



**El Camino Community College District
EL CAMINO COLLEGE**

Human Resources Staffing Plan Final Report

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**COMMUNITY COLLEGE
CONSULTING**

**Collaborative Brain Trust
1130 K Street, Suite 150
Sacramento, CA 95814
916-446-5058**

www.collegebraintrust.com



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INTRODUCTION

The El Camino Community College District is a single-campus community college district with a district-wide FTES of 18,171.79 (Annual 2015-2016) including both credit and noncredit students. El Camino College is located in Torrance, California. Through a partnership under Assembly Bill 318, El Camino Community College District has established an educational center in the Compton Community College District. El Camino College Compton Center is not included in this project as the Compton District is developing its own Comprehensive Master Plan and Human Resources Staffing Plan.

On August 10, 2016, CBT was approached by Superintendent/President Dr. Dena Maloney who expressed an interest in having the College Braintrust Consulting Firm (DBA: Collaborative Brain Trust) prepare a human resources staffing plan for the El Camino Community College District. On August 26, 2016, Dr. Maloney described the purpose and scope of the project in a telephone conversation with CBT Consultant Dr. Jean Malone, CBT Community College Vice President Mr. James Walton, and the District's Vice President of Human Resources, Mrs. Linda Beam. An agreement was reached and signed by Dr. Maloney and CBT CEO Patrick McCallum on September 22, 2016. The contract was ratified by the El Camino Community College District Board of Trustees on October 17, 2016.

The CBT team members were suggested to Dr. Maloney and approved by her in a telephone call on August 26, 2016. The CBT team consists of Dr. Jean Malone, Lead Consultant, and CBT Consultant Dr. Deirdre Carlock. Work on the project commenced immediately thereafter. The target date for completion has been designated as no later than January 31, 2016, with every effort to complete the project earlier than the target date.



PURPOSE OF THIS STAFFING PLAN

The El Camino Community College District is currently updating several strategic plans, including its Comprehensive Master Plan. A staffing plan has not been developed for several years. A thorough review of staffing is needed which aligns with the District's general mission and is integrated into its Comprehensive Master Plan.

A staffing plan is an important part of planning for the future. Analyzing past and current staffing levels and how they compare with California community college districts of similar size can provide the District with information that may make decisions about future staffing easier. This report serves as the foundation for the District to ready itself with an appropriate level of staff who can serve the student needs of the future. The report provides information regarding past, current, and observations for future staffing.

In general, staffing levels at El Camino CCD have been reviewed, evaluated, and compared with other districts of El Camino CC's choosing. A review of the District's training and development program, general organizational structure, and a review of surrounding staffing issues has been conducted.

The information contained here should be very helpful as the District goes forward to shape the future and balancing the levels of its faculty and staff.



EXECUTIVE SUMMARY

This report includes an introduction and also outlines the purpose of this project which is to serve as the foundation for human resource planning in the future. The report includes a statement of the District’s mission which is important to support decisions made regarding future staffing. In addition, a discussion is included regarding how comparison districts are chosen. While the selection of comparison districts typically includes districts of similar size to the organization, El Camino CCD has in place an approved list of seven (7) comparison districts broadly accepted by the governing board and staff. This report uses the comparison districts chosen by the District. They are: Cerritos CCD, Glendale CCD, Long Beach CCD, Mt. San Antonio CCD, Pasadena Area CCD, Rio Hondo CCD, and Santa Monica CCD.

A comprehensive review of staffing levels was conducted outlining the numbers of staff in the employee categories of educational administrator, tenured/tenure faculty, temporary academic faculty, classified employees, and classified confidential employees. This study presents the legal definitions of those employee categories. The section on staffing levels covers “past” (five year period), “current” (2015-16), and observations from that data that may impact “future” needs.

Because many of the comparison districts used in this study are significantly larger or smaller than the 2015-16 FTES of El Camino CCD, the consultants have applied an “adjustment factor” to the tables of comparison—adjusting the FTES levels as if the districts were the same size. It should be noted, however, that no investigation of the differences in program offering has been made or no investigation of other factors has been made that might justify a difference in staffing levels.

According to the data presented, the current number of educational administrators at El Camino CCD appears to be at an adequate level as compared to the number of educational administrators at the comparison districts (adjusted to size).

According to the data presented, the number of tenured/tenure track faculty at El Camino CCD appears to be high in comparison to the districts used in this study. However, the higher numbers indicate El Camino CCD’s good work in progressing toward the statewide goal of 75/25 full-time/part-time faculty ratio as compared to the other districts (adjusted to size).



According to the data presented, the number of temporary academic faculty at El Camino CCD falls about mid-point on the comparison chart—another indication of the higher 75/25 full-time/part-time faculty ratio as compared to the other districts (adjusted to size).

According to the data presented, the number of classified staff at El Camino CCD is high in comparison to the other districts in this study (adjusted to size). Those numbers have slightly decreased over the past five years.

According to the data presented, the number of classified confidential employees at El Camino CCD is one of the largest among the comparison districts (adjusted to size).

According to the data presented, the number of temporary hourly non-academic employees at El Camino CCD is by far the largest in comparison to the other districts in this study, even with the adjustment to size. The District may want to verify that this number only includes temporary, non-academic employees.

According to the data presented, El Camino CCD may expect that of their twenty-three (23) educational administrators, eleven (11) of them may retire within the next five years; five (5) of whom are 65 or older.

According to the data presented, the five-year data tells us that most of the educational administrators at El Camino CCD who resigned (six) and left El Camino CCD, left for a new position.

According to the data presented, El Camino CCD may expect that of their thirty (30) classified administrators, six (6) of them may be retiring within the next five years; one (1) of whom is 65 or older.

According to the data presented, the five-year data tells us that the resignations of classified administrators (five) at El Camino CCD were for a new position elsewhere.

According to the data presented, the age data tells us that of their three hundred thirty eight (338) tenured/tenure track faculty at El Camino CCD, one hundred (100) full-time faculty may retire within the next five years; forty-four (44) of whom are 65 or older.



According to the data presented, the five-year data tells us that the resignations of tenured/tenure track faculty (6) at El Camino CCD were for a new position elsewhere.

According to the data presented, the age data tells us that one hundred forty-two (142) temporary academic faculty at El Camino CCD are 60 years old or older. While the district can track the ages of the adjunct faculty, it is not as certain that those 60+ years old will actually retire before or after they turn 65. Adjunct faculty often continue to teach part-time beyond the age of 65.

According to the data presented, and although the average age of the classified staff is 47.6 (lower than several districts in the comparison group), El Camino CCD can anticipate the retirement of seventy-two (72) classified staff within the next five years; twenty-nine (29) of whom are 65 or older.

This report includes a discussion about how to respond to general employee turnover. Presented is a popular point of view--“do less with less” (as opposed to “do more with less”)—that is, as employee staffing levels are reduced, the organization should re-evaluate workflow processes and responsibilities to determine if a more effective, productive workflow can be achieved before determining if a vacant position should be refilled. Also discussed is the concept of providing an incentive to full-time faculty for early retirement notification so that a thoughtful, organized, static, and timely recruitment calendar can be instituted which should take a huge burden off of the human resources staff and all staff who participate in the recruitment and hiring process. An incentive can also be offered to other categories of employees to provide a longer lead time for filling the vacancy—perhaps a month or two.

The section on retention of employees covers the effects of employee turnover, most particularly the departure of employees in key positions, why staff resign from El Camino CCD, whether or not salaries and benefits are competitive, what the climate survey reveals with regard to keeping employee satisfaction as a prime priority, and examples of other reasons employees may decide to stay.

There is a comprehensive review and analysis of El Camino’s current training and development program, including El Camino’s application to institute a program to prepare future leaders. The review produces six consultant recommendations.



The last section of this report reviews El Camino CCD's organizational structure as it compares to the districts used in this study. Included are definitions of the five different organizational structures: hierarchical organizational structure, flatter organizational structure, flat organizational structure, flatarchies organizational structure, and the newly emerging holacratic organizational structure. California community colleges still typically maintain the historical hierarchical organizational structure, but with some effort to create a flatter organizational structure. The more direct reports appear would constitute a flatter organizational structure.

While it has not always been the case, most districts include, at the vice president level, direct reports to the superintendent/president, in the areas of:

- Academic services
- Administrative services (finance/business)
- Student services
- Human resources.

Other vice president titles appear at a few of the comparison districts which indicates the flattening of the organizational structure. They are:

- Vice president of Compton Center
- Executive vice president of advancement and economic development
- Vice president of noncredit and offsite campuses
- Vice president of enrollment development

Other reports which appear on the organizational structures of the comparison districts are not at the vice president level, but report directly to the superintendent/president—further creating a flatter organizational structure. The offices of the foundation and public relations are the most common direct reports to the superintendent/president but are not at the vice president level. The district with the most direct reports to the superintendent/president is Rio Hondo CCD with nine (9). El Camino CCD's number of direct reports is fairly lean in comparison to the other districts. The titles of "other" direct reports to the superintendent/president in the comparison districts are as follows:



- Director of community relations
- Director of college relations, public affairs, and governmental relations
- Executive director of foundation and community advancement
- Executive director of the college foundation
- Chief of Police
- Executive director of the foundation
- Executive director of marketing and communications
- Executive director of institutional effectiveness and planning
- Executive director of strategic communication and marketing
- Executive director of the foundation
- Dean of institutional research
- Director of marketing and communications
- Director of human resources
- Director of governmental and community relations
- Dean of educational centers
- Campus counsel
- Senior director of governmental relations and institutional communications

The number of direct reports to the vice president of academic affairs at El Camino CCD is one of the lowest. The number of direct reports to the vice president of administrative services at El Camino CCD is one of the highest. The number of direct reports to the vice president of student services at El Camino CCD is one of the highest. And, the number of direct reports to the vice president of human resources at El Camino CCD is one of the highest. The consultants conducting this study have made two recommendations regarding the topic of organizational structure which can be found in the Recommendations section.

Finally, this report includes a Recommendations section wherein the CBT consultants have provided a number of recommendations for each project topic. The consultants are confident that these recommendations will benefit the District and serve as the basis for not only adjusting its staffing levels in the future, but putting into place actions to create a more efficient organization. This Staffing Plan will be integrated into El Camino CCD's Comprehensive Master Plan, either by summary or by a live link to the report itself. The CBT consultants recognize that there may be recommendations included which require negotiating with an appropriate collective bargaining unit or considered through the District's participatory governance structure.



This final report includes a list of documents, tables, graphs, an appendix of organizational charts, and information about the two consultants conducting this study.

As a special note, the CBT consultants wish to thank Superintendent/President Maloney, Vice President of Human Resources Linda Beam, Human Resources Analyst Maria Smith, and Professional Development Coordinator Lisa Mednick for providing responsive and timely assistance when requested.



DISTRICT MISSION STATEMENT

Mission Statement

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Statement of Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

Institutional Effectiveness Outcomes

Institutional effectiveness involves College efforts toward continuous improvement in institutional quality, student success, and fulfillment of the Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness—more students from our diverse communities will attain educational success and achieve their academic goals.

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College.

1. Student Readiness Rate
2. Successful Course Completion Rate
3. Remedial English Completion Rate
4. Remedial Math Completion Rate
5. Three-Term Persistence Rate
6. 30-Units Achievement Rate
7. Completion Rate
8. Transfer Rate
9. Degrees and Certificates awarded



10. Number of Transfers

Improvement goals to be achieved by the end of the Strategic Plan (Academic Year 2019-2020) are developed through College-wide consultation, with annual progress compared with a baseline year. Institutional effectiveness outcomes will be monitored annually for progress on each goal. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are College-wide plans to make progress on each initiative. Measures assess that progress during the period of the Strategic Plan (2015-16 to 2019-2020).

A - STUDENT LEARNING

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

Objectives:

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.
2. Incorporate instructional approaches that are positively associated with student success and persistence.
3. Provide specific and relevant technology training to support integration of technology with instruction.
4. Provide equipment needed to support faculty use of technology.
5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

B - STUDENT SUCCESS & SUPPORT

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.



Objectives:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

C – COLLABORATION

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Objectives:

1. Develop, promote, and implement an employee recognition plan.
2. Conduct annual review of the Making Decisions at El Camino College document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
3. Strengthen collaboration among programs, across disciplines and college areas.
4. Improve publication of the broad input on college processes.
5. Add this initiative to the purpose statement of each collegial consultation committee.

D - COMMUNITY RESPONSIVENESS

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.

Objectives:



1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.

E - INSTITUTIONAL EFFECTIVENESS

Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning and resource allocation.

Objectives:

1. Develop an integrated program review and planning tool.
2. Establish benchmarks and aspirational goals for student achievement.
3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.
4. Strengthen collaboration between programs serving students.
5. Facilitate a strong fiscal position to allow reasoned responses to fiscal threats.
6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

F - MODERNIZATION

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

Objectives:



1. Implement the Technology Plan to meet the developing information technology needs of the campus.
2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.
3. Implement safety cameras and other technological aspects of campus safety plan.



SELECTION OF COMPARISON DISTRICTS

The process for selecting districts to be used in a comparison study is usually based on one or more homogeneous properties. These studies may include the comparison of, as examples, salaries, size of annual computational budgets, number of employees, student successes. When comparing those topics, it is important to use organizations that are alike or similar. The similarities can be measured by, as examples, single or multiple campus districts, full-time equivalent student population (FTES), size of annual computational budget, or geographical location, to name a few.

El Camino CCD currently has a list of comparison districts which has been generally accepted by the governing board and staff over the years. This list has been used historically at the district for collecting a variety of data for comparison.

For the purposes of this study, CBT has agreed to use this list of districts. Because several of the districts on this list are much larger in FTES size than El Camino CCD, there are several instances in this study where CBT has applied an adjustment factor to the FTES size of the comparison districts to achieve a more representative comparison.

The comparison districts are listed below. The table includes the size of the district based on the total 2015-16 full-time equivalent student population (FTES).

District	Annual 2015-2016	Annual 2015-2016	Annual 2015-2016
	Credit FTES	Non-Credit FTES	Total FTES
Mt. San Antonio CCD	25,900.46	6,253.64	32,154.11
Santa Monica CCD	25,377.08	727.38	26,104.47
Pasadena CCD	24,152.11	1,268.34	25,420.45
Long Beach CCD	19,730.97	425.58	20,156.55
Cerritos CCD	17,734.61	737.63	18,472.24
El Camino CCD	18,168.36	3.44	18,171.79
Glendale CCD	12,624.34	2,217.90	14,842.24
Rio Hondo CCD	12,494.59	256.91	12,751.50

Table 1, Comparison Districts based on Total 2015-16 FTES



REVIEW OF STAFFING LEVELS

A review of staffing levels begins with collecting data on the numbers of staff in the different categories of employees over the past several years. This gives us an overview of how the staff has grown, or not, with the changes in the size of the student population, compared to other similar districts. The data tell us whether or not the numbers at the El Camino CCD are well within the norm of the comparison group or are or have been higher or lower in numbers of staff.

Below is a discussion of what the comparisons might mean in the categories of (1) educational administrator, (2) tenured/tenure track faculty, (3) temporary academic [adjunct], (4) classified, (5) confidential employee, and (6) temporary classified {substitute/on call}.

All of the comparison districts, including El Camino CCD, show an increase [some very slight] in full-time equivalent students (FTES) over the past five years with the exception of two of the districts: Long Beach CCD and Rio Hondo CCD.

The reader will note that four of the comparison districts are considerably larger in FTES size than El Camino CCD. An adjustment factor has been applied to the comparisons in an attempt to equalize the FTES size of the districts to be more comparable to El Camino CCD. For example, Santa Monica CCD is 144% the size of El Camino CCD. In the first table below, the number of educational administrators at Santa Monica CCD has been reduced by 44%--to represent the possible number of educational administrators if both districts were comparable in FTES size. This adjustment factor has been used throughout this section.

Using the adjustment factor, however, may be a simplistic method for comparing the numbers of employees at each of the districts. It may or may not account for the differences in program offered, the differences in the number of off-campus sites, the differences in a more focused discipline, the effort to achieve economies of scale, or many other reasons for the varying numbers.

The discussion in this section continues with a comparison and analysis of the current staffing levels in all of the employee categories in the past five years, at present, and what those numbers might mean for future staffing at El Camino CCD.



Past

Educational Administrator

An educational administrator is defined in the California Code of Regulations, Title V, for the purpose of identifying academic staff. Positions such as vice president/vice chancellor of instruction and student services and deans of instruction are among the most common titles for an educational administrator. Following is the Title V definition:

California Code of Regulations, Title V, Chapter 4 Employees 4. Subchapter Minimum Qualifications, Article 1 Scope and Definitions.

(b) "Educational administrator" means an administrator who is employed in an academic position designated by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but are not limited to, chancellors, presidents, and other supervisory or management employees designated by the governing board as educational administrators.

All California community colleges annually report their numbers of staff to the Chancellor's Office and the information is available on the Chancellor's Office website through their DataMart. Other administrators/managers who do not meet the above definition are classified employees and are reported as such under the category of "classified."

The following table shows us that all of the comparison districts, with the exception of two, grew in terms of their full-time equivalent student (FTES) population—some very slightly and others more significantly. The two districts whose student growth decreased are Long Beach CCD and Rio Hondo CCD. Half of the comparison districts' numbers of educational administrators have also decreased over the past five years. Those districts whose numbers of educational administrators have increased are: Santa Monica CCD, Cerritos CCD, Pasadena CCD, and Mt. San Antonio CCD.

Notice that the "adjustment factor" has been applied to the Fall 2015 number of employees to equalize the FTES sizes of the districts to that of El Camino CCD (and therefore the number of educational administrators).



District	Fall 2011 Total FTES	Fall 2011 Empl Count	Fall 2012 Total FTES	Fall 2012 Empl Count	Fall 2013 Total FTES	Fall 2013 Empl Count	Fall 2014 Total FTES	Fall 2014 Empl Count	Fall 2014 Total FTES	Fall 2015 Empl Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Empl Count
Santa Monica	25,831.64	46	25,098.45	48	25,333.90	45	25,920.57	46	26,104.47	48	144%	26.88
Cerritos	18,200.40	21	17,852.12	21	18,095.93	21	18,545.90	24	18,472.24	24	102%	23.52
El Camino	17,789.93	25	17,503.12	27	17,999.07	27	18,603.17	27	18,171.79	23	0%	23.00
Long Beach	20,181.05	25	19,640.88	26	19,189.11	23	20,370.41	24	20,156.55	25	111%	22.25
Glendale	13,817.73	27	13,622.89	26	13,536.06	47	14,131.56	27	14,842.24	26	82%	21.32
Rio Hondo	13,703.57	21	13,207.73	19	12,676.86	23	12,669.13	20	12,751.50	19	70%	21.32
Pasadena	23,839.07	29	20,218.54	26	23,715.14	25	25,774.80	18	25,420.45	31	140%	18.60
Mt. San Antonio	30,264.06	37	30,530.73	37	30,859.14	39	31,837.48	35	32,154.11	40	177%	9.20

Table 2, Number of Educational Administrators, 5-Year Comparison

Tenured/Tenure Track Faculty

The California Code of Regulations, Title V, defines tenured/tenure track faculty. The definition not only includes classroom instructors, but other academic faculty such as librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and other individuals that meet the specific qualifications in the definition below.

California Code of Regulations, Title V, Chapter 4 Employees 4. Subchapter Minimum Qualifications, Article 1 Scope and Definitions.

(c) "Faculty" or "faculty member" means those employees of a district who are employed in academic positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code and for which minimum qualifications for service are specified in Section 53410-53414 or other provisions of this division. Faculty include, but are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, required nonsupervisory, nonmanagement community college certification qualifications.

While the table below displays the numbers of full-time faculty at each college, it does not show us the balance or ratio between the full-time and part-time faculty. The statewide goal of 75/25 full-time/part-time faculty ratio is an important part of knowing what these numbers might mean in terms of recognizing what an appropriate level of faculty staffing might be. That topic, and the annual Faculty Obligation Number (FON), are discussed in the section covering Current Staffing Levels.



District	Fall 2011 Total FTES	Fall 2011 Empl Count	Fall 2012 Total FTES	Fall 2012 Empl Count	Fall 2013 Total FTES	Fall 2013 Empl Count	Fall 2014 Total FTES	Fall 2014 Empl Count	Fall 2014 Total FTES	Fall 2015 Empl Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Empl Count
El Camino	17,789.93	321	17,503.12	320	17,999.07	330	18,603.17	331	18,171.79	338	0%	338.00
Long Beach	20,181.05	314	19,640.88	306	19,189.11	271	20,370.41	314	20,156.55	328	111%	291.92
Cerritos	18,200.40	289	17,852.12	274	18,095.93	268	18,545.90	264	18,472.24	269	102%	263.62
Rio Hondo	13,703.57	192	13,207.73	188	12,676.86	180	12,669.13	177	12,751.50	190	70%	247.00
Glendale	13,817.73	227	13,622.89	218	13,536.06	219	14,131.56	218	14,842.24	200	82%	236.00
Pasadena	23,839.07	361	20,218.54	364	23,715.14	365	25,774.80	360	25,420.45	344	140%	206.40
Santa Monica	25,831.64	310	25,098.45	316	25,333.90	306	25,920.57	309	26,104.47	324	144%	181.44
Mt. San Antonio	30,264.06	396	30,530.73	395	30,859.14	383	31,837.48	379	32,154.11	388	177%	89.24

Table 3, Number of Tenured/Tenure Track Faculty, 5-Year Comparison

Academic, Temporary

The California Education Code defines temporary academic employees. These employees are often referred to as part-time faculty or adjunct faculty. There are very specific parameters that distinguish the part-time faculty from the contract or tenured/tenure track faculty. Temporary academic faculty also includes other academic faculty such as librarians, counselors, community college health service professionals, disabled student programs and services professionals, and extended opportunity programs and services professionals.

California Education Code

87482.5. (a) Notwithstanding any other law, a person who is employed to teach adult or community college classes for not more than 67 percent of the hours per week considered a full-time assignment for regular employees having comparable duties shall be classified as a temporary employee, and shall not become a contract employee under Section 87604. If the provisions of this section are in conflict with the terms of a collective bargaining agreement in effect on or before January 1, 2009, the provisions of this section shall govern the employees subject to that agreement upon the expiration of the agreement.

