

COMPTON COLLEGE 2024 HUMAN RESOURCES STAFFING PLAN



DECEMBER 2019



COMPTON COLLEGE 2024 STAFFING PLAN

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CHAPTER 1

PLAN BACKGROUND, OVERVIEW, AND PURPOSE

In 2017 Compton College established a Human Resources Staffing Plan to determine the staffing needed for the College to function as an independent district under Compton Community College District and provide recommendations for procedures and metrics, which could be utilized to inform and guide future staffing decisions. Accordingly, the 2017 Human Resources Staffing Plan provided “the framework to help the institution deal effectively with future staffing needs that arise from growth, reductions, reorganizations, and attrition so as to fully support all college operations and ensure conditions that optimize student success.” This plan provided the College with a blueprint for addressing vacancies and prioritizing new positions in this period of institutional transition.

Subsequently, in the spring of 2019, the College updated its 2017 Comprehensive Master Plan resulting in the Compton College 2024 plan, which established a student-centered focus for all College planning via the Tartar Completion by Design framework. Consequently, the College’s successful completion of critical hires during its transition to an independent college district and the adoption of a new planning structure called for a revision of its staffing plan. Thus, this Compton College 2024 Human Resources Staffing Plan, which aligns with the Compton College 2024 plan, will assess the outcomes of the 2017 Human Resources Staffing Plan and outline the established structure of the new Compton College that will systematically identify and prioritize staffing needs through 2024.

Compton College’s most valuable resource is the people who come to work every day to realize the Tartar Completion by Design and ensure that students can reach their goals. The College will continue to foster its human resources by hiring qualified, diverse candidates, and investing in the development of our current faculty, staff, and administrators. This plan provides the blueprint to achieve the College’s staffing goals and maintain excellence in service to students through 2024.



CHAPTER 2

COLLEGE MISSION AND VISION, AND IMPLICATIONS FOR HUMAN RESOURCES PLAN

The Compton College mission statement, which serves as the cornerstone of all planning by reflecting the College's most fundamental purposes, is as follows: Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

The vision statement, which states what the College wants to achieve through its mission, states: Compton College will be the leading institution of student learning and success in higher education.

Compton College's values, which articulate the College's operating philosophies and reflect its organizational ethos and most deeply-held beliefs, are grounded on the following principles:

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

Fulfilling Compton College's commitment to the success of all students by providing a welcoming, inclusive, innovative, and student-centered approach to all institutional functions, requires the execution of detailed plans for the recruitment, hiring, retention, and professional development of a diverse and devoted workforce. Thus, the assessment of current and future staffing, and the goals, objectives, and strategies in this Human Resources Staffing Plan, are grounded in the College's strategic initiatives, which will be implemented through Tartar Completion by Design and Guided Pathways.



CHAPTER 3**COMPTON COLLEGE STRATEGIC INITIATIVES,
TARTAR COMPLETION BY DESIGN, GUIDED
PATHWAY DIVISIONS, AND IMPLICATIONS FOR
THE HUMAN RESOURCES STAFFING PLAN**

Section 1:
Compton College 2024 Strategic Initiatives

Essential to appraising future needs is the assessment of current staffing levels in each employee category and in the organizational structure. Compton College's workforce is organized into employee groups, which appear below in their order within the organization and defined in terms of the composition of their membership.

TABLE 1: Strategic Initiatives, Objectives, Key Actions, and Staffing Plan Implications

