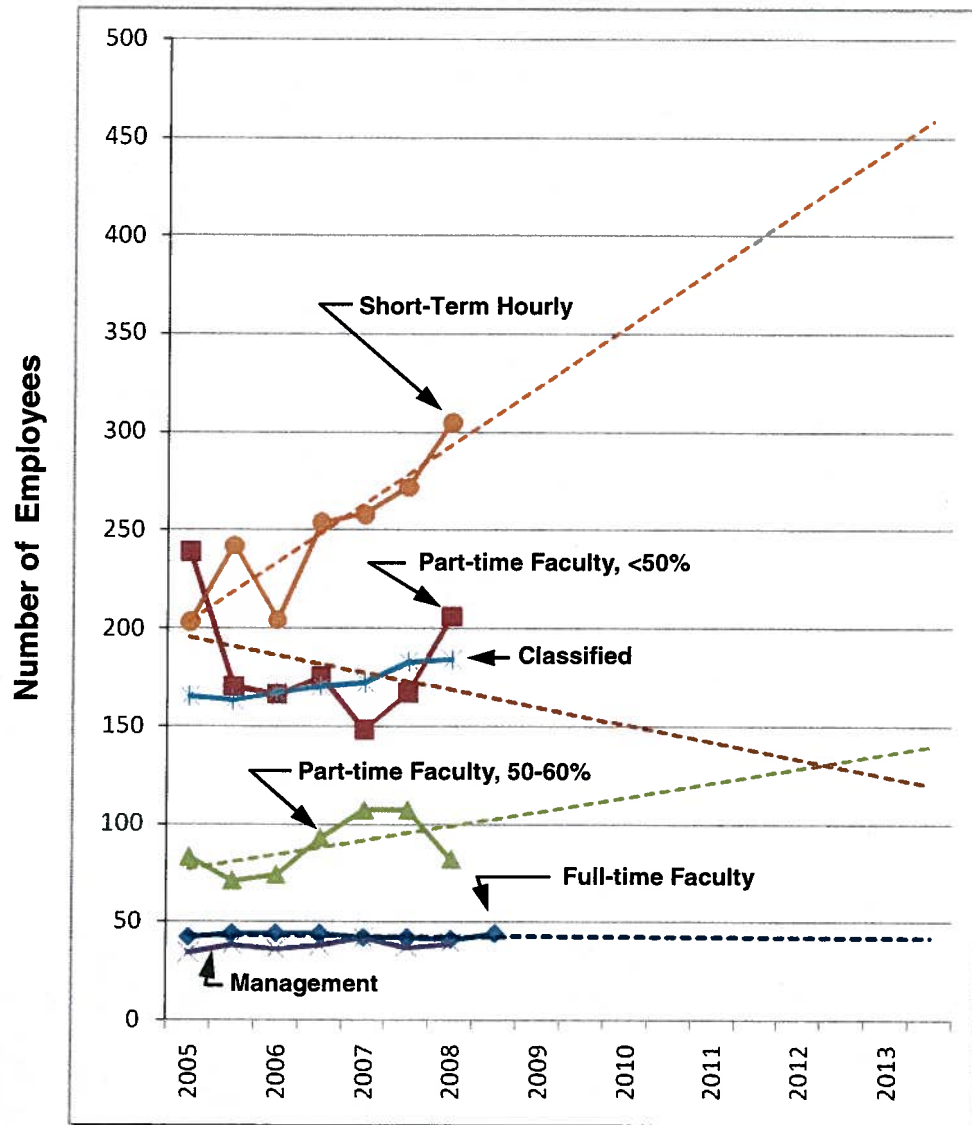
- The number of **Full-time Faculty** (near bottom of Figure 1 chart) increased by 3 this year, as noted earlier. Increases in full-time faculty are a goal of the College.
- Employment of **Short-Term Hourly** employees has grown by more than 50 percent since 2005. The rapid build-up in military and contract education was responsible for much of this increase.
- The District reports part-time faculty employment in two categories: **Part-time Faculty, <50%** and **Part-time Faculty, 50-60%**. Numbers for both categories fluctuate in response to changes in enrollment, often in CTE programs. This fluctuation represents a flexibility that is indispensable to the College, given the uncertainty of exactly which skills local employers will need and in what time frame. Travel and Tourism, for example, was once a popular Coastline program and employed two full-time instructors. Then—under the impact of Orbitz, Travelocity, and other Internet self-service tools—enrollment shrank from more than 8 FTES in spring 2003 to zero in the fall semester.
- **Classified** employment has risen about 15 percent. **Management** employment has remained essentially unchanged.

## Current Reporting Process

The District compiles and reports personnel statistics for the three Coast District colleges. Current District Human Resource 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 recent District wide implementation of a new software system controlling all District reporting requirements. The Banner Software System chosen 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 Systems for programming. Until the District has completed the requested programming, and the campus personnel departments have become full accustomed to ordering the newly formatted employee data reports, the Coastline Personnel and Finance Departments will work closely together to generate employee data needed.

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

## Coastline Employees: 2005 to 2007-08



Source: Coast Community College District Census Reports

Figure 1. Coastline employees: actual through 2007-08; trend through 2013. Please see page 8 for discussion.

## **Recruitment and Interview Process**

Diversity and identifying the best, top quality candidates is an important factor in staff planning at Coastline. The College is committed to hiring the most qualified applicant for each position, in accordance with EEO obligations 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 are as follows:

### **Hiring Committees—*Highlights***

- Stipulated number of full-time faculty and staff stipulated number of committee members in the discipline; administrator; EEO compliance officer or representative.
- Responsibilities: active participation; confidentiality; development of interview questions; fair evaluation of candidates; interviewing; final selection of candidates.
- Specific responsibilities for committee chair and EEO representative.
- Selection of fully diverse hiring committees.