The table below is very much like the previous table for the tenured/tenure track faculty in that it shows us the numbers of temporary academic employees at each district for the past five years.



In the case of every district in the comparison group, the number of temporary academic employees has increased between the Fall of 2011 and the Fall of 2015, including in those districts where the FTES size has decreased.

District	Fall 2011 Total FTES	Fall 2011 Empl Count	Fall 2012 Total FTES	Fall 2012 Empl Count	Fall 2013 Total FTES	Fall 2013 Empl Count	Fall 2014 Total FTES	Fall 2014 Empl Count	Fall 2014 Total FTES	Fall 2015 Empl Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Empl Count
Glendale	13,817.73	531	13,622.89	503	13,536.06	545	14,131.56	602	14,842.24	603	82%	711.54
Long Beach	20,181.05	585	19,640.88	612	19,189.11	717	20,370.41	710	20,156.55	682	111%	606.98
Santa Monica	25,831.64	959	25,098.45	995	25,333.90	1050	25,920.57	1062	26,104.47	1081	144%	605.36
El Camino	17,789.93	521	17,503.12	493	17,999.07	549	18,603.17	585	18,171.79	571	0%	571.00
Cerritos	18,200.40	462	17,852.12	452	18,095.93	516	18,545.90	569	18,472.24	576	102%	564.48
Pasadena	23,839.07	718	20,218.54	650	23,715.14	783	25,774.80	715	25,420.45	882	140%	529.20
Rio Hondo	13,703.57	359	13,207.73	355	12,676.86	343	12,669.13	369	12,751.50	370	70%	481.00
Mt. San Antonio	30,264.06	801	30,530.73	804	30,859.14	877	31,837.48	879	32,154.11	859	177%	197.57

Table 4, Number of Temporary Academic, 5-Year Comparison

Classified

The category of classified employee, as a reminder, not only encompasses all non-academic and non-supervisory employees, it also includes classified supervisors and classified managers/administrators (those administrator positions not designated as educational administrator). This category also includes all confidential classified employees; however, for the purposes of this study, the confidential employees have been subtracted from each year because the numbers of those employees are discussed here separately.

The Education Code defines which positions are in the classified service.

Education Code Section 88003

88003. The governing board of any community college district shall employ persons for positions that are not academic positions. The governing board, except where Article 3 (commencing with Section 88060) or Section 88137 applies, shall classify all those employees and positions. The employees and positions shall be known as the classified service.

The following table indicates that five of the districts in the comparison group increased their numbers of classified employees over the past five years; three of the districts decreased



those numbers. El Camino CCD is one of the districts that decreased its classified staff over the five years period.

District	Fall 2011 Total FTES	Fall 2011 Empl Count	Fall 2012 Total FTES	Fall 2012 Empl Count	Fall 2013 Total FTES	Fall 2013 Empl Count	Fall 2014 Total FTES	Fall 2014 Empl Count	Fall 2015 Total FTES	Fall 2015 Empl Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Empl Count
Long Beach	20,181.05	498	19,640.88	448	19,189.11	453	20,370.41	483	20,156.55	526	111%	468.14
El Camino	17,789.93	445	17,503.12	428	17,999.07	436	18,603.17	428	18,171.79	430	0%	430.00
Glendale	13,817.73	335	13,622.89	321	13,536.06	298	14,131.56	310	14,842.24	324	82%	382.32
Rio Hondo	13,703.57	263	13,207.73	255	12,676.86	256	12,669.13	266	12,751.50	276	70%	358.80
Cerritos	18,200.40	310	17,852.12	318	18,095.93	309	18,545.90	320	18,472.24	331	102%	324.38
Santa Monica	25,831.64	509	25,098.45	497	25,333.90	477	25,920.57	480	26,104.47	499	144%	279.44
Pasadena	23,839.07	333	20,218.54	325	23,715.14	338	25,774.80	335	25,420.45	345	140%	207.00
Mt. San Antonio	30,264.06	555	30,530.73	579	30,859.14	564	31,837.48	587	32,154.11	621	177%	142.83

Table 5, Number of Classified, 5-Year Comparison

Classified Confidential

The “confidential” designation to a classified position has been effect since the legislation, AB 1725, was passed in the late 1980’s. The designation was originally meant to remove from union membership those classified employees who regularly provided support to district administrators, CEO, and governing board who worked on or had the knowledge of the governing board’s position in negotiations. The definition provided in the Government Code is as follows:

Government Code 3540.1

(c) "Confidential employee" means an employee who is 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.

From the beginning, many districts have misinterpreted this definition and have included employees who regularly handle “confidential information” that has nothing to do with employer-employee relations. Many districts have designated every employee in the human resources department, for example, as confidential. These designations are not in compliance with the Government Code definition. Therefore, many districts have maintained a very high number of confidential employees, many of whom do not meet the very strict definition in the law.



The following table indicates that five of the districts in the comparison group increased their numbers of confidential employees over the past five years; the number remained the same in two of the districts, and one district actually decreased its number of confidential employees.

District	Fall 2011 Total FTES	Fall 2011 Empl Count	Fall 2012 Total FTES	Fall 2012 Empl Count	Fall 2013 Total FTES	Fall 2013 Empl Count	Fall 2014 Total FTES	Fall 2014 Empl Count	Fall 2014 Total FTES	Fall 2015 Empl Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Empl Count
Long Beach	20,181.05	18	19,640.88	16	19,189.11	16	20,370.41	19	20,156.55	17	111%	15.13
El Camino	17,789.93	11	17,503.12	13	17,999.07	14	18,603.17	13	18,171.79	14	0%	14.00
Rio Hondo	13,703.57	8	13,207.73	8	12,676.86	8	12,669.13	8	12,751.50	8	70%	10.40
Glendale	13,817.73	6	13,622.89	6	13,536.06	7	14,131.56	8	14,842.24	8	82%	9.44
Pasadena	23,839.07	7	20,218.54	8	23,715.14	14	25,774.80	12	25,420.45	14	140%	8.40
Cerritos	18,200.40	7	17,852.12	7	268.00	7	18,545.90	7	18,472.24	7	102%	6.86
Mt. San Antonio	30,264.06	13	30,530.73	14	30,859.14	15	31,837.48	15	32,154.11	15	177%	3.45
Santa Monica	25,831.64	5	25,098.45	5	25,333.90	5	25,920.57	7	26,104.47	6	144%	3.36

Table 6, Number of Classified Confidential Employees, 5-Year Comparison

Current

Educational Administrator

The following table represents the adjusted number of educational administrators in place currently at each of the comparison districts. Based on the comparable FTES sizes of the districts, El Camino CCD's current number of educational administrators appears to be well within the norm of the other districts in the comparison group.

District	Fall 2015 Total FTES	Fall 2015 Employee Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Employee Count
Santa Monica CCD	26,104.47	48	144%	26.88
Cerritos CCD	18,472.24	24	102%	23.52
El Camino CCD	18,171.79	23	0%	23.00
Long Beach CCD	20,156.55	25	111%	22.25
Glendale CCD	14,842.24	26	82%	21.32
Rio Hondo CCD	12,751.50	19	70%	21.32
Pasadena CCD	25,420.45	31	140%	18.60
Mt. San Antonio CCD	32,154.11	40	177%	9.20

Table 7, Current Number of Educational Administrators, Fall 2015



Tenured/Tenure Track Faculty

Notice again that in the Fall 2015 Employee Count column in the table below is adjusted to equalize the FTES sizes of the districts to be more comparable to El Camino CCD. El Camino CCD has the highest number of tenured/tenure track faculty as compared to the other districts. That may be an indication that their 75/25 full-time/part-time ratio is closer to the statewide goal than in the comparison districts. In addition, it could be because El Camino CCD may offer more and/or different program offerings or special or regional programs than the other districts.

The topic of the district's 75/25 full-time/part-time faculty ratio is discussed in the next sub-section of Temporary Academic.

District	Fall 2015 Total FTES	Fall 2015 Employee Count	Percent Larger Smaller than ECC	Fall 2015 Employee Count
El Camino	18,171.79	338	0%	338.00
Long Beach	20,156.55	328	111%	291.92
Cerritos	18,472.24	269	102%	263.62
Rio Hondo	12,751.50	190	70%	247.00
Glendale	14,842.24	200	82%	236.00
Pasadena	25,420.45	344	140%	206.40
Santa Monica	26,104.47	324	144%	181.44
Mt. San Antonio	32,154.11	388	177%	89.24

Table 8, Current Number of Tenured/Tenure Track Faculty, Fall 2015

Academic, Temporary

Note again that the adjustment factor has been applied to the Fall 2015 column to equalize the FTES sizes of the other districts to come more in line with the FTES size of El Camino CCD.

The following table shows us that the Fall 2015 number of temporary academic employees for El Camino CCD is not the highest, but somewhere at the mid-point. This might indicate that El Camino CCD's 75/25 full-time/part-time faculty ratio is closer to the 75/25 statewide goal than the ratios at the other comparison districts. We test out this theory in the discussion following this table.

District	Fall 2015 Total FTES	Fall 2015 Employee Count	Percent Larger Smaller than ECC	Fall 2015 Employee Count
Glendale	14,842.24	603	82%	711.54
Long Beach	20,156.55	682	111%	606.98
Santa Monica	26,104.47	1081	144%	605.36
El Camino	18,171.79	571	0%	571.00
Cerritos	18,472.24	576	102%	564.48
Pasadena	25,420.45	882	140%	529.20
Rio Hondo	12,751.50	370	70%	481.00
Mt. San Antonio	32,154.11	859	177%	197.57

Table 9, Current Number of Temporary Academic Faculty, Fall 2015

75/25 Full-time/Part-time Faculty Ratio and Faculty Obligation Number (FON)

The passage of Assembly Bill 1725 back in 1987, and its subsequent chapter into law, established the statewide goal that 75% of instructional hours would be taught by full-time faculty while no more than 25% would be taught by part-time faculty. Most community college districts in California still fall short of that goal—for a number of reasons, most particularly the several years of more difficult California economics, state funding reductions, and difficulties finding qualified faculty for a specific geographical area or a specific discipline.

In an effort to progress toward that statewide goal, the California Community College Chancellor’s Office imposed an annual Faculty Obligation Number (FON) that requires each district to hire a specific number of full-time faculty for the following year or be financially penalized (at the rate of the average annual statewide fulltime faculty entry salary). Districts have struggled to meet their annual FON to at least maintain their current 75/25 FT/PT faculty ratio, if not progress toward the statewide goal.

The following table indicates the most current 75/25 FT/PT faculty ratios in each of the comparison districts. It clearly shows both Rio Hondo CCD and El Camino CCD as having the highest FT/PT faculty ratio than the other districts in the group. This explains why the number of full-time faculty at El Camino CCD is the highest in the comparison group, as suspected.

District	Fall 2015 Total FTES	Fall 2015 FT/PT Faculty Ratio
Rio Hondo	12,751.50	68.59%/31.41%
El Camino	18,171.79	61.91%/38.09%
Glendale	14,842.24	56.78%/43.22%
Cerritos	18,472.24	55.89%/44.11%
Long Beach	20,156.55	54.63%/45.37%
Pasadena	25,420.45	50.69%/49.31%
Mt. San Antonio	32,154.11	49.38%/50.62%
Santa Monica	26,104.47	47.19%/52.81%

Table 10, 75/25 Full-time/Part-time Faculty Ratio, Fall 2015

Classified

The following table, even after the equalization adjustment, indicates that El Camino CCD still has one of the highest number of classified staff in the comparison group. As stated earlier, there has been no test within the comparison group to see whether or not those districts with higher numbers of classified staff are offering more program or have special and/or regional programs where the other districts do not.

District	Fall 2015 Total FTES	Fall 2015 Employee Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Employee Count
Long Beach	20,156.55	526	111%	468.14
El Camino	18,171.79	430	0%	430.00
Glendale	14,842.24	324	82%	382.32
Rio Hondo	12,751.50	276	70%	358.80
Cerritos	18,472.24	331	102%	324.38
Santa Monica	26,104.47	499	144%	279.44
Pasadena	25,420.45	345	140%	207.00
Mt. San Antonio	32,154.11	621	177%	142.83

Table 11, Numbers of Classified Employees, Fall 2015

Classified Confidential

As mentioned earlier, many districts have misinterpreted the definition of confidential and have included employees who regularly handle “confidential information” that has nothing to do with employer-employee relations.



Districts often have a separate salary schedule for confidential employees in which the monthly salary is higher than a position of the same title on the classified salary schedule. Confidential employees may even be provided with a greater number of annual vacation days. Because of this separation, districts may find it difficult to revert a confidential employee back into the regular classified ranks. For example, an executive assistant to the vice president of student services may be in the classified service and have union representation where an executive assistant to the vice president of human resources may have the designation of confidential because the vice president of human resources acts as the district's chief negotiator. This example is appropriate under the definition of the confidential designation. However, if the vice president of human resources no longer acts as the district's chief negotiator, the executive assistant should be returned to the classified service, the classified salary, and the same provisions for vacation classified members receive.

Districts may find it easier to leave the confidential employee on the regular classified salary schedule, pay the employee an additional monthly stipend, and provide them with more vacation allowance. Once their regular work no longer includes preparation for district negotiations, they can easily be returned to the classified ranks—and the confidential designation removed.

There are a number of important questions to ask when deciding whether or not a classified position should have the confidential designation:

1. Does this employee regularly write or provide clerical support to any administrator who acts as the district's chief negotiator?
2. Does this employee regularly provide clerical support to any administrator/manager who is on the district's negotiating team?
3. Does this employee regularly handle documents which contain the management/governing board's position in negotiations?
4. Does this employee regularly provide statistics/information to the district negotiations team which is clearly data/information to be used at the negotiations table to support the management position?



If these questions cannot be answered in the affirmative, that employee should not have the confidential designation.

The following table shows us that, after the equalization factor is applied, El Camino CCD still has one of the largest confidential employee groups among the comparison group.

District	Fall 2015 Total FTES	Fall 2015 Employee Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Employee Count
Long Beach	20,156.55	17	111%	15.13
El Camino	18,171.79	14	0%	14.00
Rio Hondo	12,751.50	8	70%	10.40
Glendale	14,842.24	8	82%	9.44
Pasadena	25,420.45	14	140%	8.40
Cerritos	18,472.24	7	102%	6.86
Mt. San Antonio	32,154.11	15	177%	3.45
Santa Monica	26,104.47	6	144%	3.36

Table 12, Numbers of Classified Confidential Employees, Fall 2015

Temporary Non-Academic Hourly Employees

This study would not be complete without discussing the use of temporary non-academic hourly employees—their numbers, how they are hired, and how they are used. The definition in the Government Code is clear.

California Education Code Section 88003

88003. *The governing board of any community college district shall employ persons for positions that are not academic positions. The governing board, except where Article 3 (commencing with Section 88060) or Section 88137 applies, shall classify all those employees and positions. The employees and positions shall be known as the classified service. Substitute and short-term employees, employed and paid for less than 75 percent of a college year, shall not be a part of the classified service. Part-time playground positions, apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment, shall not be a part of the classified service. 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 a community college district and which is financed by state or federal funds, shall not be a part of the classified service. Unless otherwise*



permitted, a person whose position does not require certification qualifications shall not be employed by a governing board, except as authorized by this section.

Approximately twenty years ago the statewide California School Employees Association (CSEA) classified union raised complaints regarding how districts were complying with the Education Code when employing and using hourly employees. Many districts were encouraged by their general counsels to re-evaluate their use of these employees. Districts were hiring hourly/on-call employees on a regular basis, year after year, to perform regularly assigned work. These employees were not a part of the classified service, had no union representation, and had none of the benefits afforded a permanent classified employee. Many districts have addressed this issue and have hired these hourly employees on a project basis—their work being done at the completion of the project. That is the intent of the law.

In some districts, many of these employees have been hired year after year and have worked under these conditions for twenty years or more. This, apparently, is still the case at El Camino CCD. As one will note by the following table, El Camino CCD has the largest number of these hourly employees of all of the comparison districts—a headcount number that even greatly exceeds their number of permanent classified employees. While this number has been supplied by the Office of Human Resources, it may need to be verified by the District to insure the number only includes temporary, non-classified employees and does not include student workers or professional experts.

District	Fall 2015 Total FTES	Fall 2015 Employee Count	Percent Larger Smaller than ECC	Adjusted Fall 2015 Employee Count
El Camino	18,171.79	783	0%	783.00
Pasadena	25,420.45	943	140%	565.80
Long Beach	20,156.55	512	111%	455.68
Cerritos	18,472.24	450	102%	441.00
Glendale	14,842.24	273	82%	322.14
Rio Hondo	12,751.50	160	70%	208.00
Santa Monica	26,104.47	265	144%	148.40
Mt. San Antonio	32,154.11	57	177%	13.11

Table 13, Numbers of Temporary Non-Academic Hourly Employees, Fall 2015



Future

The discussion about what direction El Camino CCD might go with regard to its future staffing is presented here by a few general observations. Recommendations for change can be found in the section titled Recommendations.

Educational Administrator

The numbers of educational administrators currently in place at El Camino CCD appear to be at an appropriate level for the size of the district.

Tenured/Tenure Track Faculty

While the numbers of tenured/tenure track faculty at El Camino CCD appear to be high compared to the districts in the comparison group, the number reflects El Camino's good effort to progress toward the statewide goal 75/25 full-time/part-time faculty ratio—a ratio that is much better than six of the comparison districts.

Academic, Temporary

The number of temporary academic faculty for El Camino CCD falls about mid-point when comparing it with the other districts in this study. That too is an indication of El Camino CCD's effort to move toward assigning more and more instructional hours to full-time faculty—the strategy for improving its goal toward the 75/25 FT/PT faculty ratio.

Classified

The numbers of classified staff at El Camino CCD is high, even when the equalization factor is applied, compared to the other districts in the study. We do observe that El Camino CCD has slightly decreased this number over the past five years. Perhaps there is already a plan in place to re-evaluate the need for so many permanent classified staff, most especially in light of the very large number of temporary non-academic hourly staff it hires annually.



Classified Confidential

El Camino CCD has one of the largest confidential employee groups among the comparison districts, even with the equalization factor in place. The legal definition of the confidential designation is clear; however, it is not known if each of those positions have been evaluated recently.

Temporary Non-Academic Hourly Employees

El Camino CCD has by far the highest number of annually employed temporary non-academic hourly employees among the districts in the comparison group. However, as stated, while this number was supplied by the Office of Human Resources, the District may want to verify the number to make sure only temporary, non-academic employees have been counted.



REVIEW OF STAFFING ISSUES

Aging Work Force and General Turnover

Administrator

One of the important strategies to keep in mind when building a staffing plan is anticipating the future turnover of staff. A district can certainly anticipate an approximate number of retirements if a review is done of the span of ages of each of the employee categories.

The following table shows us that of the twenty-three (23) educational administrators, 48% are age 60 or older and may retire within the next five years. Twenty-two percent (22%) are age 65 or older and may retire within the next five years.

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
El Camino CCD	0	2	1	5	3	1	6	5	23	55.2
Mt. San Antonio CCD	1	2	8	2	7	9	10	1	40	52.7
Santa Monica CCD	2	4	8	6	8	5	9	6	48	51.9
Glendale CCD	3	0	2	5	9	1	2	4	26	51.7
Pasadena Area CCD	1	4	4	3	3	8	6	2	31	51.5
Rio Hondo CCD	0	2	2	3	3	7	1	1	19	51.3
Cerritos CCD	0	2	6	3	2	6	5	0	24	51.2
Long Beach CCD	2	3	3	3	8	3	1	2	25	48.9

Table 14, California Community Colleges Chancellor's Office, Age Educational Administrators, Report on Staffing for Fall 2015

The following table shows us that of the thirty (30) classified administrators, 20% are age 60 or older and may retire within the next five years. Less than 1% are age 65 or older and may retire within the next five years.

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
El Camino CCD	1	2	1	6	5	9	5	1	30	52.4
Glendale CCD	1	0	6	5	5	8	4	2	31	51.9
Rio Hondo CCD	2	0	3	3	3	1	2	2	16	50.5
Cerritos CCD	0	3	3	4	5	5	4	0	24	50.3
Santa Monica CCD	0	3	2	0	4	1	1	1	12	49.0
Mt. San Antonio CCD	0	3	2	0	4	1	1	1	12	49.0
Long Beach CCD	1	4	4	5	7	7	1	0	29	48.9
Pasadena Area CCD	3	4	11	5	4	11	3	1	42	48.4

Table 15, California Community Colleges Chancellor's Office, Age Classified Administrators, Report on Staffing for Fall 2015



The following tables provide data for the past five years outlining the reasons for administrators leaving El Camino CCD. The data was supplied by El Camino CCD for the categories of educational administrator and classified administrator.

Over the past five years, El Camino CCD has lost five (5) educational administrators to retirement and, as we have seen, another eleven (11) may retire within the next five years. The district, however, lost a greater number of educational administrators (7) to resignation, as we can see by the data in the table below.

Reason for Leaving	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Retirement	0	0	2	1	2
Resign	0	1	2	1	3
Terminate	0	0	0	0	0

Table 16, Reason for Leaving El Camino CCD, 5-Year Data, Educational Administrators

While it is unlikely a district can convince employees to remain beyond the date they wish to retire, we can look back at some of the reasons employees leave the district for other than retirement. The following tables provide data, supplied by El Camino CCD, for the past five years in the categories of educational administrator and classified administrator.

The five-year data tells us that most of the educational administrators who resigned (six) and left El Camino CCD, left for a new position or a job closer to home. Is the new position closer to home? Is the salary higher, the benefits better? Does the new organization offer more professional development? Is the new position a promotion? This questioning may give El Camino CCD additional information to design strategies to increase the retention of educational administrators.