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
<p>1</p> <p>Improve enrollment, retention, and completion rates for our students.</p>	<p>Obj. 1: Tailor degree and certificate programs to meet the needs of our students.</p>	<p>Move basic skills classes from credit to non-credit.</p> <p>Increase efforts to attract students from the community and beyond through better advertisement of our various course offerings and programs.</p>	<p>The College is investing in professional development for math and English faculty related to AB 705 implementation (i.e., legislation requiring community colleges to increase students' likelihood of completing transfer-level coursework in English and math within a one-year timeframe).</p> <p>May need to consider hiring additional personnel to assist with the implementation of the 2019-2024 Enrollment Management Plan.</p>
	<p>Obj. 2: Educate students about pathways to graduation.</p>	<p>Fully and successfully implement Student Equity and Achievement Plan.</p>	<p>Ensure staff expertise to implement the Student Equity and Achievement Plan objectives: to improve access, including marketing, publicity, support for student clubs and activities, and advising will require additional staff (e.g., marketing personnel, peer mentors, student ambassadors, and Student Services Advisors) to improve retention and, increase the number of degrees and certificates awarded, will require staff to serve as peer mentors, tutors, and Student Services Advisors for programs and initiatives, including First Year Experience, tutoring, and the Men of Color Initiative.</p>
	<p>Obj. 3: Enhance student preparation for academic success and completion.</p>	<p>Provide professional development opportunities for faculty, staff, and administrators to better understand program pathways.</p>	<p>Will require a plan to provide professional development opportunities for faculty, staff, and administrators related to the design and implementation of successful pathway programs. The College has hired a Professional Development Manager to coordinate these efforts.</p>

TABLE 1: Cont.

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
<p>2</p> <p>Support the success of all students to meet their education and career goals.</p>	<p>Obj. 1: Attract and retain traditional students and focus on retaining non-traditional students.</p>	<p>Provide additional resources for Dream Act students.</p>	<p>Train employees to develop the skills and expertise to address the broad array of needs of Dream Act students; incorporate assessment criteria to screen job applicants for the requisite skills and expertise.</p>
	<p>Obj. 2: Minimize the equity gap for access, retention, and graduation rates.</p>	<p>Provide more support services, such as the Oliver W. Conner College Promise Program and First Year Experience (FYE). Hire more personnel that are men of color and culturally competent.</p>	<p>Consider additional professional development for First Year Experience (FYE) faculty and support staff to allow for the development of fully effective programs. The College is working with the Center for Urban Education at the University of Southern California to revise hiring practices to recruit more men of color and culturally competent employees.</p>
	<p>Obj. 3: Identify and provide clear pathways for traditional and non-traditional students to meet their goals.</p>	<p>Offer more courses that are in demand. Improve and expand the most successful programs with the highest enrollment to meet supply and demand.</p>	<p>Expanding schedule offerings and sections may necessitate recruiting, hiring, training, and retaining additional faculty. May necessitate recruiting, hiring, and retaining additional adjunct and full-time faculty in these high-demand programs.</p>

TABLE 1: Cont.

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
<p>3</p> <p>Support Student Success Through the Use of Technology.</p>	<p>Obj. 1: Provide a robust distance education course and service offerings.</p>	<p>Improve the online counselor to student ratio.</p> <p>Improve technical support for faculty and staff.</p>	<p>The College is currently planning to develop online counseling and will need to provide training to existing counselors as part of this plan.</p> <p>Requires additional Information Technology Services personnel to fill critical vacancies (i.e., Business Application Support Analyst for onboarding new employees, conducting end-user training, and acting as a liaison between the technical and non-technical users).</p>
	<p>Obj. 3: Enhance technology for teaching and learning through professional development.</p>	<p>Upgrade/recycle computers and other technology equipment on a scheduled basis.</p> <p>Upgrade classrooms to smart classrooms.</p> <p>Improve the reliability of Wi-Fi access across the campus.</p>	<p>Requires additional Information Technology Services personnel (e.g., Network Support Specialist to maintain updates, monitor device health and network traffic performance, perform configuration backup).</p>

TABLE 1: Cont.

STRATEGIC INITIATIVES	OBJECTIVES	KEY ACTION STEP(S)	IMPLICATIONS FOR TECHNOLOGY PLAN
<p>4</p> <p>Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.</p>	<p>Obj. 1: Increase the number of degrees and certificates awarded in the health and technical fields.</p> <hr/> <p>Obj. 2: Implement an Outreach plan to target working professionals in Healthcare and Advanced Manufacturing.</p>	<p>Increase CTE class offerings with clear program pathways to meet the needs of working professionals (e.g., online, flex and accelerated schedules).</p> <hr/> <p>Increase outreach for health and technical field programs, including engaging community professionals; recruit new staff/faculty (when needed) and explore new partnerships with businesses for internships, clinical offerings, etc.</p>	<p>Will require additional training for faculty and staff in distance education and approaches to the delivery of instruction in non-traditional schedule patterns and/or formats.</p> <hr/> <p>May require additional training and professional development for staff to pursue opportunities, plan programs, and outreach activities, provide marketing and communication plans, and assess outcomes.</p>
<p>5</p> <p>Establish productive partnerships in the community and with our K-12 schools.</p>	<p>Obj. 1: Strengthen our focus on the broader needs of the community served by Compton Community College District.</p>	<p>Implement Community Outreach and other support programs such as Upward Bound and other federally funded TRIO programs.</p> <p>Offer College classes at high schools, peer mentors, bike-friendliness, public relations, re-establish Kollege 4 Kids.</p>	<p>Will require ongoing training and professional development for faculty and staff to coordinate and complete outreach efforts on behalf of the College.</p> <p>Will require additional professional development for faculty and staff working on these initiatives.</p>