### **Position Announcements—*Highlights***

- Specify duties, responsibilities, and minimum qualification, including sensitivity to diverse ethnicity and other characteristics of community college students.
- Specify knowledge, skill, and ability required in a successful candidate.
- Specify desirable qualifications, such as ability to provide superior teaching; potential for creativity and innovation; potential for overall college effectiveness and leadership.
- Specifically target publications for recruitment from our diverse community.
- Final Selection – Supervising manager makes final recommendation to College President and is forwarded to District.
- Note: (Coastline Community College received ACCA Diversity Award for 2007).

### **Candidate Recruiting—*Highlights***

- Allow several months for recruitment; standard Coastline practice is to begin in the spring for fall positions.
- Perform outreach: Include other District colleges; State colleges and universities; local, state, and regional job fairs; national organizations as appropriate; etc.

### **Evaluation of Applications—*Highlights***

- Paper screening: rate the candidate according to criteria developed from the position announcement.
- Apply criteria fairly and consistently; maintain confidentiality.

### **Selecting the Interview Candidates—*Highlights***

- Members individually review and rate each applicant's file.

- Members meet, discuss their ratings, and select candidates by consensus.
- Successful and unsuccessful candidates are notified in a timely manner.

### **Interviewing—*Highlights***

- Inform interviewees of format and timing of the interview.
- Prepare questions for a thorough assessment: writing samples, teaching demonstration, etc.
- Use rating criteria agreed upon before starting the interviews.
- At conclusion of interviews, hold a full and open discussion with the goal of reaching consensus on the top candidates.

## **Planning Agenda**

The following action is recommended to implement the Long-Term Staffing Plan:

### **1. Add a Staffing Initiative to the Coastline Master Plan 2008-2011**

The current Master Plan includes an initiative for a comprehensive staff and faculty development program. It is recommended that the College add a Staffing initiative to treat matters such as:

**Support for faculty and staff requirements forecasting**—Establish a centrally-accessible, on-line bibliography of sources to help forecast new faculty and staff requirements. Needs have been identified in two areas especially: 1) For math and science transfer programs, information about community college enrollments, junior-level transfers, and other trends; and 2) Information relevant to specialized or recently launched programs such as gerontology, military education, education for the incarcerated, emergency management education, and the Early College High School. Content would also include workforce projections for potential Coastline CTE programs; demographic data for District and county populations; and statewide and nationwide trends in faculty employment.

**Retirement Survey**—Seek the collaboration of the District in a survey to determine important retirement-related information, such as:

- The percentage of faculty predicted to retire in the years ahead (this projection should be updated annually);
- Incentives most favorable for retaining faculty beyond their retirement eligibility;
- The skills that experienced faculty believe should be passed on to their replacements.

### **2. Implement a Faculty and Staff Orientation Program**

Research conducted during the preparation of the Long-Term Staffing Plan indicated a need for systematic, collegewide faculty and staff orientation program. The program would give new employees basic information about Coastline and about the flow of procedures and

communications within departments and through the College at large. The need was felt to be particularly evident when a turnover of faculty or staff occurs.

To meet this need, a comprehensive orientation program for all faculty and staff is now under development in coordination with the Personnel Services Department and under direction of the Vice President of Administrative Services. The program will be offered online for anywhere/anytime orientation.

### **3. Implement a Technology Training Program for Faculty and Staff**

The need for technology training for Coastline faculty and staff has long been acknowledged and is an initiative in the 2008-2011 Master Plan. A proposal to develop and deliver the training is now being evaluated by College management as a Master Plan Implementation (MPI) Project for 2008-09. The proposal was presented jointly by the Office of Instruction and the Center for Instructional Development. Approval of this proposal is recommended.

### **4. Refine the Reporting Formats for Employee Census Data**

As noted earlier, with the Districtwide implementation of the fully integrated Banner software (budget, purchasing, payroll), some custom reports for personnel and staffing analysis are not readily available. Report format enhancements are being programmed by District Information Systems every month. It is anticipated that over the next 18-24 months, all of the report enhancement programming will be completed and all forms of employee data will be readily available.

It is recommended that the College, in conjunction with the District, develop new reports and reporting structures that accurately reflect employee status.

## Summary

In responding to Recommendation 3 in the Evaluation Report of the Accreditation Evaluation Team, 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 staffing planning as an extension in refinement and comprehensiveness to our Master Planning and Budgeting process.

In this report, the college has closely examined staff planning in the larger context of overall planning at Coastline. The institution has identified strategic growth as an ongoing goal and identified target constituencies, such as full time faculty staffing to receive continued monitoring to expand when appropriate. Careful analysis of all college programs, supported by either general funds or ancillary funding in the master planning process and through the newly developed long range staffing plan, will provide the information needed for decisions to replace or add all new faculty and staff positions.

The College will need to continue working with the District Office to develop and secure the employees data and reports needed to make “data driven” decisions in our master planning and budgeting processes.

And finally the report identifies a Planning Agenda that creates the groundwork for the college to add a Staffing Initiative to the Master Plan, implement a Faculty and Staff Orientation Program, and implement a Technology Training Program for all faculty and staff to enable the college to best utilize its staffing resources and the plans outlined in the long range staffing plan.