Reason for Leaving	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Family Reason	0	0	1	0	0
In lieu of Term	0	0	0	0	0
Moved out of Area	0	0	1	0	0
New Position	0	1	0	1	3
Pursue Higher Ed	0	0	0	0	0
Resign - No Reason Stated	0	0	0	0	0
Job Closer to Home	0	0	1	0	0

Table 17, Reason for Resigning from El Camino CCD, 5-Year Data, Educational Administrators



Over the past five years, El Camino CCD has lost seven (7) classified administrators to retirement and, as we have seen, another six (6) may retire within the next five years. The district lost the same number of classified administrators (7) to resignation rather than to retirement, as we can see by the data in the table below.

Reason for Leaving	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Retirement	2	1	0	4	0
Resign	1	0	1	2	3
Terminate	0	1	0	1	0

Table 18, Reason for Leaving El Camino CCD, 5-Year Data, Classified Administrators

The resignations of classified administrators (five) for a new position elsewhere is a slightly lower number than that of the educational administrator. The very same questions apply here. Is the new position closer to home? Is the salary higher, the benefits better? Does the new organization offer more professional development? Is the new position a promotion? This questioning may give El Camino CCD additional information to design strategies to increase the retention of classified administrators.

Reason for Leaving	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Family Reason	0	0	0	0	0
In lieu of Term	0	0	0	1	0
Moved out of Area	0	0	1	0	0
New Position	1	0	0	1	3
Pursue Higher Ed	0	0	0	0	0
Resign - No Reason Stated	0	0	0	0	0
Job Closer to Home	0	0	0	0	0

Table 19, Reason for Resigning from El Camino CCD, 5-Year Data, Classified Administrators

Tenured/Tenure Track Faculty

Again, based on the ages of full-time faculty, a district can anticipate the upcoming retirements of its full-time faculty. In the case of El Camino CCD, it appears that nearly one third (33.3%) of its full-time faculty may retire within the next five years. That projection is important and implies that a greater effort will be needed to meet the Chancellor's annual Faculty Obligation Number (FON), plus the need to hire additional full-time faculty to continue to move toward the 75/25 FT/PT ratio.

The following table shows that 30% of the full-time faculty are 60 or older and may retire within the next five years; 13% of them are age 65 or older and may retire sooner than



five years. Every district in this comparison group will be faced with about the same out flux of full-time faculty which, of course, increases the competition for jobs across Southern California.

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
Santa Monica CCD	20	41	31	35	43	50	43	61	324	52.6
Glendale CCD	11	18	21	31	32	32	28	27	200	52.0
El Camino CCD	26	36	47	43	37	49	56	44	338	51.2
Pasadena Area CCD	23	41	45	49	56	52	43	35	344	50.7
Long Beach CCD	27	27	50	53	51	46	39	35	328	50.6
Rio Hondo CCD	16	22	24	28	30	24	27	19	190	50.4
Cerritos CCD	23	27	39	40	33	38	44	25	269	50.2
Mt. San Antonio CCD	24	40	60	79	61	61	38	25	388	49.5

Table 20, California Community Colleges Chancellor's Office, Age Tenured/Tenure Track, Report on Staffing for Fall 2015

In addition, we can review the other reasons faculty have left other than for retirement. El Camino CCD supplied the following data to provide information about why faculty have left the district over the past five years. Seventeen (17) full-time faculty have resigned from El Camino CCD over the past five years.

Reason for Leaving	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Retirement	14	7	15	12	17
Resign	3	2	3	3	6
Did not pass probation	1	0	1	0	1
Deceased	0	0	2	2	0

Table 21, Reason for Leaving El Camino CCD, 5-Year Data, Full-time Faculty

Again, six (6) full-time faculty resigned from El Camino CCD over the past five years to take a new position elsewhere. The same questions apply. Is the new position closer to home? Is the salary higher, the benefits better? Does the new organization offer more professional development? Is the new position a promotion? This questioning may give El Camino CCD additional information to design strategies to increase the retention of tenured/tenure track faculty.

Reason for Leaving	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Family Reason	0	0	1	0	0
In lieu of Term	1	0	1	1	0
Moved out of Area	0	0	0	1	0
New Position	0	1	1	0	4
Pursue Higher Ed	0	0	0	0	1
Resign - No Reason Stated	0	1	0	0	0
Job Closer to Home	2	0	0	1	1

Table 22, Reason for Resigning from El Camino CCD, 5-Year Data, Full-time Faculty



Temporary, Academic

It is a bit different when anticipating whether or not temporary academic faculty (adjunct faculty) will retire. While the district can track the ages of the adjunct faculty, it is not as certain that those 60+ years of age will actually retire before or after they turn 65. Adjunct faculty often continue to teach part-time beyond the age of 65. However, a full twenty-five percent (25%) of the temporary academic faculty are 60 years old and older. The location of El Camino CCD is a plus for attracting adjunct faculty in that the district is in a heavily populated area of Southern California where, according to the 2014 Torrance Community Profile and Environmental Scan, over forty percent (40%) of the over 25 years of age population has a Bachelor's Degree or above. That percentage is even higher for the surrounding beach cities at just over sixty percent (60%).

District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
Santa Monica CCD	154	127	117	106	124	122	128	203	1081	50.7
Rio Hondo CCD	52	49	42	35	37	45	39	71	370	50.5
Glendale CCD	92	60	75	79	73	73	67	84	603	49.6
El Camino CCD	94	83	55	68	69	60	68	74	571	48.8
Pasadena Area CCD	155	107	109	123	83	98	90	117	882	48.5
Mt. San Antonio CCD	148	107	108	113	98	87	89	109	859	48.3
Cerritos CCD	110	61	76	64	73	59	61	72	576	48.0
Long Beach CCD	135	130	81	78	73	60	65	60	682	46.1

Table 23, California Community Colleges Chancellor's Office, Age Academic Temporary, Report on Staffing for Fall 2015

Classified

The average age of classified support staff at El Camino CCD (47.6 years of age) is much lower than the average age of any other employee category. Even with that average age, 17% are 60 years or older and may retire within the next five years. Unlike the full-time faculty, classified employees retire or resign any time of the year. Their vacancies need to be dealt with on a more immediate basis. Every district has a process for evaluating whether or not a vacant position should be filled, eliminated, or merged with another existing position.



District	<35	35-39	40-44	45-49	50-54	55-59	60-64	65+	Total Headcount	Average Age
Rio Hondo CCD	48	31	39	17	36	50	29	16	266	52.8
Glendale CCD	39	40	34	35	42	46	42	23	301	49.7
Pasadena Area CCD	50	37	40	41	53	38	38	20	317	48.9
El Camino CCD	45	57	38	62	60	80	43	29	414	47.6
Santa Monica CCD	96	52	40	58	58	62	54	32	452	47.3
Mt. San Antonio CCD	98	92	72	100	85	81	39	23	590	46.4
Long Beach CCD	116	63	69	65	72	58	49	22	514	45.9
Cerritos CCD	56	45	38	41	44	44	32	14	314	45.2

Table 24, California Community Colleges Chancellor's Office, Age Classified Professional/Support, Report on Staffing for Fall 2015

Responding to Employee Turnover

We begin the discussion about responding to employee turnover with the employee category of the tenured/tenure track faculty.

Tenured/Tenure Track Faculty

Receiving resignation and retirement notifications from full-time faculty at any time of the year produces chaos and hardship on the human resources staff and the departments who need to respond to the “surprise” vacancy in a timely manner. It would be a good guess to imagine that the months of May, June, July, and August are extremely hectic in a mad effort to get the vacancies filled prior to the beginning of the following academic year. When there are large numbers of vacancies to be filled—that can be a nightmare for all concerned in the recruiting and hiring process. It is understood that while the current El Camino CCD Staffing Plan has listed the goal to develop a “flexible recruitment plan” to respond to these unknowns, that plan has not been addressed to date.

Imagine receiving full-time faculty resignation or retirement notifications on October 1st for the ensuing academic year (rather than just anytime throughout the current year). That can be achieved and is achieved at other California community college districts. If the district negotiated with full-time faculty that they would receive an attractive incentive IF their retirement notification effective at the end of the current academic year is received by the district no later than October 1st. The incentive date can be any date of the district’s choosing. It should be, however, shortly before or after the district learns their FON requirement from the



Chancellor’s Office. The incentive may or may not be provided to those who intend to resign rather than to retire. The incentive could be anything that can be fairly negotiated with faculty.

If that date were a reality, the district then can establish a thoughtful, organized, static, and timely recruitment and hiring calendar. The following calendar is an example only. Having such a calendar used year after year informs all employees the expectation of what happens next in the hiring process, provides time for training of EEO representatives, provides time for training hiring committee members, staggers closing dates which allows time for screening application materials, scheduling interviews, notifying applicants of the progress of each recruitment. Having such a calendar takes so much pressure off of the human resources staff and off of all of those who participate in the hiring process with time to plan ahead. There are many more tasks to be done than those listed in the sample calendar below.

October	Retirements submitted to receive incentive
November	Determine number of full-time faculty to be hired (combination of retirements, resignations, and FON)
November	Drafts of job announcements presented to department heads/administrators (stagger closing dates—longer for hard to fill positions. Should be no shorter period than six weeks. Some positions could be “open until filled” but should list a several screening dates.)
November	Finalize job announcements
December	Recruitment plan begins
January	Participate in job fairs, if available; train EEO reps; train committee members
February	Begin reviewing/screening applications as staggered closing dates occur
March-May	Conduct interviews/final interviews/background checks
May-June	Offer positions and contracts

Educational and Classified Administrators

This discussion was started with the tenured/tenure track faculty employee category because a district can certainly apply the same incentive to the administrative group and follow the same recruitment/hiring calendar as the example displayed above. This group may be a bit different than that of the tenured/tenure track faculty group because the administrator may resign/retire at any point in the academic year and may not wait until the end of the current year. However, the language for the incentive may not need to have a specific date (like October 1st) but may say something like “...with two months prior notification.... That language may increase the notification time from two weeks to two months providing a longer lead time for recruitment and hiring.



Temporary, Academic

This category of employee is not typically a problem when it comes to leaving the district. Usually, an adjunct faculty member declines an assignment for the following semester.

Classified

The resignations/retirements of classified employees also can occur any time of the year and must be responded to on an as needed basis as soon as possible. A district also has the option of negotiating incentive language for retirements for classified employees that is appropriate to their length of service and can attempt to gain a longer period of notification than, say, the usual two week period.

Retention

“Retention: An effort by a business to maintain a working environment which supports current staff in remaining with the company. Many employee retention policies are aimed at addressing the various needs of employees to enhance their job satisfaction and reduce the substantial costs involved in hiring and training new staff.” BusinessDirectory.com.

Particularly in good economic times, all California community colleges are concerned about retention—retention of both students and employees. It is a common theory in all kinds of organizations that employee turnover of 15% annually is an acceptable turnover rate. Many experts advise organizations to strive for a goal of a 10% annual turnover rate and put in place retention policies which focus on employee satisfaction and morale.

Employee retention rates among the California community colleges is difficult to measure. That kind of data is not available statewide. We can, however, review employee turnover data from El Camino CCD in three categories of employees. According to the information supplied by El Camino CCD, as the following table shows, the employee retention rate between Fall 2015 and Fall 2016 is very high, with the exception of the category of educational administrator which was much lower.



El Camino CCD	Number Fall 2015	Notice/Left 2015-16	Retention Rate
Educational Administrator	23	5	78%
Tenured/Tenure Track Faculty	338	23	93%
Classified*	440	30	93%

Table 25, Retention Rate, 2015-16

*Includes classified administrators and confidential employees.

While the employee retention rate is very high, an organization should remain vigilant and continue to collect information as to why employees leave. We have seen from the data in the previous section of “Aging Workforce and General Turnover” that most employees who leave El Camino CCD leave because of retirement. And, as we have learned, the numbers of retirements, especially in the educational administrator category, will continue to be high. Employees leaving because they are retiring is a reason for departure not easily changed.

When key members of an organization leave, it takes about one year for the replacement employee to reach a level of comfort on the job in terms of knowledge, skill, and productivity. A thoughtful transition plan can make this major change go smoothly and more comfortable for those employees affected. The departure of a key employee may cause a number of troublesome conditions.

1. Redistribution of workloads
2. Loss of legacy skills or knowledge
3. Instability and lack of continuity for students, employees, and community
4. Problems with quality and/or productivity
5. Ruptured relationships

Developing strategies to retain those employees considering leaving for other reasons, specifically for a new position elsewhere, is a worthwhile goal and should be incorporated into a formal retention plan.

There are a number of topics to consider while contemplating what makes an employee stay. The following list is by no means complete, but is a start when putting together a retention plan, based on data, that will improve employee retention.



Employee Satisfaction

Many California community colleges have conducted an employee satisfaction survey, or a climate survey, with the intent of testing the satisfaction levels and morale of staff regarding a number of topics. The El Camino CCD has conducted a climate survey on a regular basis, the last one being conducted in 2013. The next climate survey is scheduled to be conducted in 2018 and every four years thereafter.

The 2013 climate study summarized its results in the following few paragraphs:

“Employees did not view El Camino College’s Communication and Planning favorably. The perception of service to the college mission, the work environment, and employee inclusion in the campus community remain relatively high. But, several of the individual items were rated lower than they were in the past indicating a general decline in employee outlook. Twenty-six (26) of the thirty-five (35) items had rating averages decline of 0.15 or greater when compared to the 2010 employee survey.

In general, there were no significant differences in opinion between different demographic groups. The factor that does demonstrate a difference is “Communication” where half of the items are rated lower by faculty and staff than by management.”

The results of this 2013 survey has provided El Camino CCD, with its new leadership, an opportunity to respond to employee needs and to make employee morale a prime concern. El Camino CCD should look forward to what progress they have made as will be evidenced by the 2018 Climate Survey.

Other Reasons Employees May Remain

There may be other reasons that cause employees to remain satisfied enough to stay at their current district; i.e., transparency and level of trust with the governing board and administration, professional development opportunities (including conference attendance, on-campus development and training, leadership training/developing future leaders), fair and balanced performance evaluations, fair and reasonable negotiation practices, etc.



REVIEW OF TRAINING AND DEVELOPMENT

Current Program

El Camino Community College District (the District) supports a Professional Development and Learning Department (PDL) located within the Library West Basement. The mission of PDL is to foster a continuous learning environment that contributes to employee success and enhances employee satisfaction by providing: 1) skill development; 2) resources for personal and professional development; and 3) opportunities for renewal, team building, and sharing to three employee groups: classified staff, faculty, and managers. The PDL coordinates the delivery of 350 to 400 activities yearly.

Overview

The PDL consults with three constituent committees, the Faculty Development Committee of the Academic Senate, the Classified Personnel Development Committee, and the ECC/Compton Center Manager's Forum. Members from each consultation committee provide insight in the planning, design, implementation and evaluation of professional development programs and activities.

The PDL Department personnel includes a coordinator (designated as "classified supervisor") who manages the department budget, staff, program planning; an administrative assistant who coordinates the administrative functions including event planning, promotion, logistics and updates the PDL Website; an instructional technology specialist and trainer who designs and teaches workshops in MS Office Suite and other software; and a part-time clerical assistant who manages the schedule of professional development activities and requests for faculty flex hours credit and assists in the preparation of compliance reporting requirements and department data.

The current coordinator is relatively new having joined the District during winter, 2015. Under the current coordinator's direction, the PDL has been focused on strategically realigning resources, operations, and programs to better serve all three employee groups more equitably and with measurable outcomes. Currently 60% of all PDL professional development activities are designed specifically for faculty to help accommodate their 24 hours-contractual



professional development obligation. The PDL has now directed its efforts toward increasing the number of programs designed for classified and management employees. The coordinator is working toward providing more training initiatives that will respond to institutional need. One such program includes a series of workshops on purchasing and budgeting processes.

PDL Website

A central feature of the PDL is the Department website at <http://www.elcamino.edu/administration/staffdev/index.asp> (the “Website”). The Website clearly outlines links to department information including course offerings, learning resources, and additional professional development links. The summary below provides an overview of the website links:

Calendar of Events: The website includes an interactive calendaring system through which employees can register for and schedule courses directly onto their personal calendars. Courses offered are clearly displayed on each calendar date. Employees can click on the course and immediately the time, location, and a thorough description of the course will be displayed.

Committees: Lists the individuals that comprise the Classified Personal Development Committee and the Faculty Development Committee.

Conferences: Lists the guidelines and funding sources for conferences of interest to classified, full-time faculty and adjunct faculty.

ECC PRIDE: A recently funded initiative for a comprehensive leadership development program intended to provide intensive leadership training courses over a specific period of time using a cohort model. This program is currently in the development stage and is intended to address the need to develop future leaders across the campus. The program will include participants from each of the employee groups including faculty, classified, and management. The program is not intended to replace management training.

Etudes (Distance Learning): The current learning management system used for online, hybrid, and traditional classes. ECC is in the process of an 18-month transition from Etudes to Canvas.



Faculty and Staff Resources: Contains links to pertinent informational resources for full and part-time faculty and classified staff. The links include, but are not limited to, the History of El Camino College, General Campus Information, information specific to the classified employee (i.e. requirements of classified employees, classified service, and leaves of absences) and faculty staff (technology, recordkeeping and instructor resources).

The Trainer Recommends: A pilot program of recommendations provided and monitored by the PDL's instructional technologist and trainer. The content of this link (or "Tile") is periodically updated or changed to include information on fall and spring Professional Development Days. This tile is reserved for rotating and updating information on programs, events, and emerging technologies.

Flex Information FAQ's: Provides links to specific information about Flex (professional development) days and hours.

Innovation Center: (The Faculty and Staff Computer Lab) The purpose of the Innovation Center is to provide assistance to all employees, either one-on-one or in groups, with office and classroom technology.

OU Campus Help: Omni Update (OU) is a web content management system provided to designated staff and faculty to enhance their ability to design, maintain, and update department/division and faculty web pages.

Online Teaching Process: Online teaching certification for faculty who would like to teach online at El Camino Community College, provides links to two courses that must be completed for certification, and reimbursement information. The PDL plans to update this link to reflect the transition of online learning management systems from Etudes to Canvas.

Professional Development Reporter: The College's software for tracking and reporting Flex hours/credits. Using Professional Development Reporter, one can register for available training classes, submit an individual project proposal or conference report, and view your flex hours summary for the current academic year.



Programs & Training: Provides information on the technology training schedule and links to archived training materials.

Teaching for Success: Teaching for Success is a collection of electronic teaching improvement resources consisting of Teaching for Success E-zine issues (current and achieved), Quick Tip Series, Quick Studies, and Quick Courses. The purpose of these materials is to inform faculty in a clear, concise, and practical style what are the Critical Success Factors of successful teaching and how to apply these success principles and instructional strategies to improving teaching and learning.

Technology Links: A collection of links to technology information websites where the user can learn about instructional technology for use in the classroom or to enhance their computer software skills.

Workshop Materials: A collection of materials and handouts for on-campus Professional Development training courses. This link includes Lynda.com, a comprehensive online training portal that is widely utilized by all campus staff.

Faculty Inquiry Partnership Program: A grant supported program instituted in the early 2000's, several practices of which have been continued in current programming such as the Faculty Inquiry Teams of the Student Equity Plan and the forthcoming program components of ECC PRIDE, all of which are supported by the PDL.

Program Review

In spring 2016, the PDL conducted an analysis of historical data covering a period of three years to review participation trends and program development. The data revealed that program offerings and employee participation has steadily increased. Most of the offerings were designed for and well attended by faculty. In 2015, total attendance at PDL programs exceeded 7,100 which was an increase in participation of approximately 10% over the previous year; and the number of programs was approximately 425 which represents a 14% increase. Seventy-four percent of the programs targeted faculty, 3% were designed for managers or staff, and 23% of programs aimed to appeal to all three employee groups. The data supports the PDL's decision to direct efforts to increase the number of management training opportunities.



The PDL coordinator provided the following summary of current professional development programs for classified, management, and faculty employee groups and the significant results of a Needs Assessment conducted in 2015 as follows:

Classified Staff Professional Development

New Classified Staff Orientation: In fall 2015, the department collaborated with the Classified Professional Development Committee to formalize this half-day program which will occur twice annually for classified employees hired within the preceding six months. Orientation components include an introduction to major college areas and leadership, information on the collective bargaining agreement, and information on campus process and procedure.

In the fall of 2016, the Classified Orientation will be expanded to include an afternoon “Getting the Job” program intended to provide direction, resources, and tools for classified professional advancement. This program will also be piloted at the ECC Compton Educational Center.

Classified Professional Development Week: Classified Professional Development Week occurs the third week of May, an event recognizing the contributions of classified staff by the California Legislature. Since 2009 at ECC, this event has evolved from an employee appreciation week to an opportunity for greater professional development, wellness, and work/life balance. Multiple workshops --intended for classified staff but open to all employees--take place throughout the week and culminate on Friday with a lunch and team building extravaganza.

Other professional development opportunities for staff are offered throughout the year through the PDL Department, the Office of Safety, the Classified Professional Development Funds, and the Tuition Reimbursement Program.

In 2016, PDL will launch a program for new administrative assistants based on topics identified in the fall 2015 classified professional development needs assessment.



Faculty Professional Development

Through the Flexible Calendar Scheduling and Chancellor’s Guidelines on Flex, full-time ECC faculty are required to participate in 24 hours of professional development each academic year. Nine hours are completed through required on-campus activities, Fall PD Day (6 hours) and Spring PD Day (3 hours). Faculty members have a variety of ways in which to complete the remaining 15 “flexible” hours.

On-campus programs are offered throughout the year. Faculty members may also attend off-campus conferences, seminars, and workshops and can engage in individual or group projects with dean’s approval. The Categories and Activities List summarizes activities and associated flex credit hours for the PD categories outlined by the Chancellor’s Office.

PDL sponsors and coordinates faculty participation at the Great Teachers’ Seminar each summer.

In 2015, the PDL Department evaluated the processes for PD planning and strengthened its practices in the following areas:

1. Adherence to activities eligible for flex credit.
2. Accurate recording and reporting of flex-eligible hours.
3. Inclusion of student voices in PD planning.
4. Establishing individual faculty plans for professional development.

PDL consults with the Faculty Development Committee and the Dean’s Council for the purposes of developing policies for flex credit and increased compliance and efficiency.

Management Professional Development

PDL supports participation of new deans at the “Admin 101” program of the Association of California Community College Administrators (ACCCA) each summer.