Section 2: Overview of Tartar Completion by Design, Guided Pathways, and Staffing Implications

Tartar Completion by Design focuses and organizes the College on the student experience from the moment they learn about Compton College to when they complete their goal(s) at the College and beyond (i.e., connection, entry, progress, completion, and transition). Therefore, the College designs instructional and support services around the complete student experience, a departure from organizing around department silos.

Guided Pathway Divisions provide a comprehensive and strategic approach to piloting students from connection through completion via a structured approach to academic and career choices. Four pillars serve as the supporting objectives for guided pathways: 1) create clear curricular pathways to employment and further education; 2) help students choose and enter their pathway; 3) help students stay on their path; and, 4) ensure that learning is occurring with intentional outcomes.

Guided Pathways are clear curricular roadmaps of coursework that students will need to complete to earn a degree or certificate, including General Education courses as well as courses within a major – an approach which reduces the number of unnecessary units that students take, contributes to more intentional course sequences that result in higher rates of course completion, and allows students to move through a program of study with a clearer idea of the purpose courses serve in the attainment of their goals.

Compton College has organized instruction units into Guided Pathway Divisions, which represent collections of academic majors with related courses (commonly known as “meta-majors”), which are clustered groups of degrees and certificates, including:

- Business and Industrial Studies;
- Fine Arts, Communication, and Humanities;
- Health and Public Services;
- Science, Technology, Engineering, and Math (STEM); and,
- Social Sciences.

The successful implementation of Tartar Completion by Design and Guided Pathway Divisions depends upon a strategic increase of institutional capacity, which necessitates planning for professional development, and potentially, additional staff in key areas. Below we have mapped this need for increased institutional capacity to Tartar Completion by Design

Compton College is organizing its professional development and staffing capacity building efforts around the Tartar Completion by Design, as shown in Table 2 below.

TABLE 2: Professional Development and Staffing Capacity Building Categorized by the Completion by Design Framework

PROFESSIONAL DEVELOPMENT AND STAFFING CAPACITY BUILDING CATEGORIZED BY THE COMPLETION BY DESIGN FRAMEWORK				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION
Outreach, marketing, and communication Launching new enrollment management plan to market our Guided Pathway Divisions and increase engagement with the community				
Partnerships with local K-12 districts Supporting asset-based K-12 college preparation efforts, College Promise implementation, dual enrollment				
	Enrollment services Streamlined enrollment			
	Financial aid Ensuring all students complete the FAFSA, cross-department training about FAFSA			
	Math and English Innovation in Teaching and Student Supports Improve student learning in key gatekeeper courses			
	High-Demand Program Areas Faculty, staff, and administrators implement and support program areas, and develop new program areas based upon student need and economic forecasts			
	Counseling and Advising Clear direction for students, experience with Academic Program Maps			
	Tutoring and Student Supports Aligned with student need			
	Tartar Success Teams Early alert implementation, wrap-around services			
	Information Technology Support the student experience and enhance teaching and learning, implement Universal Design			
	Distance Learning All faculty are trained in online practices, develop programs of study			
		Partnerships with regional employers Strengthened programs of study, work-based learning experiences for students, aligned exit expectations with work entrance competencies		
Hiring Practices Equitable job descriptions and hiring practices				

Section 3: Transition and Progress on 2017 Human Resources Staffing Plan

The College has made significant progress toward its staffing goals that were outlined in the 2017 Human Resources Staffing Plan, as described in the table below. These priorities will be replaced moving forward through recommendations distilled from the annual planning process that is informed by comprehensive program reviews.