Professional development for managers is currently achieved through attendance at conferences and training offered through various work-specific organizations.

Campus Management Forums are held monthly and are facilitated by department managers from both the ECC and ECC Compton Educational Center to educate colleagues on the trends, programs, and issues affecting overall management of the College.

Campus Management Meetings are also scheduled monthly and facilitated by the college president to bring managers up to date on important news and trends affecting the college (e.g. the State budget, accreditation, safety matters, etc.).

In 2016, PDL will launch a management program series based on needs identified in speaking with new and seasoned managers and through the formal needs assessment conducted in fall, 2015. Topics will include the fiscal year funding cycle, unit and program planning, colleague training for managers, familiarity with collective bargaining agreements, supervision and evaluations, and teambuilding strategies.

Future Leaders Project

Recognizing the dynamic nature of the District, the superintendent/president, together with the PDL Department and a 6-person design team designated by the superintendent/president in collaboration with the president of the Academic Senate and the president of the ECCE classified union, began planning a program to develop future leaders who could respond to a future of innovation, change, transformation and challenges. The faculty and classified representatives to the design team were designated by the Academic Senate and the classified union. Working in collaboration with a team of staff, faculty, and administrators, the final product is a program entitled "PRIDE" which stands for People, Respect, Integrity, Diversity, Excellence. The design team, in concert with the PDL Department, submitted a program proposal to the Institutional Effectiveness Partnership Initiative (IEPI), a collaborative effort to help advance the institutional effectiveness of California Community Colleges. On November 1, 2016, the PDL Department was notified by the IEPI that the PRIDE program was accepted for funding.



The purpose of PRIDE is to develop leaders with the knowledge, skills, and leadership abilities to respond to the various changes promised by the future of the District and our nation of diverse populations. The intention is to foster enthusiastic, innovative leaders who can serve as change agents that enhance trust and communication and promote a cross-functional culture that breaks down the silo perspective. The program is designed to address the following outcome indicators:

- Coordinated training of college/and or district leaders across silos on leadership theories and models.
- Coordinated training of college/and or district leaders across silos on leadership competencies.
- Development of shared language for continued leadership level discussions at the college and/or district. Increased awareness of team member differences in terms of style, approach and/or strengths through assessments, focused dialogue or other leadership development tools.
- Increased trust and awareness of mutual conflicting needs inherent in senior level roles.
- Increased capacity to identify organizational strengths and areas needing improvement for strategic conversation and planning.
- Real-time assessment and commitment to shared action steps for continued joint leadership development at the college and/or district level.
- The use of curriculum content that is research based and tailored to the most pressing needs of California Community College personnel.

The PRIDE program curriculum will be delivered using a cohort model in which 18 to 24 individuals from each of the employee groups (faculty, classified, and management) will be selected to participate in a semester-long program comprised of 4 modules that will be delivered two times per academic year, followed by a job shadowing/mentoring component the subsequent semester.



Institutional Research Data

In the fall of 2015, a comprehensive needs assessment was conducted for all three employee groups. It should be noted that some, but not all, of the following topics indicate the percentage of interest of the respondents in the needs assessment survey. The percentages were not available to the consultants at the time of this printing. The data is available, however, from the Office of Professional Development.

Faculty Professional Development Needs Assessment (n=159)

Top Requests:

- Discipline-related-24%
- Pedagogy-17%
- Online Pedagogy-12%
- Technology for work purposes-16%
- Technology for the classroom-14%

Technology:

- 80% interested in using electronic devices in the classroom
- 59% interested in making class materials/resources available online
- 46% considering using digital textbooks
- 37% interested in collaborative programs (e.g. Google docs, Office 365)

Teaching/Learning:

- 41% interested in identifying and maximizing teaching style
- 35% interested in classroom assessment techniques
- 34% interested in collaborative and active learning
- 30% would like to learn about writing across the curriculum
- 25% reported interest in teaching underprepared students

Cultural Competence:

- 20% self-report having significant experience using culturally responsive pedagogies



- 50% self-report being somewhat knowledgeable about culturally competencies

Classified Professional Development Needs Assessment (n=111):

Top requests:

- Technology training-55%
- Safety training-46%
- Job Skills-41%

Technology:

- Advanced MS office classes (Excel, Outlook, Mail Merge Word, Excel Pivot Tables)
- Creating hyperlinks
- Datatel/Colleague/SARS-GRID
- Creating Requisitions/Purchasing Cycle
- Generating forms with Acrobat Pro forms wizard
- Windows 10 training
- Cyber safety
- Remote, self-paced training (e.g. Lynda.com)

Health/Safety:

- Tips for those in seated jobs; exercises, etc.
- First Aid
- Active shooter
- Healthy Nutrition/Weight management
- Growing organic food
- Self-Defense
- Yoga

Procedures:

- Completing common campus forms
- Key Division/Department contacts

Communication Skills:

- Customer Service—How to provide exceptional service, telephone & email



- etiquette,
- Public speaking
- Effective communication with supervisors
- Building team communication
- Dealing with difficult people
- Cultural competency & sensitivity training
- Diversity & conflict resolution training

Job Advancement:

- Resume writing
- Interviewing skills
- Leadership & Management training
- How to be an Effective Supervisor

Other:

- Retirement & estate planning

New Classified Orientation Topics:

- Organization review: divisions and functions, division organizational charts, leadership
- Understanding the paycheck, pay periods, and timesheets
- Benefits options other than those discussed at hire
- Sick pay and vacation accruals
- ECCE:
 - membership, benefits, involvement
 - rights of the union
 - perks and activities
 - knowing the contract
- Classified Professional Development funds
- Campus tour
- Info on Rideshare, Parking, and Gym use
- Basics of the community college system
- Basics of student financial aid
- Tuition reimbursement
- Orientation to the Compton Center
- Title V (Ed Code) Overview
- Professional Dress



- Copy Center direct

New Admin Asst. Training Topics

- Understanding division workflow & expectations
- Division standard operations manual
- Interdepartmental collaboration & associated responsibilities
- Office and administrative chains of command
- Becoming part of a department team
- Maintaining a conducive working environment

Classified Employees Week Topics:

- PERS retirement workshops
- Bridging generational gaps
- Cultural sensitivity training
- The link between classified employees & student success
- Effective working relationships
- Understanding the role of classified in a community college setting
- How to be an effective supervisor and managing staff
- Health & wellness topics
- Motivational speakers on various topics (e.g. self-confidence, can do approach to work, an ethos of success)
- Customer service & communication training
- Increasing morale
- Harmonious work relationships
- Pursuing higher education while working at ECC

Managers Professional Development Needs Assessment (n=37):

Top suggested management topics:

- Teambuilding strategies-9%
- Developing personal leadership skills-7%
- FTES & budgeting-7%
- Creating & managing budgeting-6%
- Developing your team members-6%



Other topic requests:

- Successful hiring strategies
- Workshop to explain FTES, adjusted vs. WSCH, FTEF, apportionment
- Grant compliance and regulations
- Better understanding of VPs and President's unit plans, decision-making processes, and timelines

Leadership/Management topics requested:

- Orientation for managers, supervisors & administrators
- How to access metrics
- Conflict resolution & mediation
- Emergency management—the manager's role

Top campus resource topics:

- Developing resources for your program or department-21%
- Learning grant writing-18%
- Understanding roles & responsibilities of grant management-16%

Top human resources topics:

- Understanding the legal process for employee progressive discipline including dismissal-9%
- Writing effective performance evaluations:-9%
- Conducting effective performance evaluations:-8%
- Ways to recognize outstanding employee performance-8%

Top Program Review topics:

- Writing an administrative unit program review-24%
- Writing a non-instructional program review-23%
- Understanding how planning documents relate to each other and how to use when working on department/division/program or unit plan and review



Program Outreach

The PDL utilizes various strategies to promote on campus events such as electronic flyers that include event information and a registration link; weekly e-mail Blasts and reminders; the website; and printed fliers delivered directly to the various division and/or departments.

Department Goals

The PDL Department's objectives have been to strategically realign its resources, operations, and activities toward professional development goals with measurable outcomes across the three employee groups. Based on these overarching objectives, the trends analysis, program review, and needs assessment data, the PDL Department developed the following strategic goals:

1. Increase Classified professional development opportunities by 12-15% so they reflect approximately 35% of all department opportunities.
2. Increase Management professional development activities by 20% so they reflect 20-25% of all department opportunities.
3. Reach 50% response rate to annual needs assessments for faculty, classified staff, and managers in order to deliver reliable, valid results.
4. Continue to seek 100% completion of Faculty Flex obligation by continued communications and expansion of eligible activities included on the matrix of Flex Categories & Activities.
5. Implement a digital signature platform to eliminate need for tracking and archiving of sign-in sheets for professional development activities.
6. Upgrade PD Reporter software to a more sophisticated platform that includes registration, calendar, and tracking features (e.g. customizable registration form similar to Google docs).
7. Train designated personnel and faculty in OU Campus v. 10 for department/division and faculty web pages.
8. Leverage on-campus experts to train managers and staff in campus technology &



procedures (e.g. requisitions and budgeting; use of Colleague, board agenda items, key forms, other).

9. Train distance education faculty in using Canvas LMS.
10. Maximize training opportunities in current and emerging classroom and office technologies (e.g. mobile technologies, upgrades to Colleague, other).
11. Continue to promote professional development activities that align with goals of the Student Equity (SEP) and Equal Employment Opportunities (EEO) plans.

Analysis

The CBT Consultants reviewed the PDL staffing and roles, PDL Website, institutional research data, current program offerings, and strategic goals and worked closely with the PDL staff to gain information and insight. The PDL Department is sufficiently staffed; however, the department coordinator role may have evolved over time and may now be responsible for a broader range of responsibilities than in the past. The position may require a review in the future.

The Website is a one-stop link to all PDL programs, it is comprehensive, well organized, and easy to use; however, course information for classified and management is embedded in the calendar and is therefore date driven. A comprehensive list of courses for management and staff in addition to the calendar would yield easier access to course information. There is currently no mechanism in place to track the number of visits “clicks” to various links. There are mechanisms available to count the number of clicks. Counting the number of clicks would disclose how different components of the website are being utilized.

The institutional research data revealed program service gaps that will be addressed by the strategic goals. The District is dedicated to developing future leaders within each employee class. The PDL recently applied for and awarded funding through the Institutional Effectiveness Partnership Initiative. The program, entitled “PRIDE” is a comprehensive leadership program designed to develop future leaders in all employee classes, using a cohort model. The program is designed for a limited number of participants, therefore efforts toward leadership programs offered to a broader base is necessary. The CBT Consultants find that the strategic goals are in direct alignment with the program review and assessment results. Since the department’s



mission is to serve each of the employee groups, it is a reasonable conclusion to direct greater efforts toward enhancing the department offerings for classified employees, and management employees in particular.

After reviewing the Needs Assessment statistical data, the CBT Consultants found that Classified and Management employee participation could be improved. There are three possible reasons: knowledge of resources, trainings, and tools available; few trainings of interest, or specifically directed toward, management; and the need for incentives to attend. Classified staff have reported to the PDL coordinator that they have often been unable to obtain supervisor support and/or approval to attend trainings.

The CBT Consultants, after the overall review of all relevant materials and programs, conclude that the PDL Department has done an impressive job of meeting their mission to foster a continuous learning environment that contributes to employee success and enhances employee satisfaction and has even progressed further to meet the District's Superintendent/President's vision of a future leaders program. The gaps in service have been revealed through the needs assessment and those gaps are on target for being addressed through the articulated strategic goals.



REVIEW OF DISTRICT ORGANIZATIONAL STRUCTURE

Superintendent/President Direct Reports

An organizational chart is a snapshot of the hierarchy of an organization. One can clearly see, from the highest level of the structure, what are the largest and most important functions of the organization. Those who have been in the California Community College System for a number of years remember when the hierarchy just below the superintendent/president level was typically divided into three major categories; i.e. instruction, student services, and business services. Human resources, up to about the late 1970's to early 1980's, was called personnel administration and was supervised either by business services or instruction or both. The duties included in a personnel department were, for the most part, staff functions basically concerned with the technical aspects of hiring and personnel recordkeeping.

Over the past fifteen to thirty years, the functions of the personnel department have grown in both breadth and depth of responsibility and now encompass much more than mere recordkeeping. Human resources departments now are the centers for recruiting, hiring, and terminating employees; collective bargaining and interpretation of contract language; providing paths for grievances, complaints and lawsuits; salary administration; health, liability, and Workers' Compensation insurances; staff development and training, strategic planning, and often include the district-wide payroll function.

In about forty-six percent (46%) of the California community colleges, the now complex function of human resources has been recognized by the appointment of a full vice president-level (including assistant superintendent, vice chancellor or chief human resources officer), leader who reports directly to the chancellor or superintendent/president. The percentage figure in 1995 was at about thirty percent (30%). There are a variety of titles across the state including: associate vice chancellor, associate or assistant vice president, executive director, director, dean, and even consultant.

That change has lead us, more frequently now, to four major categories just below the superintendent/president level; i.e. instruction (academic affairs), student services, business services (finance and administrative services), and human resources.



The organizational structures of six of the eight comparison districts recognize the more contemporary role and level of responsibility of human resources. The exceptions are: Glendale Community College District and Rio Hondo Community College District.

In four instances, districts in the comparison group have also added a major component at the vice president level (in addition to the human resources component), i.e.,

El Camino CCD has added CEO/Provost of the Compton Center and Vice President of Compton Center; Long Beach CCD has added Executive Vice President of Advancement and Economic Development; Pasadena Area CCD has added Vice President of Noncredit and Offsite Campuses; and Santa Monica CCD has added Vice President of Enrollment Development.

Organizational charts showing the direct reports to the superintendent/president at the vice president level are found in Appendices 1.0 through 1.8.

Superintendent/President Other Direct Reports

While there are five different organizational structures (hierarchical, flatter, flat, flatarchies, and the emerging holacratic structure), California community colleges historically have organized in the traditional hierarchical design.

Definitions:

Hierarchical Organizational Structure: A hierarchical organization is an organizational structure where every entity in the organization, except one, is subordinate to a single other entity. This arrangement is a form of a hierarchy.

Flatter Organizational Structure: Unlike the traditional hierarchy which typically sees one way communication and everyone at the top has all the information and power; a “flatter” structure seeks to open up the lines of communication and collaboration while removing layers within the organization.

Flat Organizational Structure: A flat organization (also known as horizontal organization or delayering) has an organizational structure with few or no levels of middle management between staff and executives.

Flatarchies Organizational Structure: Flatarchies are organizations that aren't quite flat nor are they hierarchical. They are actually a combination of both types of structures. In



other words, an organization can be relatively flat yet can create an ad hoc hierarchy to work on a project or function and then disband.

Holacratic Organizational Structure: Holacracy is a specific social technology or system of organizational governance developed by HolacracyOne, LLC in which authority and decision-making are distributed throughout a holarchy of self-organizing teams rather than being vested in a management hierarchy.

In addition, there are six elements to be considered when structuring an organization and deciding upon which kind of structure works best. The elements to be considered are:

- Work specialization
- Departmentalization (chain of command)
- Span of Control
- Centralization and Decentralization
- Formalization (definitive job descriptions)

During the past several years, some community colleges have, to a certain degree, morphed their structures into a flatter design—a mixture of hierarchical and flatter structures—most particularly at the vice presidential level.

There are advantages and disadvantages to both the hierarchical and flatter structures. Hierarchical structures define a clear line of authority and everyone understands the chain of command. This structure is particularly useful and effective during a crisis situation. Upward/downward communication seems to be most effective under this structure, identifies a leader, and clarifies the path to instruction and direction for a work group. There are, however, a number of disadvantages to this traditional structure. Work groups/departments may become isolated and collaboration, cooperation, and communication with other departments may be hampered. The hierarchical structure, the bigger the organization gets, may grow into a bureaucracy which slows down communication, decision-making, and timely action—a detriment to a dynamic and quick-acting organization.

Attempting to make the organizational structure flatter provides more employees greater authority and encourages a faster decision-making process and better cross communication between departments. The chain of command is shorter and more likely to produce a more dynamic organization. While none of the comparison districts in this study



have what would be considered a flat structure, a few of them have clearly somewhat flattened the hierarchical structure.

In addition to the mostly similar superintendent/president vice presidential-level direct reports, there are a variety of differences that surface as the organization responds to the demands of more contemporary business practices and to answer the current community pressures for the need for more information in a more immediate way. This also shows an attempt to somewhat flatten the organizational structure. The importance of these departments in the comparison districts is suggested by the fact that the department head (all below the vice president level) reports directly to the superintendent/president. These departments differ widely among those districts where this occurs. The titles of staff heading these departments also vary widely. Two specific functions are fairly consistent, however, among the comparison districts:

Public Relations
Foundation

According to Dr. George Boggs and Dr. Dale K. Wallenius, in their article *Point of View: Lessons in Resource Development*, “The chief development officer should report directly to the president, and they should communicate frequently. The president should ensure adequate staffing support for the advancement office and should include the chief advancement officer in cabinet meetings.”

The following table lists these “Other Direct Reports”:



District	Other Direct Report	Other Direct Report	Other Direct Report	Other Direct Report	Other Direct Report	Other Direct Report
El Camino CCD	Director, Community Relations	CEO/Provost, Compton Center				
Cerritos CCD	Director, College Relations, Public Affairs, and Governmental Relations	Executive Director, Foundation and Community Advancement				
Glendale CCD	Executive Director of the College Foundation	Chief of Police				
Long Beach CCD						
Mt. San Antonio CCD	Executive Director, Foundation	Executive Director, Marketing and Communications				
Pasadena Area CCD	Executive Director, Institutional Effectiveness and Planning	Executive Director, Strategic Communication and Marketing				
Rio Hondo CCD	Executive Director, Foundation	Dean, Institutional Research	Director, Marketing and Communications	Director, Human Resources	Director, Governmental & Community Relations	Dean, Educational Centers
Santa Monica CCD	Campus Counsel	Senior Director, Governmental Relations and Institutional Communications				

Table 26, Superintendent/President Other Direct Reports

Logic suggests that adding “other direct reports” to the superintendent/president allows the CEO more direct influence, keeps him/her more closely informed, offers more opportunities to align some critical functions with his/her vision for the institution, and keeps the function more visible to both the college community and the service area community at large. This arrangement does, however, have a downside—that is, the workload of the superintendent/president increases.

The following table gives us a sense of how the number of direct reports and “other direct reports” compare among the districts in this study. The data is sorted by the column showing the direct reports at the vice president level, from the largest to the smallest number. The best example from the table which shows a flattening of the upper management structure is Rio Hondo CCD with a total of nine direct reports to the superintendent/president.

District	Title	Number of Direct Reports-VP Level	Number of Other Direct Reports
Pasadena Area CCD	Superintendent/President and Chief Executive Officer	5	2
Santa Monica CCD	Superintendent/President	5	2
El Camino CCD	Superintendent/President	5	2
Long Beach CCD	Superintendent/President	5	0
Cerritos CCD	Superintendent/President	4	2
Mt. San Antonio CCD	President and CEO	4	2
Rio Hondo CCD	Superintendent/President	3	6
Glendale CCD	Superintendent/President	3	2

Table 27, Superintendent/President Direct Reports at VP level and Other Direct Reports

Organizational charts showing the other direct reports to the superintendent/president at the vice president level are found in Appendices 2.0 through 2.8.

Vice President of Academic Affairs Direct and Secondary Reports

The number of direct reports to a vice president level varies greatly among the comparison districts in this study—most particularly in the area of instructional services. Because the area of instructional services is no doubt the largest area of vice presidential responsibility at the community college, districts have attempted to balance the number of direct reports to satisfy the need for a shorter chain of command and to handle the huge workload that a large number of direct reports creates.

The following table clearly shows the differences in the comparison districts regarding the number of direct reports (and secondary reports) to the instructional vice president. In reviewing the table, one might also consider the comparison of FTES size of the district and whether or not that might make a difference in the structure. Both Mt. San Antonio CCD and Pasadena Area CCD are examples of a flatter organizational structure compared to the other districts reviewed. The number of direct and secondary reports listed for El Camino CCD appear to be a good balance.



District	Title	Number of Direct Reports	Number of Secondary Reports
Mt. San Antonio CCD	Vice President, Instruction	15	unknown
Pasadena Area CCD	Vice President/Assistant Superintendent, Instruction	14	unknown
Cerritos CCD	Vice President, Academic Affairs/Assistant Superintendent	12	3
Rio Hondo CCD	Vice President, Academic Affairs	11	6
El Camino CCD	Vice President, Academic Affairs/Assistant Superintendent	9	8
Santa Monica CCD	Vice President, Academic Affairs	9	21
Long Beach CCD	Vice President, Academic Affairs	8	23
Glendale CCD	Vice President, Instructional Services	6	21

Table 28, Number of Vice President Instruction Direct and Secondary Reports

Note: If the above table shows “unknown” in the secondary reports column, it may be the result of an abbreviated organizational chart or that there are no secondary direct reports. This data has been obtained from the comparison district’s organizational charts retrieved from each of their websites.

Organizational charts showing the direct and secondary reports to the vice president of academic affairs are found in Appendices 3.0 through 3.8.

Vice President of Administrative Services (Finance/Business) Direct and Secondary Reports

Direct reports to the vice president of administrative services typically cover roughly the same areas of responsibility, although the leadership titles may be much different.

The following table outlines the vice president title, number of direct reports, and the number of secondary reports. The number of direct and secondary reports at this level for El Camino CCD appears to be a good balance.

District	Title	Number of Direct Reports	Number of Secondary Reports
Mt. San Antonio CCD	Vice President Administrative Services	8	unknown
El Camino CCD	Vice President, Administrative Services/Assistant Superintendent	6	4
Glendale CCD	Executive Vice President Administrative Services	6	unknown
Long Beach CCD	Vice President Administrative Services	5	11
Pasadena Area CCD	Assistant Superintendent/Vice President, Chief Business Officer, Business & Administrative Services	5	unknown
Santa Monica CCD	Vice President, Business/Administration	5	9
Cerritos CCD	Vice President of Business Services/Assistant Superintendent	4	8
Rio Hondo CCD	Vice President, Finance & Business	4	3

Table 29, Vice President Administrative Services Direct Reports and Secondary Reports

Note: If the above table shows “unknown” in the secondary reports column, it may be the result of an abbreviated organizational chart or that there are no secondary direct reports. This data has been obtained from the comparison district’s organizational charts retrieved from each of their websites.

Organizational charts showing the direct and secondary reports to the vice president of administrative services (finance/business) can be found in Appendices 4.0 through 4.8.

Vice President of Student Services Direct and Secondary Reports

The vice presidential area of student services is one of the largest functions at the community college. We can see by the following table that Mt. San Antonio CCD gives us a good example of flattening out the reporting structure at this level.

The table is arranged from the largest to smallest number in the column for direct reports. The direct and secondary reports listed for El Camino CCD appears to be a good balance.

District	Title	Number of Direct Reports	Number of Secondary Reports
Mt. San Antonio CCD	Vice President, Student Services	10	unknown
El Camino CCD	Vice President, Student & Community Advancement/Assistant Superintendent	8	12
Santa Monica CCD	Vice President, Student Services	8	8
Pasadena Area CCD	Vice President/Chief Student Services Officer, Student Services	8	unknown
Cerritos CCD	Vice President of Student Services/Assistant Superintendent	7	7
Rio Hondo CCD	Vice President, Student Services	4	9
Long Beach CCD	Vice President, Student Services	4	7
Glendale CCD	Vice President, Student Services	4	4

Table 30, Vice President of Student Services Direct and Secondary Reports

Note: If the above table shows “unknown” in the secondary reports column, it may be the result of an abbreviated organizational chart or that there are no secondary direct reports. This data has been obtained from the comparison district’s organizational charts retrieved from each of their websites.

Organizational charts showing the direct and secondary reports to the vice president of student services can be found in Appendices 5.0 through 5.8.

Vice President of Human Resources Direct and Secondary Reports

The human resources function at the community college, while much smaller in terms of direct reports, is equally critical to the work of organization as the other three major functions. A service organization, human resources typically bears the responsibility of legal issues for the district.

The following table signifies that human resources is smaller in terms of direct and secondary reports compared to the other vice president level functions. Only Long Beach CCD shows any secondary reports among those districts listed. The direct reports for this position at El Camino CCD appears to follow the structure of the comparison districts.

District	Title	Number of Direct Reports	Number of Secondary Reports
El Camino CCD	Vice President, Human Resources/Assistant Superintendent	3	unknown
Pasadena Area CCD	Vice President/Chief Human Resources Officer, Human Resources	3	unknown
Santa Monica CCD	Vice President, Human Resources	3	unknown
Long Beach CCD	Vice President, Human Resources	2	2
Cerritos CCD	Vice President of Human Resources/Assistant Superintendent	2	unknown
Mt. San Antonio CCD	Vice President, Human Resources	1	unknown
Glendale CCD	Associate Vice President, Human Resources	0	unknown
Rio Hondo CCD	Director, Human Resources	0	unknown

Table 31, Vice President of Human Resources Direct and Secondary Reports

Note: If the above table shows “unknown” in the secondary reports column, it may be the result of an abbreviated organizational chart or that there are no secondary direct reports. This data has been obtained from the comparison district’s organizational charts retrieved from each of their websites.

Organizational charts showing the direct and secondary reports to the vice president of human resources can be found in Appendices 6.0 through 6.8.



RECOMMENDATIONS

The CBT consultants recognize that there may be recommendations here that require negotiating with an appropriate collective bargaining unit or considered through the District's participatory governance structure. Following are recommendations the District may want to consider.

Mission Statement

1. Consider adding a strategic initiative to the district's mission statement related to maintaining staff that are qualified, experts in their fields, supporters of student success, and who take advantage of the district's training and staff development.

Selection of Comparison Districts

2. Consider revising the District's list of comparison districts to include only single-campus districts similar in FTES size to El Camino CCD.

Staffing Levels

3. Consider carefully evaluating each classified position that becomes vacant to make a determination as to whether the position should be eliminated, combined with another position, or filled.
4. Consider re-evaluating the number of confidential employees, based on the legal definition of a confidential employee found in Government Code 3540.1.
5. Consider re-evaluating the process in which temporary hourly classified employees are hired to comply with California Education Code Section 88003.
6. Consider adding questions to the exit interview in order to discover why people are resigning from El Camino CCD. Maintain an annual record of these reasons for the purpose of making changes that might make El Camino CCD a more attractive employer.



7. Consider negotiating an incentive for early notification of retirement for full-time faculty for the purpose of establishing a consistent annual recruitment calendar so that filling full-time faculty vacancies is more efficient, less chaotic, and timelier.
8. Consider monitoring age tables for full-time faculty to incorporate that data into departmental program review processes in an effort to anticipate future retirements.
9. Consider offering an incentive for early notification of retirement for administrators/managers for the purpose of having an adequate period of time for the recruitment and hiring process.
10. Consider noting on the full-time faculty, part-time faculty, and administrator/manager's salary schedules what the rules are for initial placement; also note the rules on the job announcements.
11. Continue the District's progress toward its goal of 75/25 full-time/part-time faculty ratio and meeting the Chancellor's annual FON requirement.
12. Consider conducting for all employee categories a total compensation study which includes base annual salaries, health and welfare benefits, and years allowed for initial placement on the salary schedule to verify that El Camino CCD's salaries and benefits are competitive with surrounding community college districts.
13. Continue to conduct a climate survey every three to four years, as the District has indicated, for the purpose of keeping employee satisfaction and morale as prime concerns.

Training and Development

14. Consider conducting a classification analysis of the coordinator position to better reflect current duties and responsibilities of the position.
15. Consider a management training certificate program to that would provide comprehensive leadership training and result in a certificate. Courses could include, but not be limited to, the following:



- a. Professionalism/Personal Branding
 - b. Personal/Employee Motivation
 - c. Team Building, Management, and Leadership
 - d. HR 101 (Employment Law/Policies and Procedures)
 - e. Employee Evaluation and Performance Management
 - f. Leading a Recruitment Committee
 - g. Time Management
 - h. Conflict Resolution and Difficult Conversations
 - i. Stress Management and Avoiding Burnout
 - j. Budgets and Requisition Planning
 - k. New Manager Orientation
16. Consider offering incentives for attendance such as certificates web badges and recognition on the PDL Website and/or the President’s newsletter.
17. Consider adding staff development as a key performance indicator in management evaluations to encourage managers and supervisors to support training and development for classified staff members.
18. Consider adding a link to the website that lists all available courses classified and management employees which would immediately provide course information.
19. Consider adding a mechanism within the website that would track or count visits “clicks” to the various links.

Organizational Structure

1. Consider adding the executive director of the foundation as a direct report to the superintendent/president.
2. Consider adding the function of “marketing” to the position of director of community relations.



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- 3 Classified Needs Assessment, El Camino Community College District, 2015-16
- 4 College Staffing Plan, Comprehensive Staffing Plan 2012-17, El Camino Community College District
- 5 *Doing More with Less: Avoid Fake Work*, reported by Rodger Dean Duncan, The Forbes eBook, 2016
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- 11 IEPI (Institutional Effectiveness Partnership Initiative) Leadership Application Appendix, PRIDE, El Camino College, 2016
- 12 Manager Needs Assessment, El Camino Community College District 2015-16
- 13 *Point of View: Lessons in Resource Development*, George R. Boggs and Dale K. Wallenius, October 2016
- 14 Organization Chart, Cerritos Community College District
- 15 Organization Chart, El Camino Community College District
- 16 Organization Chart, Glendale Community College District
- 17 Organization Chart, Long Beach Community College District
- 18 Organization Chart, Mt. San Antonio Community College District
- 19 Organization Chart, Pasadena Area Community College District
- 20 Organization Chart, Rio Hondo Community College District
- 21 Organization Chart, Santa Monica Community College District
- 22 *Preparing Leaders for the Future*, American Council on Education, Galida Petre Davis, August 2016

CONSULTANTS



DR. JEAN MALONE, lead CBT Consultant, retired in June 2004 with 40 years in public education. A retired Vice President of Human Resources and District Chief Negotiator, she spent 28 of those years at the Citrus Community College District.

Upon her retirement, Dr. Malone was asked to manage the Online Collective Bargaining Database (OCB) for the Community College League of California. She managed the database until the program's termination. Dr. Malone has been with the Collaborative Brain Trust since its inception and is successfully assisting districts in her field of expertise. She also developed and maintained CBT's online program **CAPTURE!** a subscription service which was a central repository of live links to negotiations-related documents from all California community colleges. Dr. Malone managed that program until its termination.

Dr. Malone has conducted compensation studies; organizational assessment of human resources operations; assessed staffing needs; long-range staffing plans; acted as Skelly Hearing Officer; acted as negotiations advisor; provided workshops on negotiations, conducted compensation studies, advised on issues surrounding adjunct parity pay; and participated on CBT consultant teams to address staff reorganization and cost-saving measures.

Dr. Malone holds a Bachelor of Business Administration, a Master of Arts in Management, and a Doctorate of Education in Educational Leadership.



DR. DEIRDRE CARLOCK, a CBT Consultant, is senior human resources professional with expertise in HR strategy, classification and compensation, labor relations, union negotiation, workforce planning, leadership development, process redesign, succession management, foundational HR functions, and cost containment.

Dr. Carlock brings a well-rounded strategic HR perspective and best practices from her leadership roles in public, private, union, non-union, profit and non-profit settings and various industries including legal, higher education, K-12, community colleges, manufacturing, and social services.

Dr. Carlock is an alumnus of Compton College and holds a Bachelor of Science Degree in Business Management and Human Resources from California State Polytechnic University, a Master of Arts Degree in Organizational Management from Azusa Pacific University, and a Doctorate in Education and Organizational Leadership from Pepperdine University. She has studied classification at World-At-Work, the leading national association for compensation education, and she is a Certified Senior Human Resources Professional through HRCI, the nationally recognized testing organization for HR professionals.



APPENDIX



Appendix 1.0: Superintendent/President Direct Reports

Appendix 1.1: El Camino CCD, Superintendent/President Direct Reports

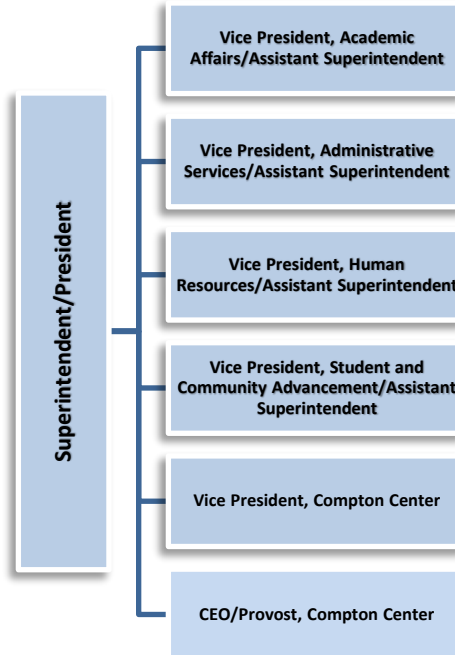


Chart 1, El Camino CCD, Superintendent/President Direct Reports

Appendix 1.2: Cerritos CCD, Superintendent/President Direct Reports

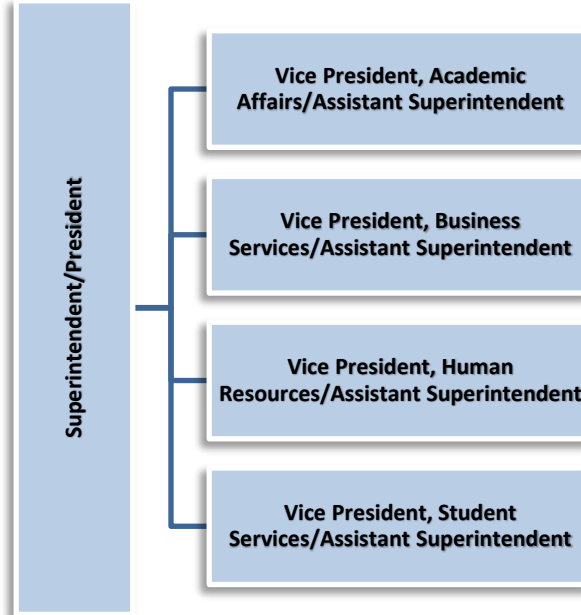


Chart 2, Cerritos CCD, Superintendent/President Direct Reports

Appendix 1.3: Glendale CCD, Superintendent/President Direct Reports

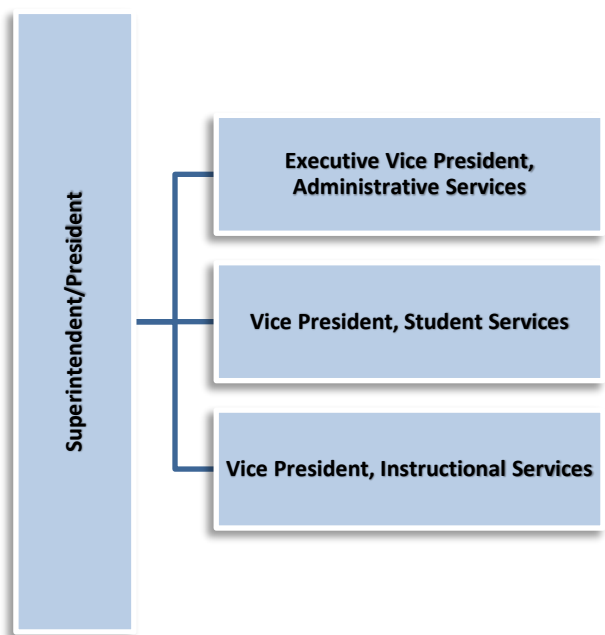


Chart 3, Glendale CCD, Superintendent/President Direct Reports

Appendix 1.4: Long Beach CCD, Superintendent/President Direct Reports

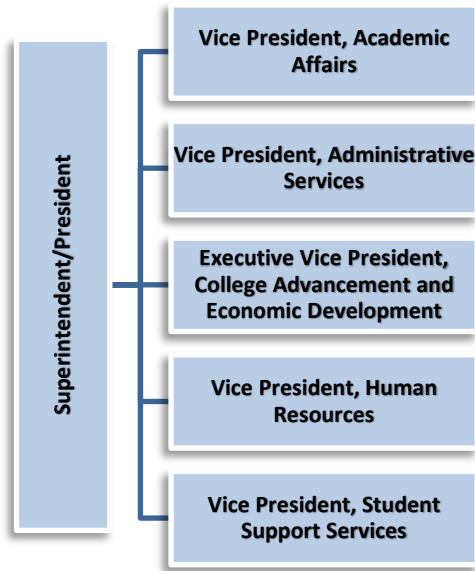


Chart 4, Long Beach CCD, Superintendent/President Direct Reports

Appendix 1.5: Mt. San Antonio CCD, Superintendent/President Direct Reports

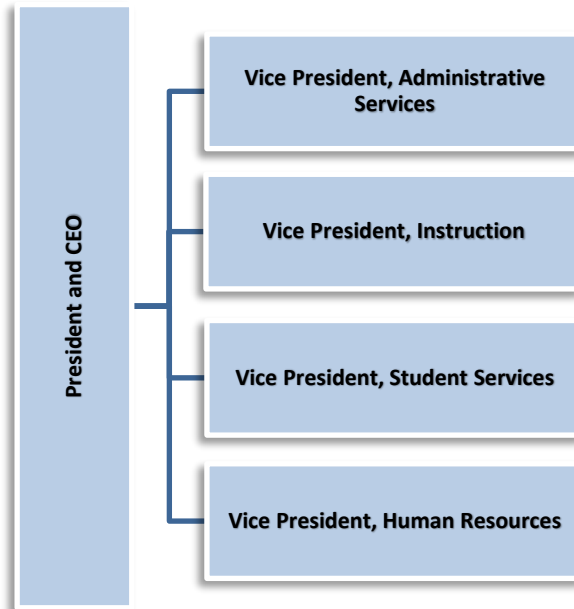


Chart 5, Mt. San Antonio CCD, Superintendent/President Direct Reports

Appendix 1.6: Pasadena Area CCD, Superintendent/President Direct Reports

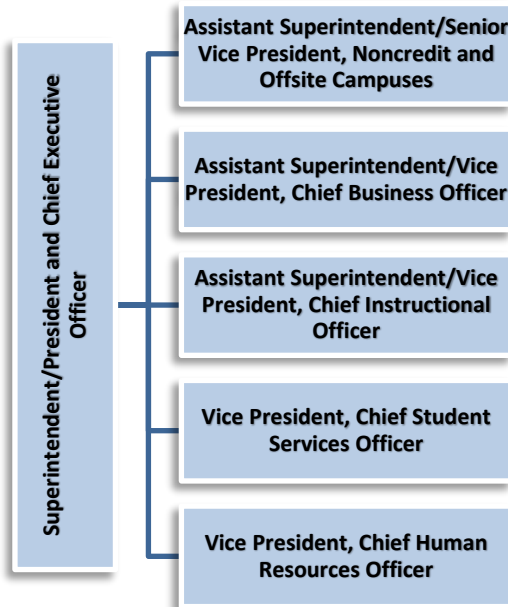


Chart 6, Pasadena Area CCD, Superintendent/President Direct Reports

Appendix 1.7: Rio Hondo CCD, Superintendent/President Direct Reports

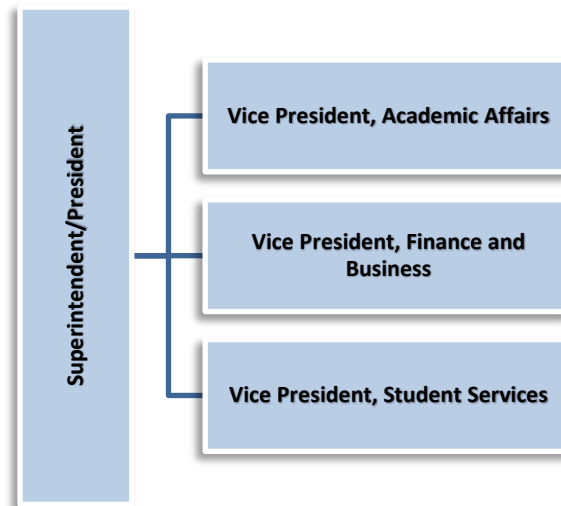


Chart 7, Rio Hondo CCD, Superintendent/President Direct Reports

Appendix 1.8: Santa Monica CCD, Superintendent/President Direct Reports

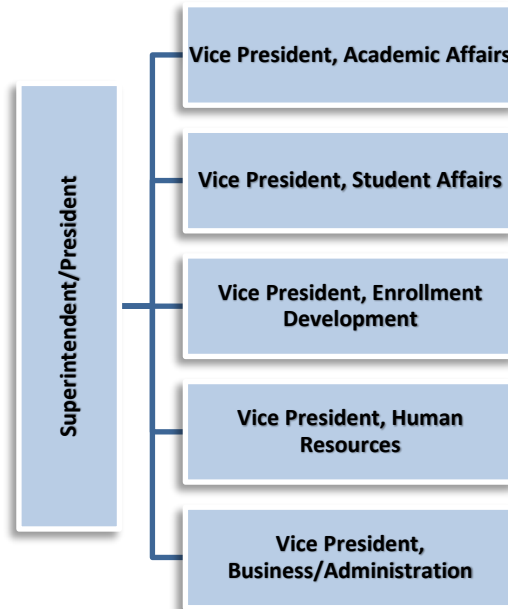


Chart 8, Santa Monica CCD, Superintendent/President Direct Reports



Appendix 2.0: Superintendent/President Other Direct Reports

Appendix 2.1: El Camino CCD, Superintendent/President Other Direct Reports

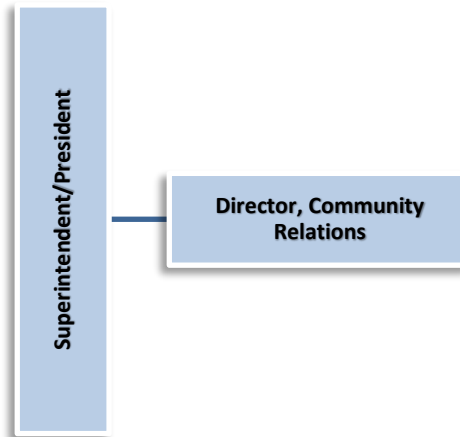


Chart 9, El Camino CCD, Superintendent/President Other Direct Reports

Appendix 2.2: Cerritos CCD, Superintendent/President Other Direct Reports

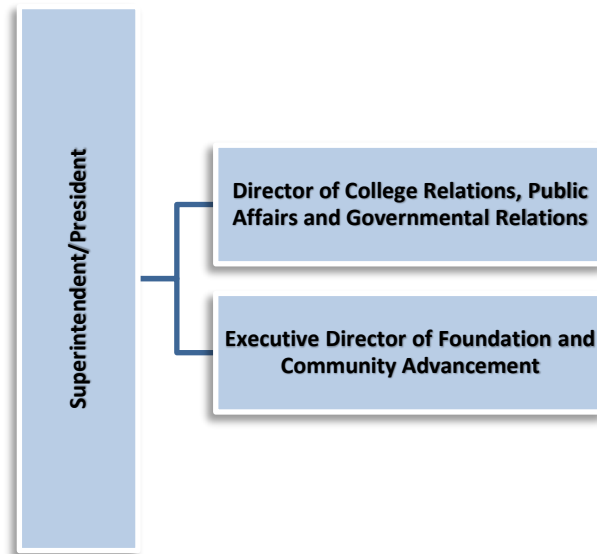


Chart 10, Cerritos CCD, Superintendent/President Other Direct Reports

Appendix 2.3: Glendale CCD, Superintendent/President Other Direct Reports

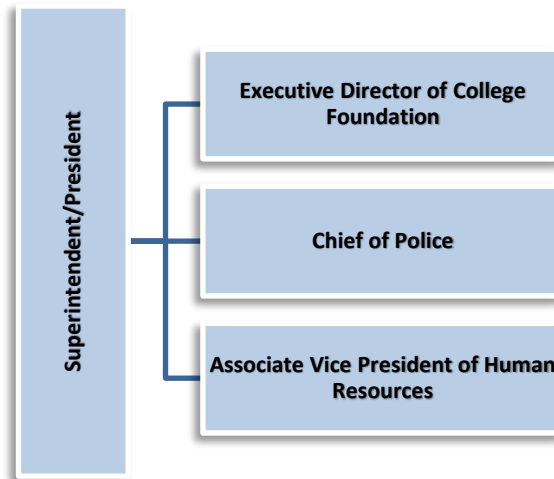


Chart 11, Glendale CCD, Superintendent/President Other Direct Reports



Appendix 2.4: Long Beach CCD, Superintendent/President Other Direct Reports



Chart 12, Long Beach CCD, Superintendent/President Other Direct Reports

Appendix 2.5: Mt. San Antonio CCD, Superintendent/President Other Direct Reports

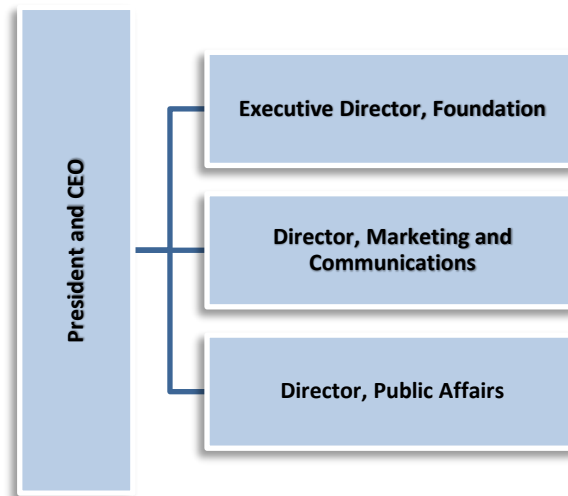


Chart 13, Mt. San Antonio CCD, Superintendent/President Other Direct Reports

Appendix 2.6: Pasadena Area CCD, Superintendent/President Other Direct Reports

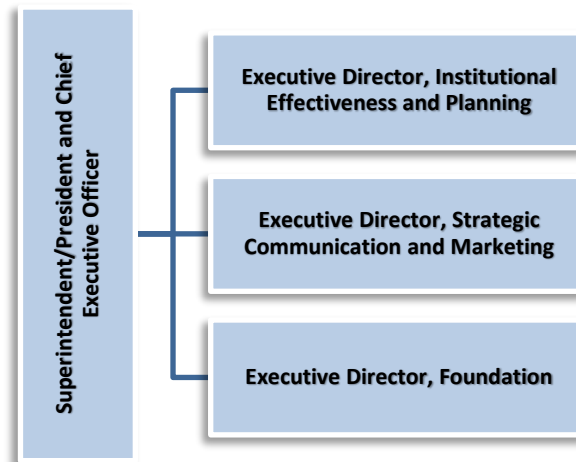


Chart 14, Pasadena Area CCD, Superintendent/President Other Direct Reports

Appendix 2.7: Rio Hondo CCD, Superintendent/President Other Direct Reports



Chart 15, Rio Hondo CCD, Superintendent/President Other Direct Reports

Appendix 2.8: Santa Monica CCD, Superintendent/President Other Direct Reports

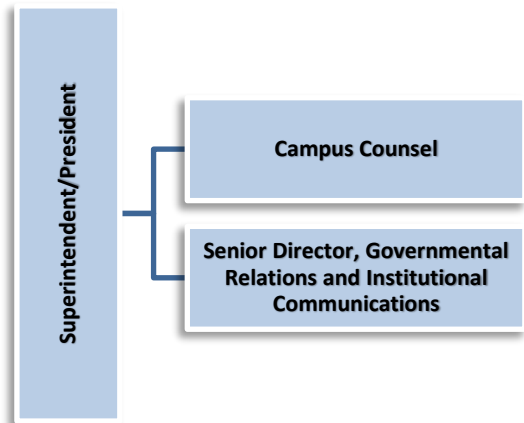


Chart 16, Santa Monica CCD, Superintendent/President Other Direct Reports



Appendix 3.0: Vice President of Academic Affairs Direct and Secondary Reports

Appendix 3.1: El Camino CCD, Vice President Academic Affairs Direct and Secondary Reports

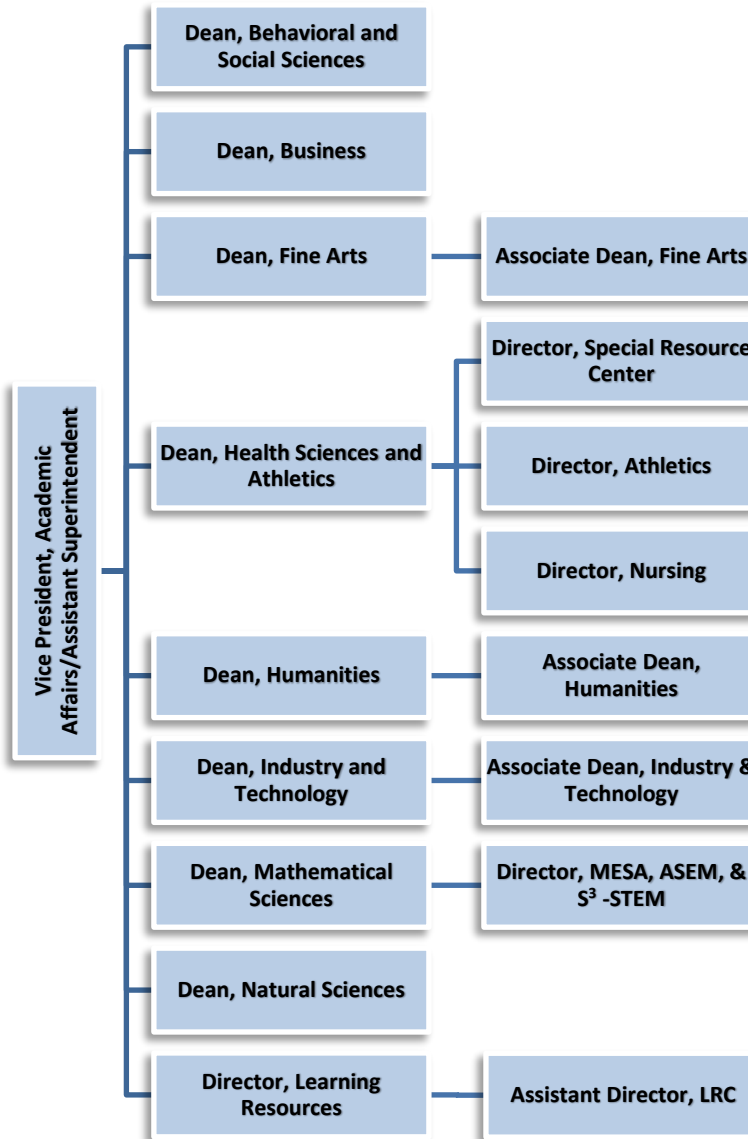


Chart 17, El Camino CCD, Vice President Academic Affairs Direct and Secondary Reports

Appendix 3.2: Cerritos CCD, Vice President Academic Affairs Direct and Secondary Reports

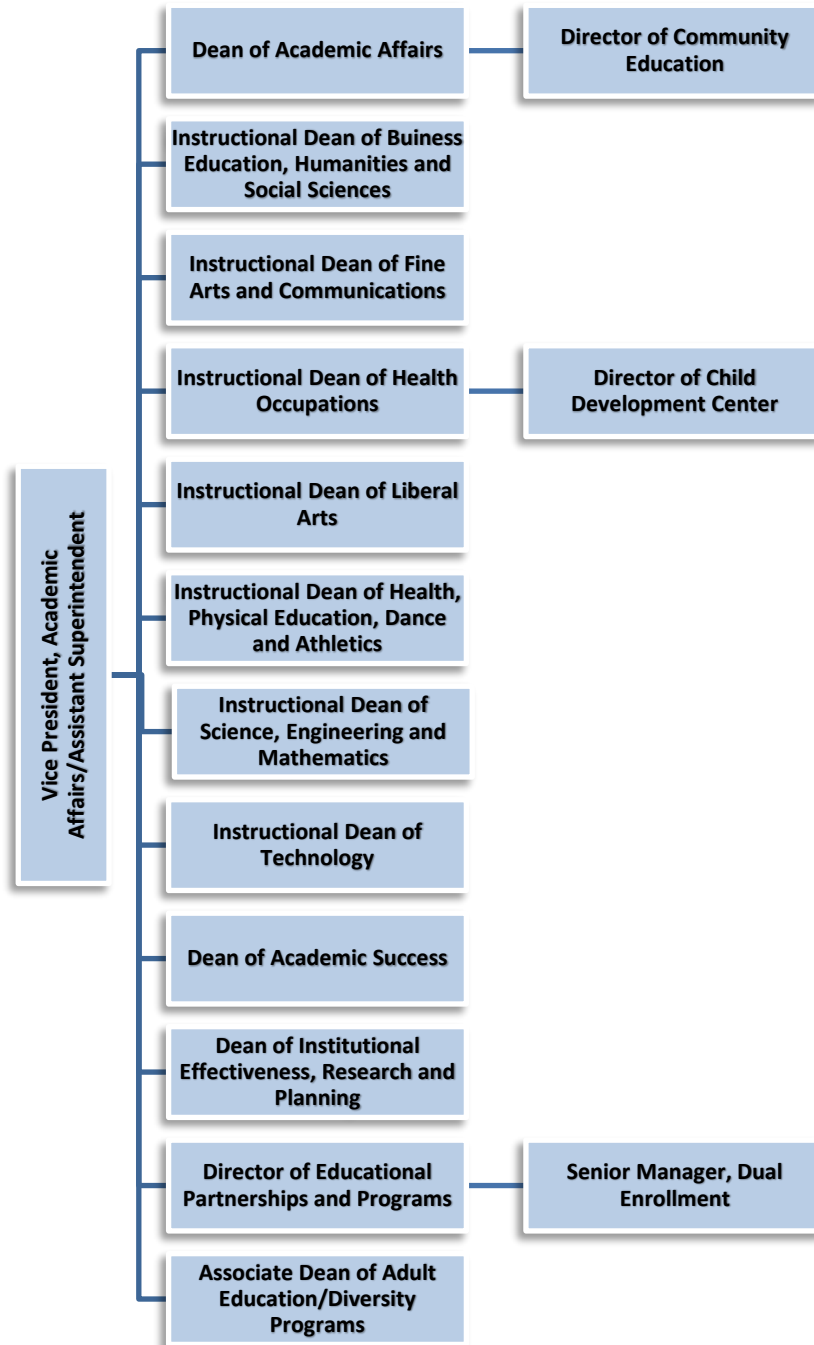


Chart 18, Cerritos CCD, Vice President Academic Affairs Direct and Secondary Reports

Appendix 3.3: Glendale CCD, Vice President Academic Affairs Direct and Secondary Reports

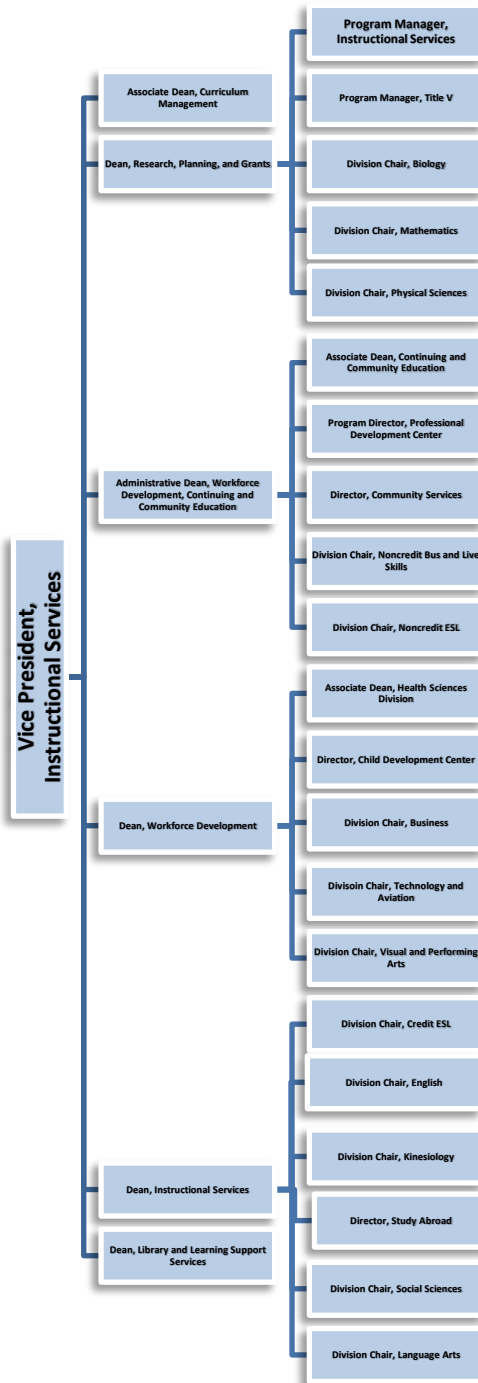


Chart 19, Glendale CCD, Vice President Academic Affairs Direct and Secondary Reports

Appendix 3.4: Long Beach CCD, Vice President Academic Affairs Direct and Secondary Reports

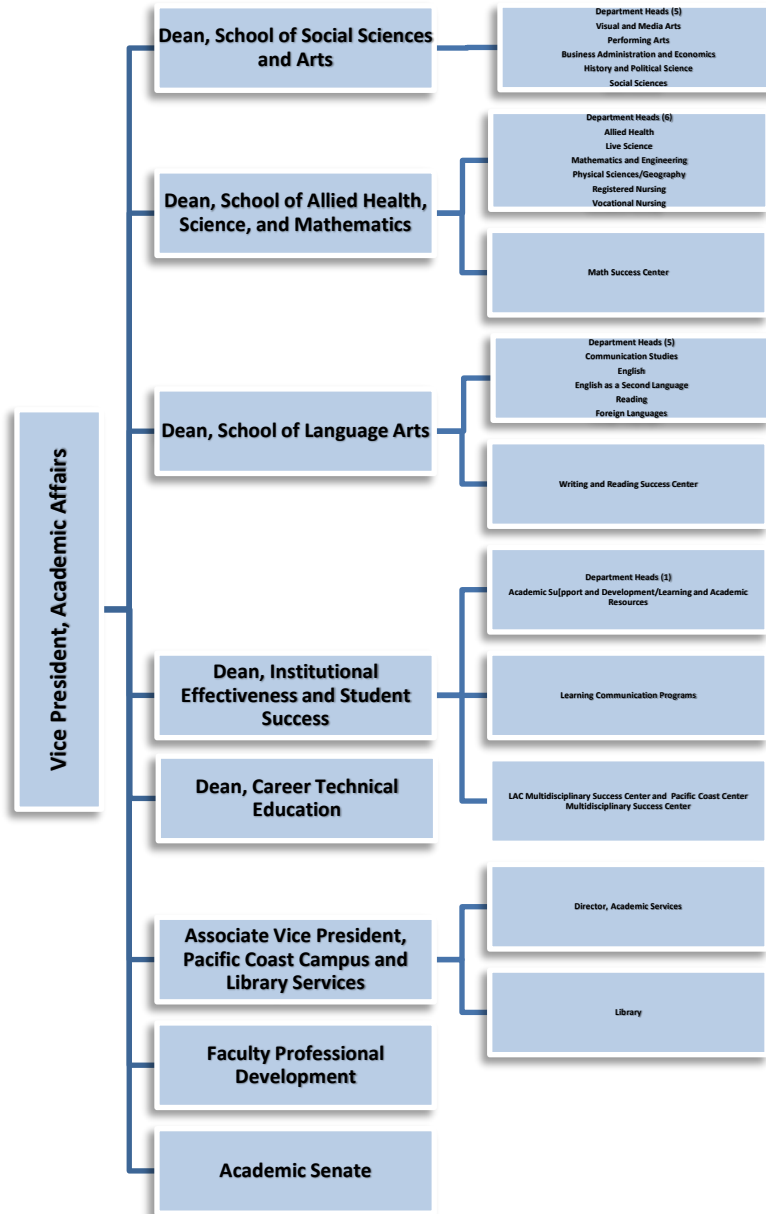


Chart 20, Long Beach CCD, Vice President Academic Affairs Direct and Secondary Reports

Appendix 3.5: Mt. San Antonio CCD, Vice President Academic Affairs Direct and Secondary Reports

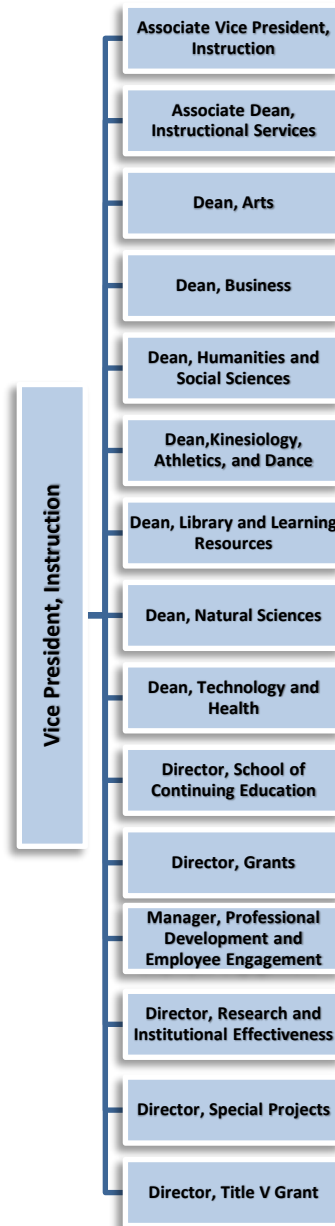


Chart 21, Mt. San Antonio CCD, Vice President Academic Affairs Direct and Secondary Reports

Appendix 3.6: Pasadena Area CCD, Vice President Academic Affairs Direct and Secondary Reports

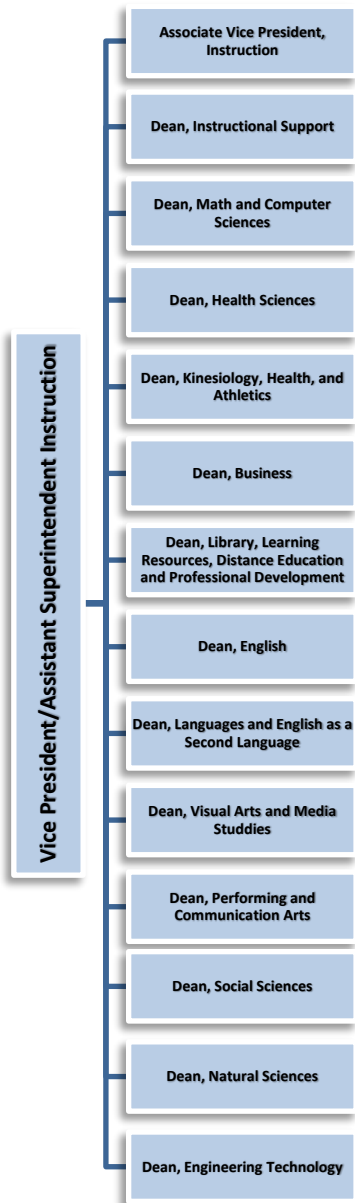


Chart 22, Pasadena Area CCD, Vice President Academic Affairs Direct and Secondary Reports

Appendix 3.7: Rio Hondo CCD, Vice President Academic Affairs Direct and Secondary Reports

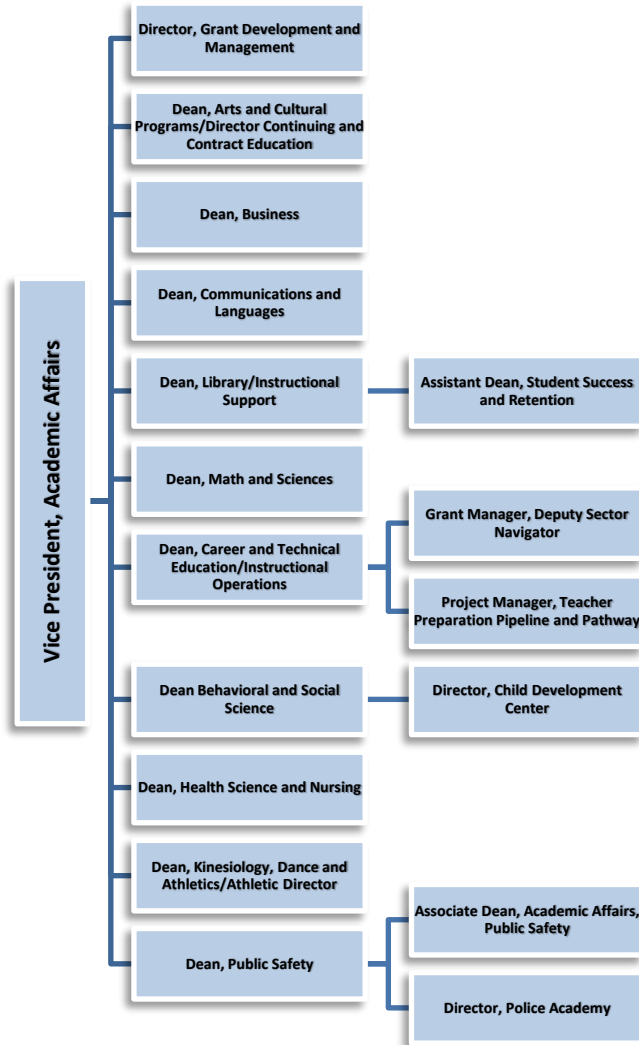


Chart 23, Rio Hondo CCD, Vice President Academic Affairs Direct and Secondary Reports

Appendix 3.8: Santa Monica CCD, Vice President Academic Affairs Direct and Secondary Reports

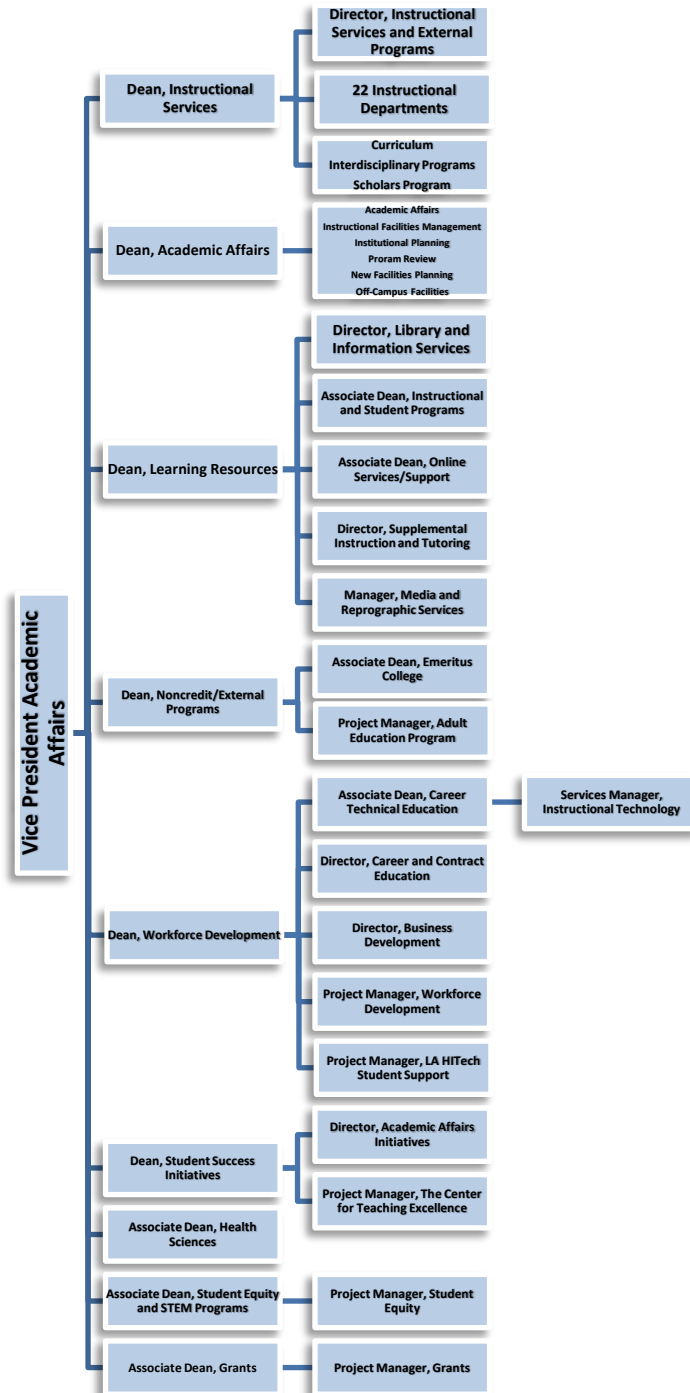


Chart 24, Santa Monica CCD, Vice President Academic Affairs Direct and Secondary Reports



**Appendix 4.0: Vice President of Administrative Services
(Finance/Business) Direct and Secondary Reports**

**Appendix 4.1: El Camino CCD, Vice President of Administrative Services
 Direct and Secondary Reports**

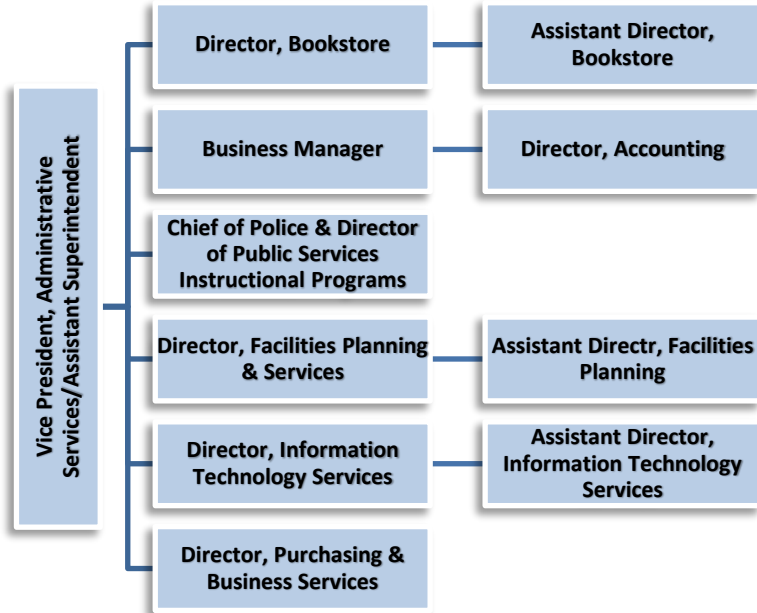


Chart 25, El Camino CCD, Vice President of Administrative Services Direct and Secondary Reports

**Appendix 4.2: Cerritos CCD, Vice President of Administrative Services
 Direct and Secondary Reports**

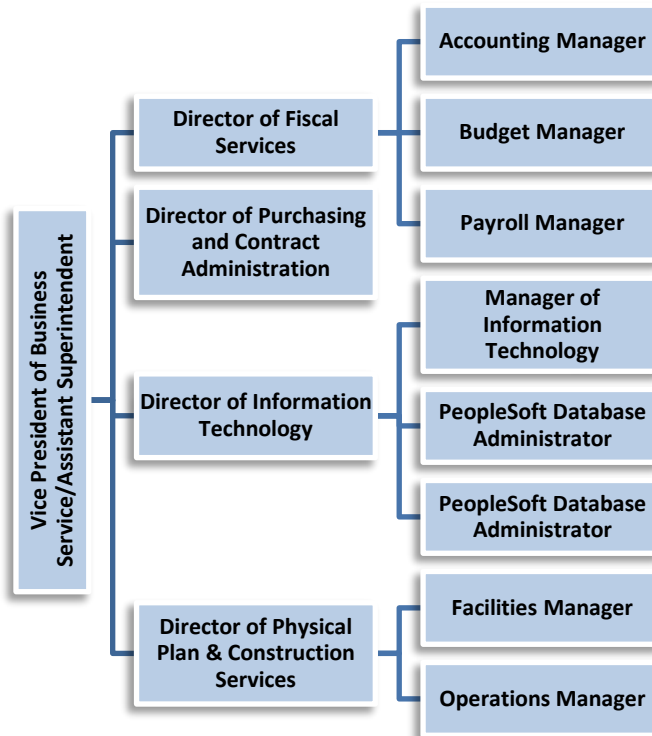


Chart 26, Cerritos CCD, Vice President of Administrative Services Direct and Secondary Reports

**Appendix 4.3: Glendale CCD, Vice President of Administrative Services
Direct and Secondary Reports**

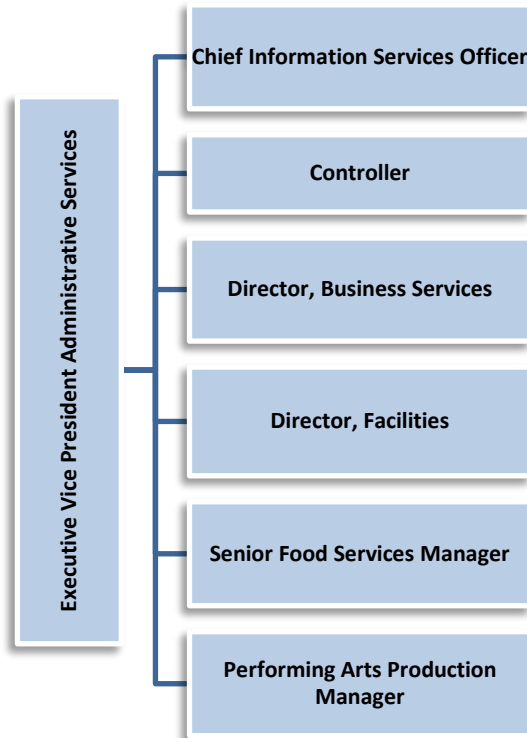


Chart 27, Glendale CCD, Vice President of Administrative Services Direct and Secondary Reports

**Appendix 4.4: Long Beach CCD, Vice President of Administrative Services
 Direct and Secondary Reports**

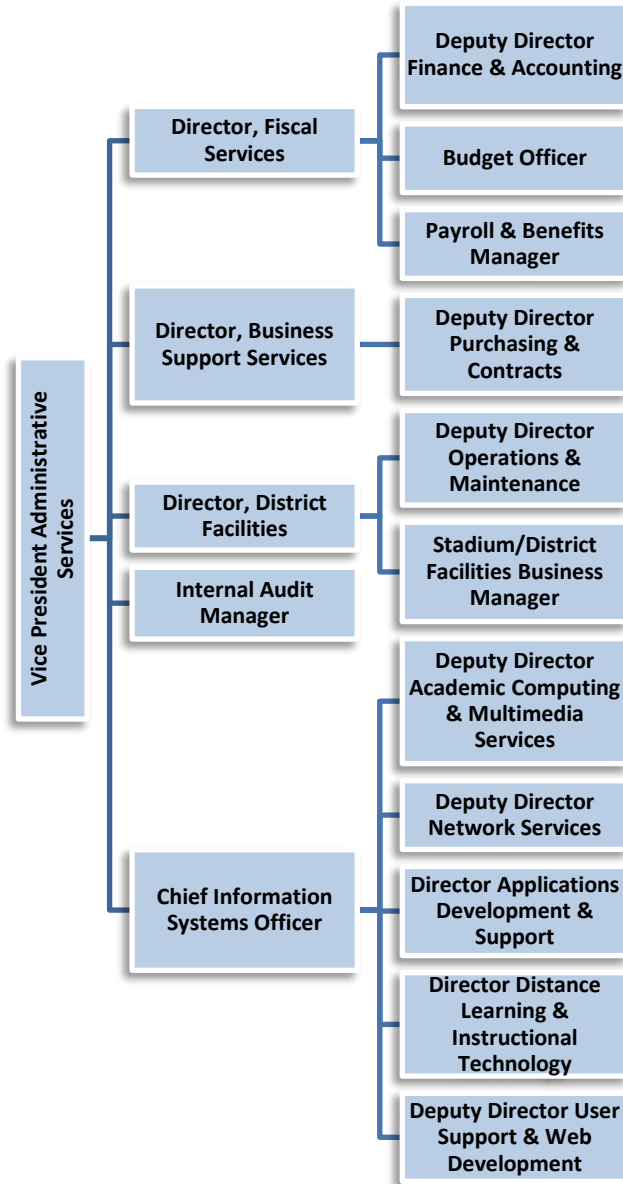


Chart 28, Long Beach CCD, Vice President of Administrative Services Direct and Secondary Reports

Appendix 4.5: Mt. San Antonio CCD, Vice President of Administrative Services Direct and Secondary Reports



Chart 29, Mt. San Antonio CCD, Vice President of Administrative Services Direct and Secondary Reports

Appendix 4.6: Pasadena Area CCD, Vice President of Administrative Services Direct and Secondary Reports

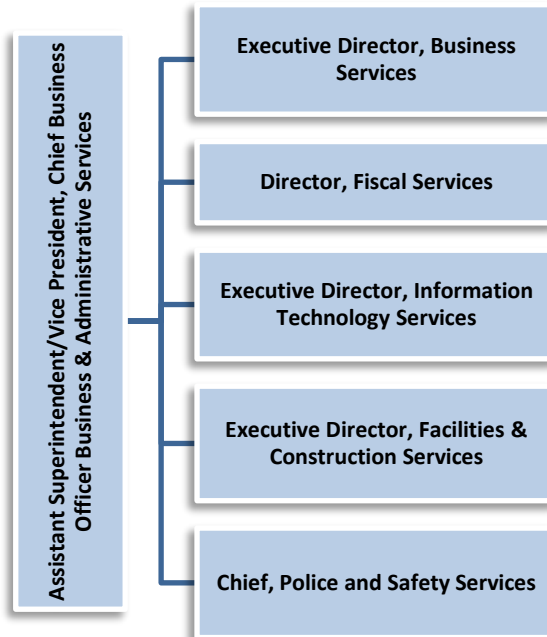


Chart 30, Pasadena Area CCD, Vice President of Administrative Services Direct and Secondary Reports

***Appendix 4.7: Rio Hondo CCD, Vice President of Administrative Services
 Direct and Secondary Reports***

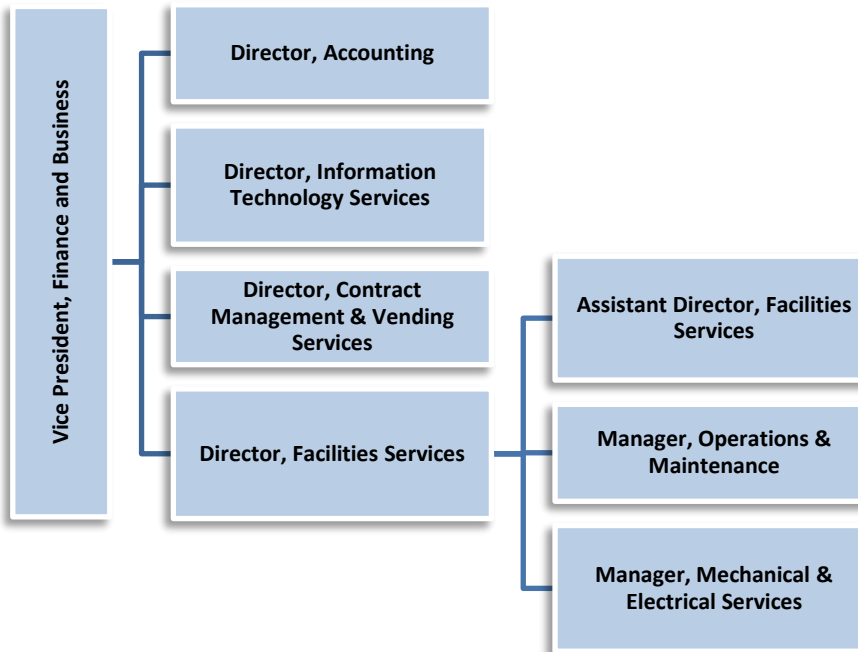


Chart 31, Rio Hondo CCD, Vice President of Administrative Services Direct and Secondary Reports

**Appendix 4.8: Santa Monica CCD, Vice President of Administrative Services
 Direct and Secondary Reports**

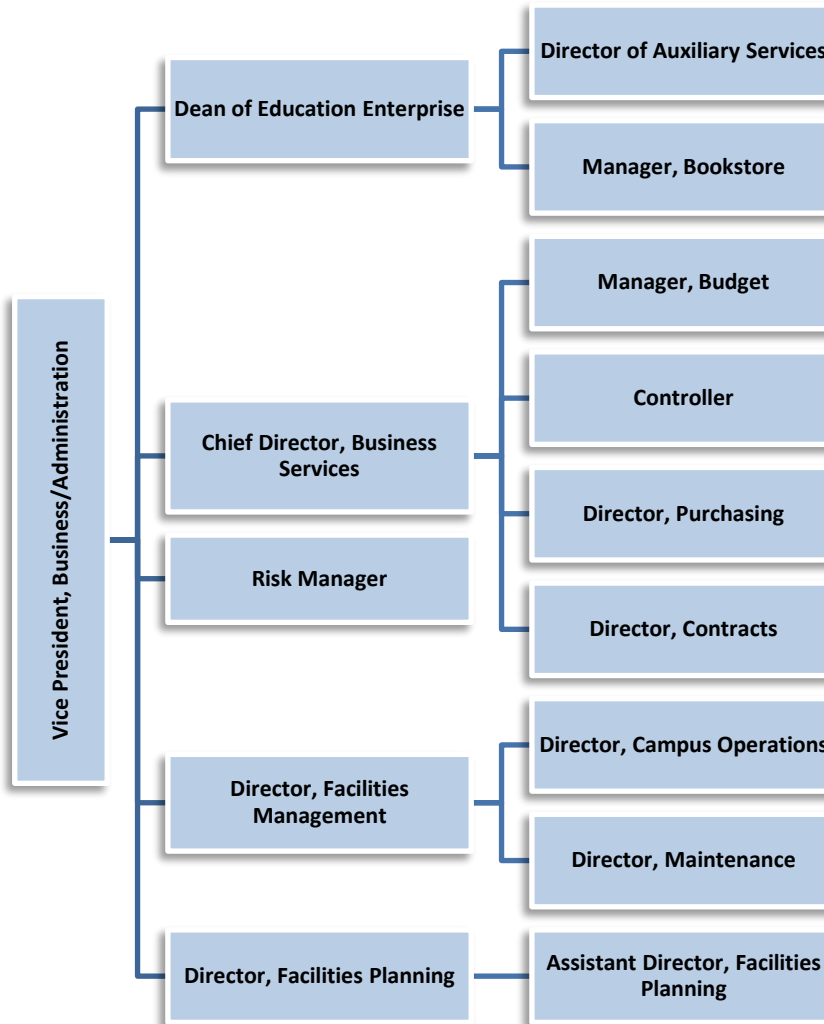


Chart 32, Santa Monica CCD, Vice President of Administrative Services Direct and Secondary Reports



Appendix 5.0: Vice President of Student Services Direct and Secondary Reports

Appendix 5.1: El Camino CCD, Vice President of Student Services Direct and Secondary Reports

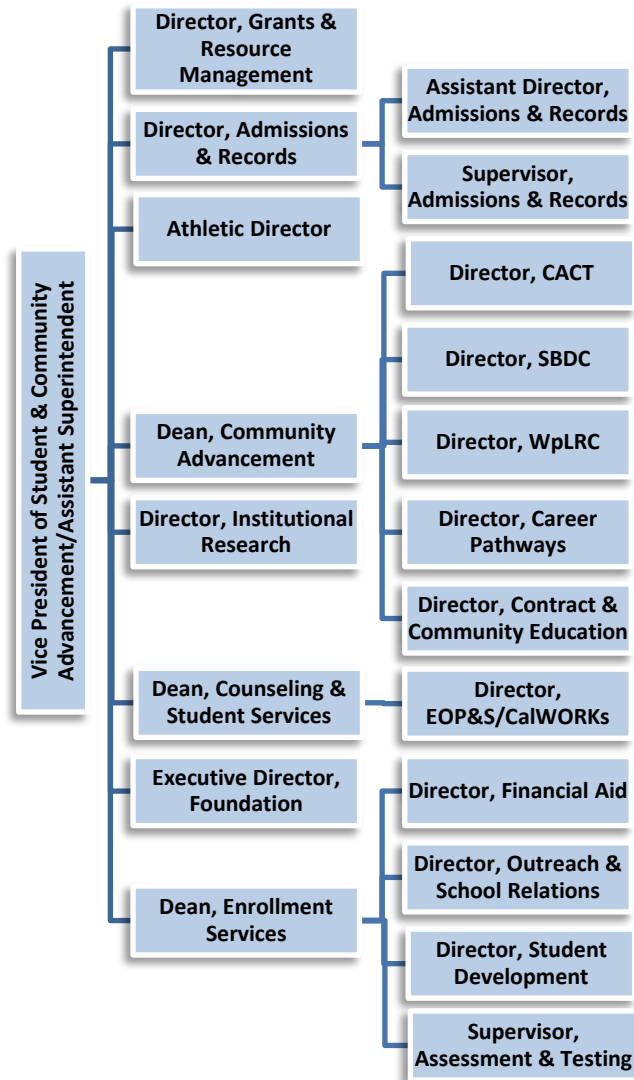


Chart 33, El Camino CCD, Vice President of Student Services Direct and Secondary Reports

Appendix 5.2: Cerritos CCD, Vice President of Student Services Direct and Secondary Reports

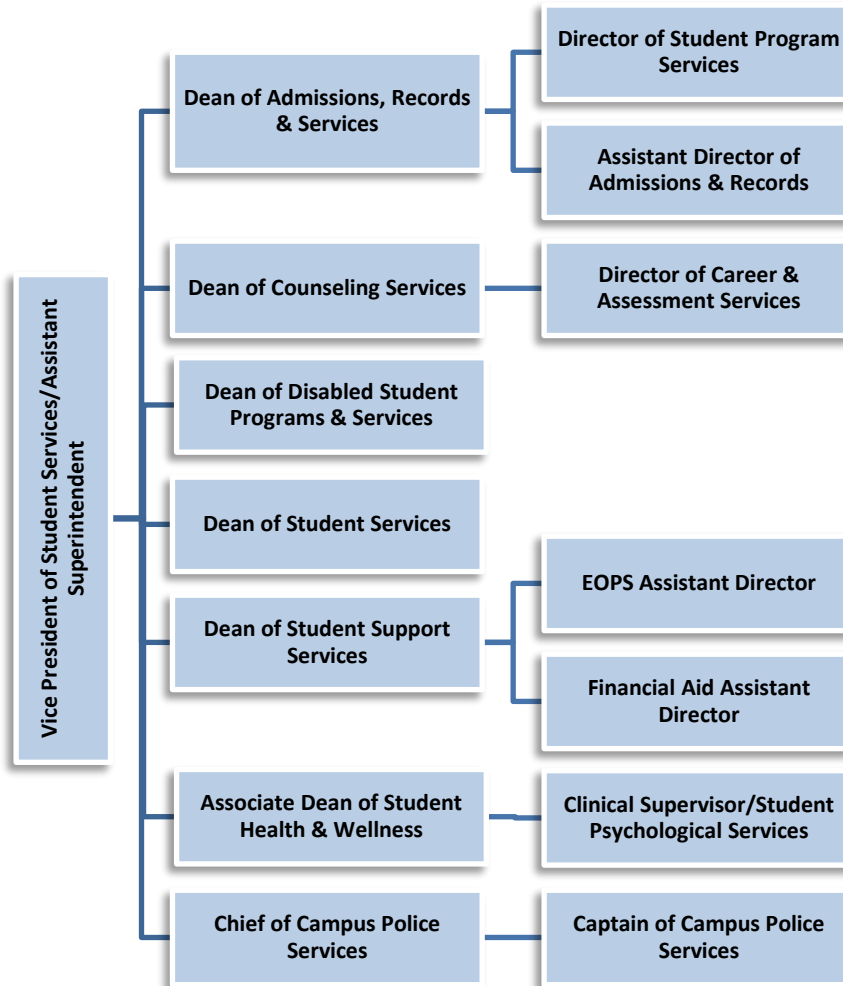


Chart 34, Cerritos CCD, Vice President of Student Services Direct and Secondary Reports

Appendix 5.3: Glendale CCD, Vice President of Student Services Direct and Secondary Reports

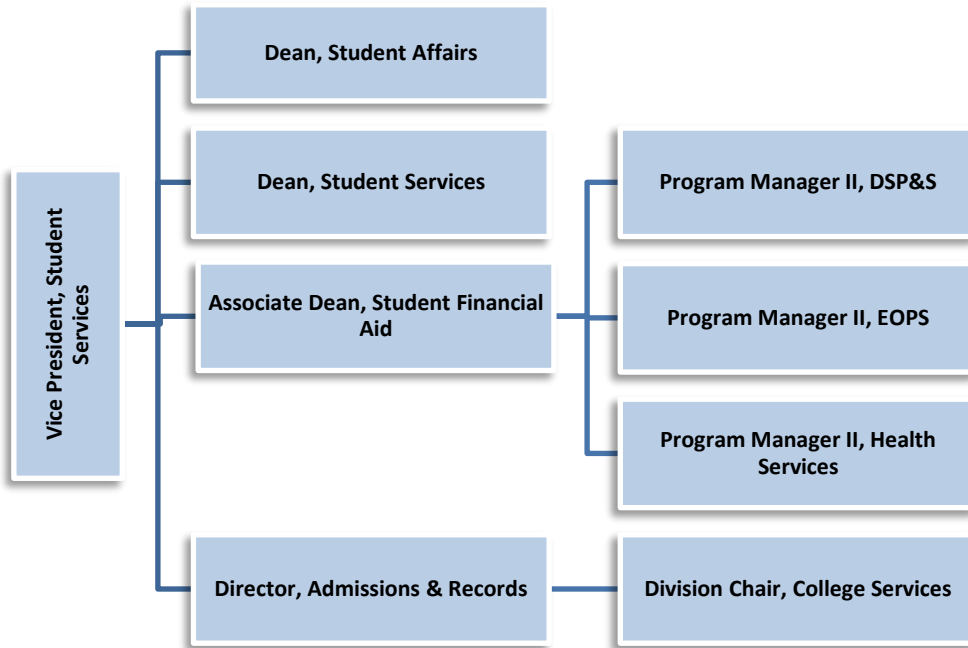


Chart 35, Glendale CCD, Vice President of Student Services Direct and Secondary Reports

Appendix 5.4: Long Beach CCD, Vice President of Student Services Direct and Secondary Reports

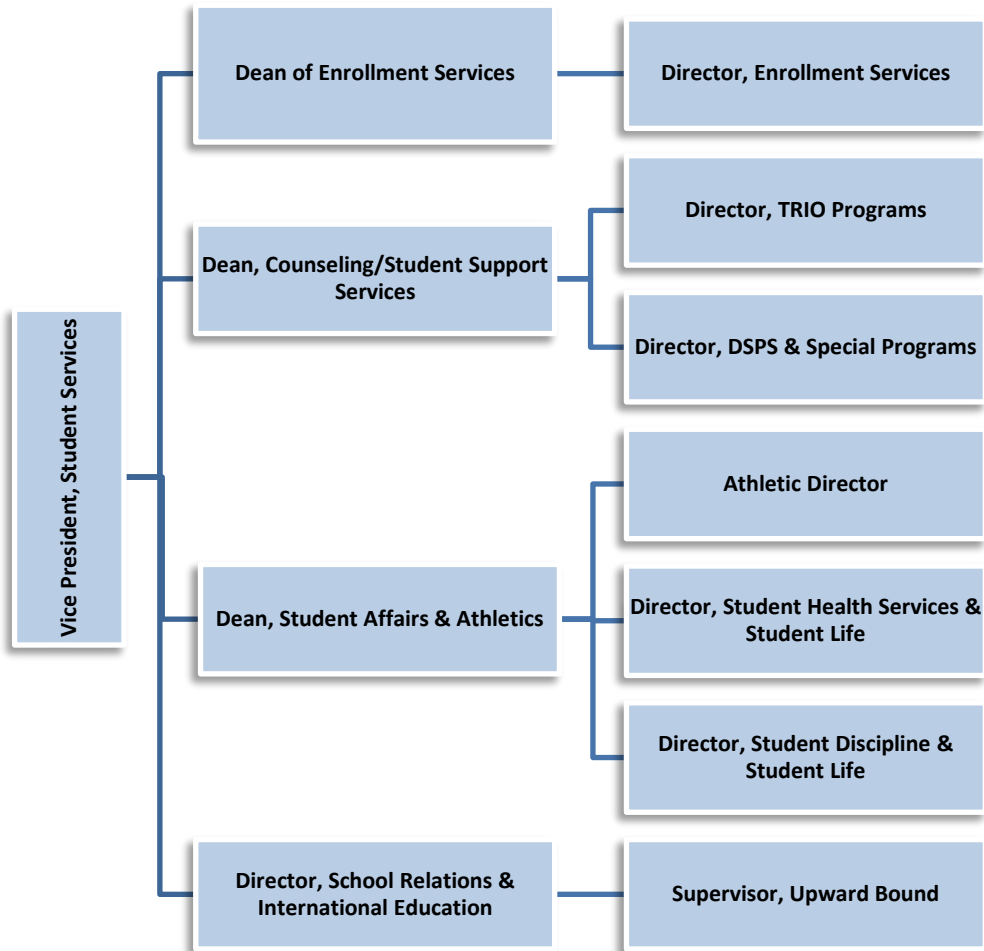


Chart 36, Long Beach CCD, Vice President of Student Services Direct and Secondary Reports

***Appendix 5.5: Mt. San Antonio CCD, Vice President of Student Services
 Direct and Secondary Reports***

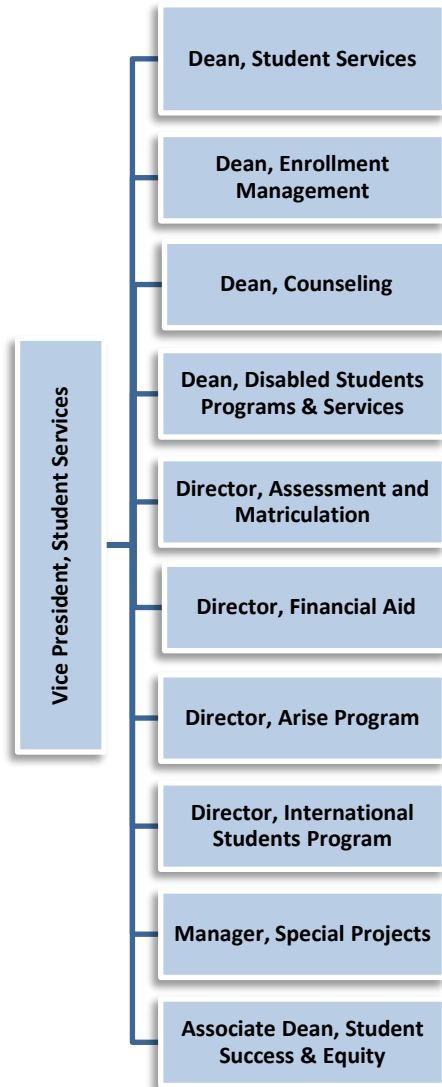


Chart 37, Mt. San Antonio CCD, Vice President of Student Services Direct and Secondary Reports

***Appendix 5.6: Pasadena Area CCD, Vice President of Student Services
 Direct and Secondary Reports***

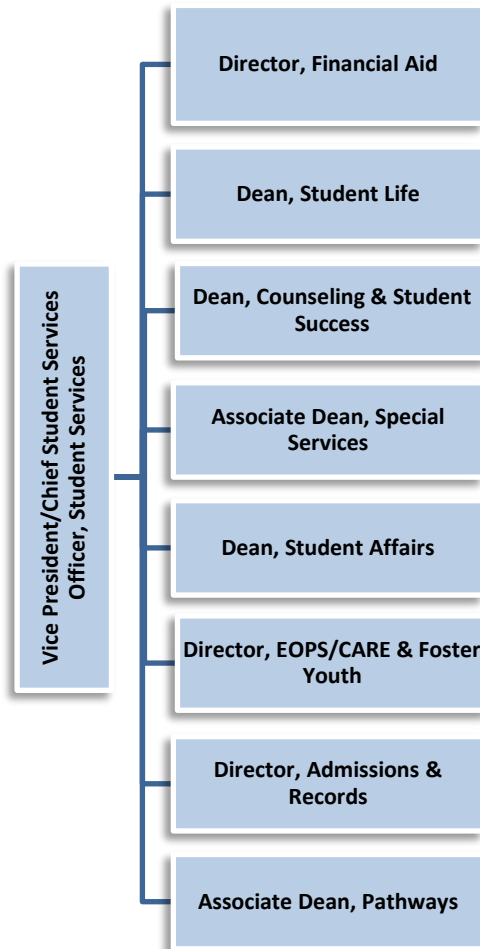


Chart 38, Pasadena Area CCD, Vice President of Student Services Direct and Secondary Reports

Appendix 5.7: Rio Hondo CCD, Vice President of Student Services Direct and Secondary Reports

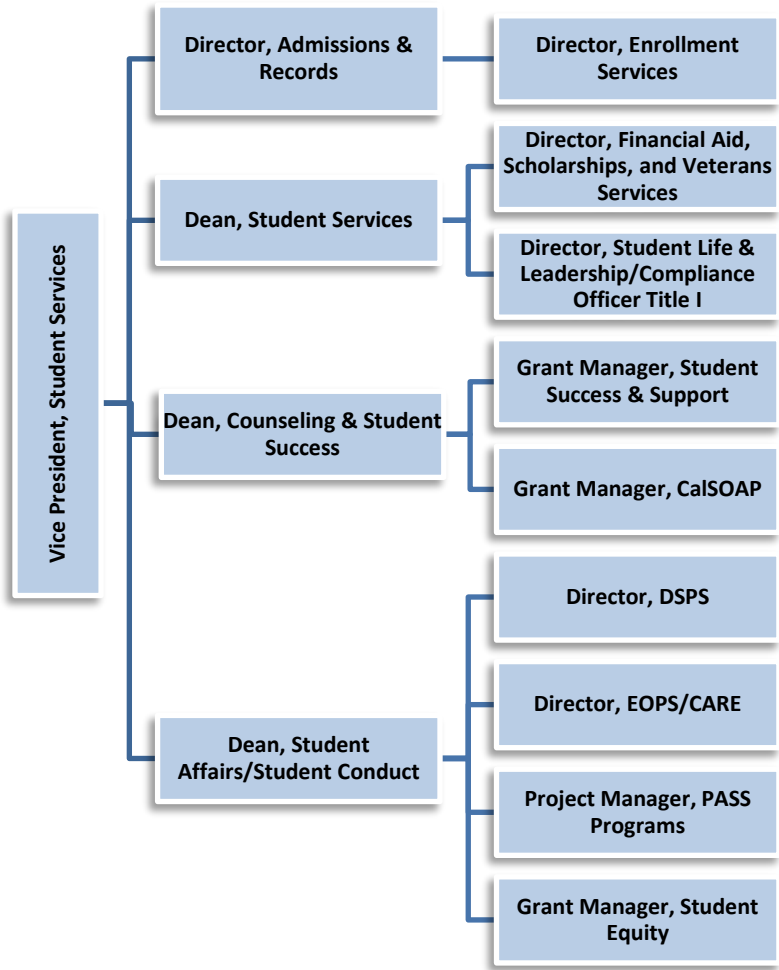


Chart 39, Rio Hondo CCD, Vice President of Student Services Direct and Secondary Reports

Appendix 5.8: Santa Monica CCD, Vice President of Student Services Direct and Secondary Reports

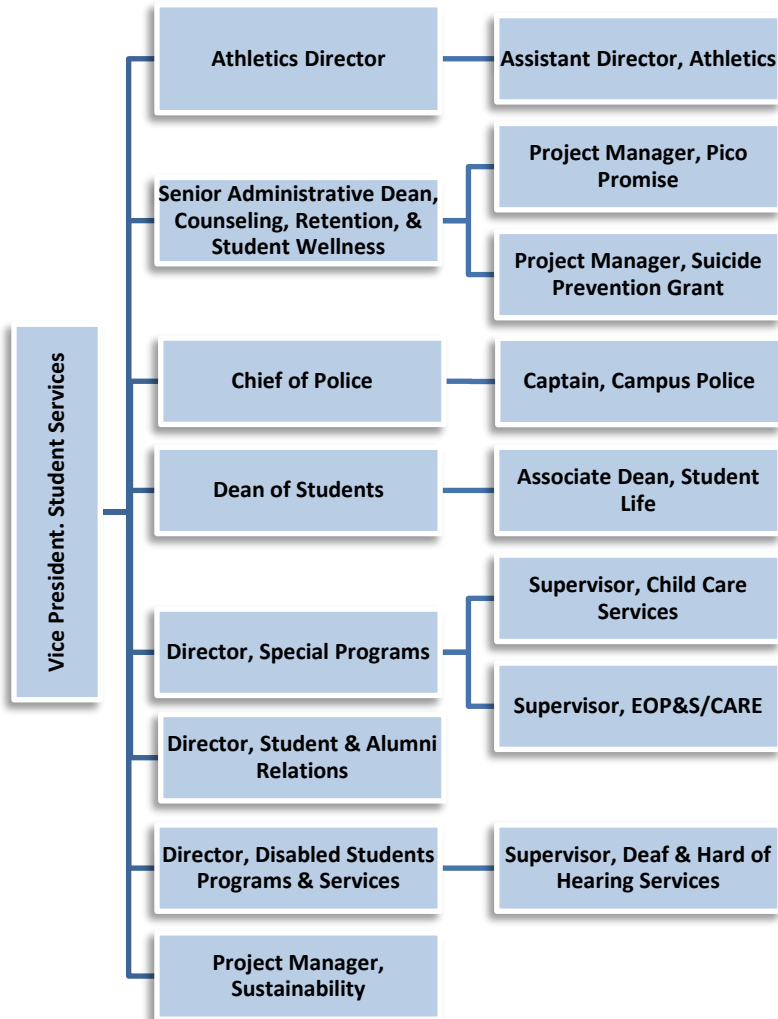


Chart 40, Santa Monica CCD, Vice President of Student Services Direct and Secondary Reports



Appendix 6.0: Vice President of Human Resources Direct and Secondary Reports

Appendix 6.1: El Camino CCD, Vice President of Human Resources Direct and Secondary Reports

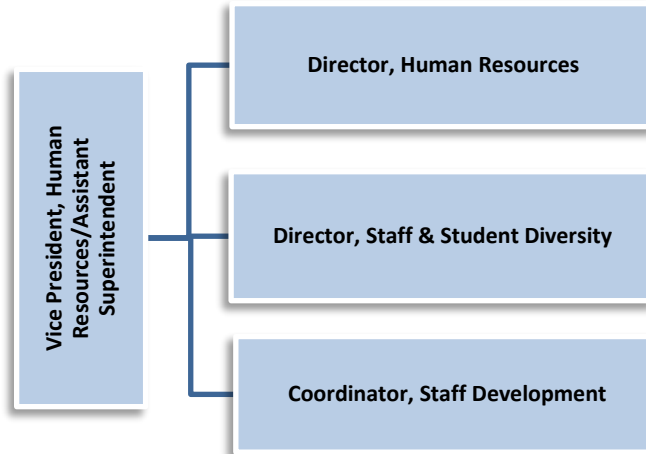


Chart 41, El Camino CCD, Vice President of Human Resources Direct and Secondary Reports

Appendix 6.2: Cerritos CCD, Vice President of Human Resources Direct and Secondary Reports

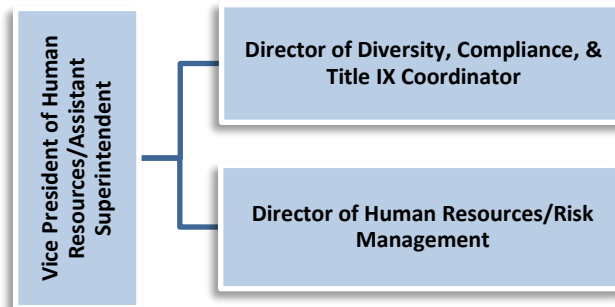


Chart 42, Cerritos CCD, Vice President of Human Resources Direct and Secondary Reports



***Appendix 6.3: Glendale CCD, Associate Vice President of Human Resources
Direct and Secondary Reports***

Associate Vice President, Human Resources

Chart 43, Glendale CCD, Associate Vice President of Human Resources Direct and Secondary Reports

Appendix 6.4: Long Beach CCD, Vice President of Human Resources Direct and Secondary Reports

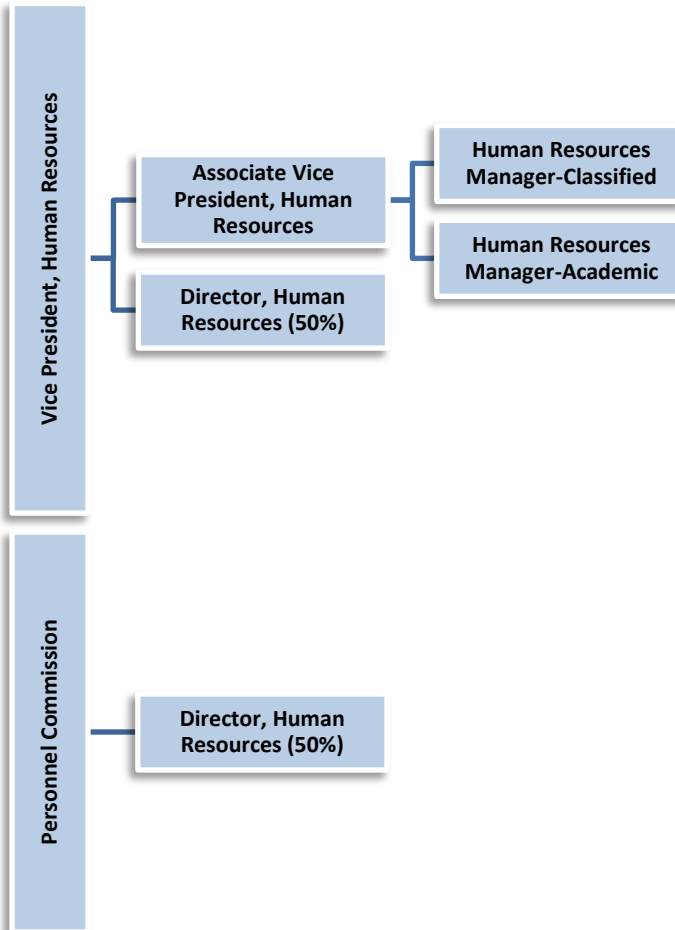


Chart 44, Long Beach CCD, Vice President of Human Resources Direct and Secondary Reports



***Appendix 6.5: Mt. San Antonio CCD, Vice President of Human Resources
Direct and Secondary Reports***



Chart 45, Mt. San Antonio CCD, Vice President of Human Resources Direct and Secondary Reports

***Appendix 6.6: Pasadena Area CCD, Vice President of Human Resources
Direct and Secondary Reports***

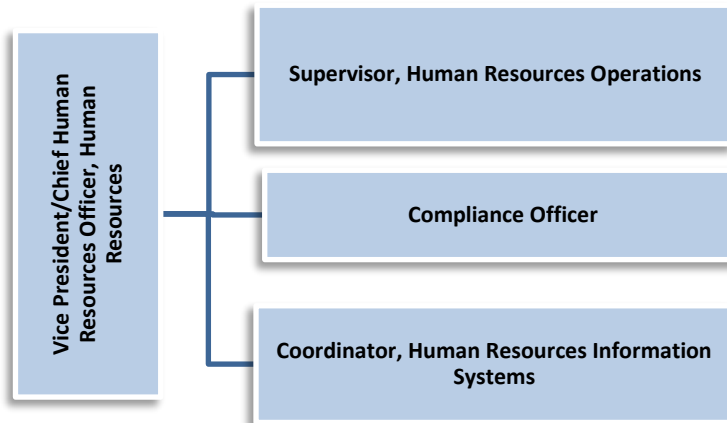


Chart 46, Pasadena Area CCD, Vice President of Human Resources Direct and Secondary Reports



Appendix 6.7: Rio Hondo CCD, Director of Human Resources Direct and Secondary Reports

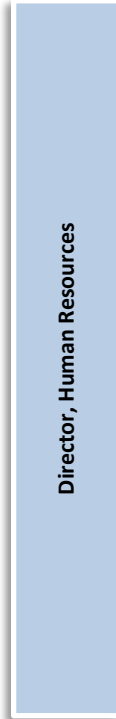


Chart 47, Rio Hondo CCD, Director of Human Resources Direct and Secondary Reports

***Appendix 6.8: Santa Monica CCD, Vice President of Human Resources
 Direct and Secondary Reports***

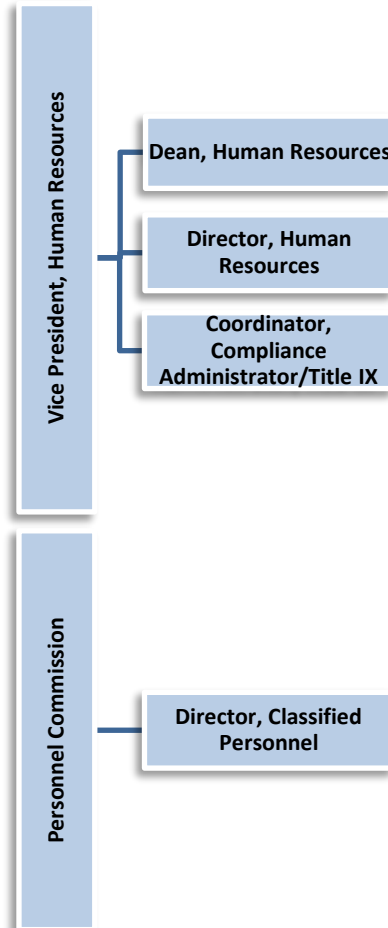


Chart 48, Santa Monica CCD, Vice President of Human Resources Direct and Secondary Reports