TABLE 3: Priority Hires for Compton College from the 2017 Human Resources Staffing Plan

POSITION	DEPARTMENT	NEXT / EXISTING	POSITION TYPE	STATUS
Coordinator of Research & Planning (Internal Recruitment)	President / CEO	New	Supervisor	Complete
Curriculum Specialist	Academic Affairs	New	Classified	Complete
Director of Research & Planning (Position would replace the Coordinator Position)	President / CEO	New	Management	Complete
Admissions & Records Specialist	Admissions & Records	Existing	Classified	Complete
Evaluator	Admissions & Records	New	Classified	Complete
Accountant	Business Office	Existing	Classified	Complete
Payroll Supervisor	Business Office	New	Supervisor	Complete
Director of Community Relations	Community Relations	New	Management	Complete
Business Analyst	Information Technology Services	New	Classified	Complete
Database Administrator (Changed to the Business Applications)	Information Technology Services	New	Classified	Repurposed, Vacant
Director of Information Technology (Changed to Chief Technology Officer)	Information Technology Services	New	Management	Complete
Help Desk Supervisor	Information Technology Services	New	Supervisor	Complete
Help Desk Technician	Information Technology Services	New	Classified	Complete
Information Technology Technician II	Information Technology Services	Existing	Classified	Complete
Network Support Specialist	Information Technology Services	New	Classified	Vacant
Programmer Analyst	Information Technology Services	New	Classified	Vacant and may be repurposed
Systems & Network Support Manager	Information Technology Services	New	Classified	Vacant
Director, Personnel Commission	Personnel Commission	New	Classified	2029-2030
Personnel Analyst	Personnel Commission	Existing	Classified	2029-2030
Senior Administrative Assistant	Personnel Commission	Existing	Classified	2029-2030
Director Special Resource Center	Special Resource Center	New	Management	Complete

Since the 2017 priorities, several emerging needs arose related to the transition of Compton College to an independent college in June 2019. For instance, the College established its own Police Department that required the hiring of a Police Chief and six Police Officer positions. The College is still working to fill these positions to ensure campus safety. Another example of an emerging need was hiring Guided Pathway Counselors to support the implementation of the Tartar Success Teams and Guided Pathway implementation, which was initiated in the 2018-2019 academic year.

In addition to these emerging needs, several critical positions, such as Information Technology Services positions, have been funded with Recovery Funds as they were essential for the transition. The Recovery Fund monies will sunset in June 2022. Thus, it is imperative that the College leadership consider how to institutionalize these positions in its staffing efforts moving forward.



CHAPTER 4

CURRENT STAFFING - EMPLOYEE CATEGORIES, ORGANIZATIONAL STRUCTURE, STAFFING LEVELS, VACANCIES AND IMPLICATIONS, AND PRIORITY HIRES (2013-2014 TO 2029-30)

Section 1: Employee Categories

Essential to appraising future needs is the assessment of current staffing levels in each employee category and in the organizational structure. Compton College's workforce is organized into employee groups, which appear below in their order within the organization and defined in terms of the composition of their membership.

- 1. Educational Administrator:** administrators who are employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq. Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.¹
- 2. Classified Administrator:** administrators who are not employed as educational administrators. Classified supervisors are those classified administrators, regardless of the job description, having authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other employees, or have the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action. Classified managers are those classified administrators, regardless of the job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District.

¹ Compton Community College Board Policy 7250

3. **Faculty:** academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges. Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, Special Resource²Center, and Extended Opportunity Programs & Services (EOPS).
4. **Classified:** employees identified as being in the classified service includes all positions, which the Personnel Commission has classified except:
 - Academic positions;
 - Part-time apprentices, architectural, engineering and professional experts employed on a temporary basis for a specific project, regardless of the length of employment;
 - Community Representatives appointed for not more than 90 days in a fiscal year;
 - Full-time students employed part-time, and part-time students employed part-time in any college work-study program or in a work-experience education program conducted by the District.
5. **Confidential Employees:** personnel who are required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

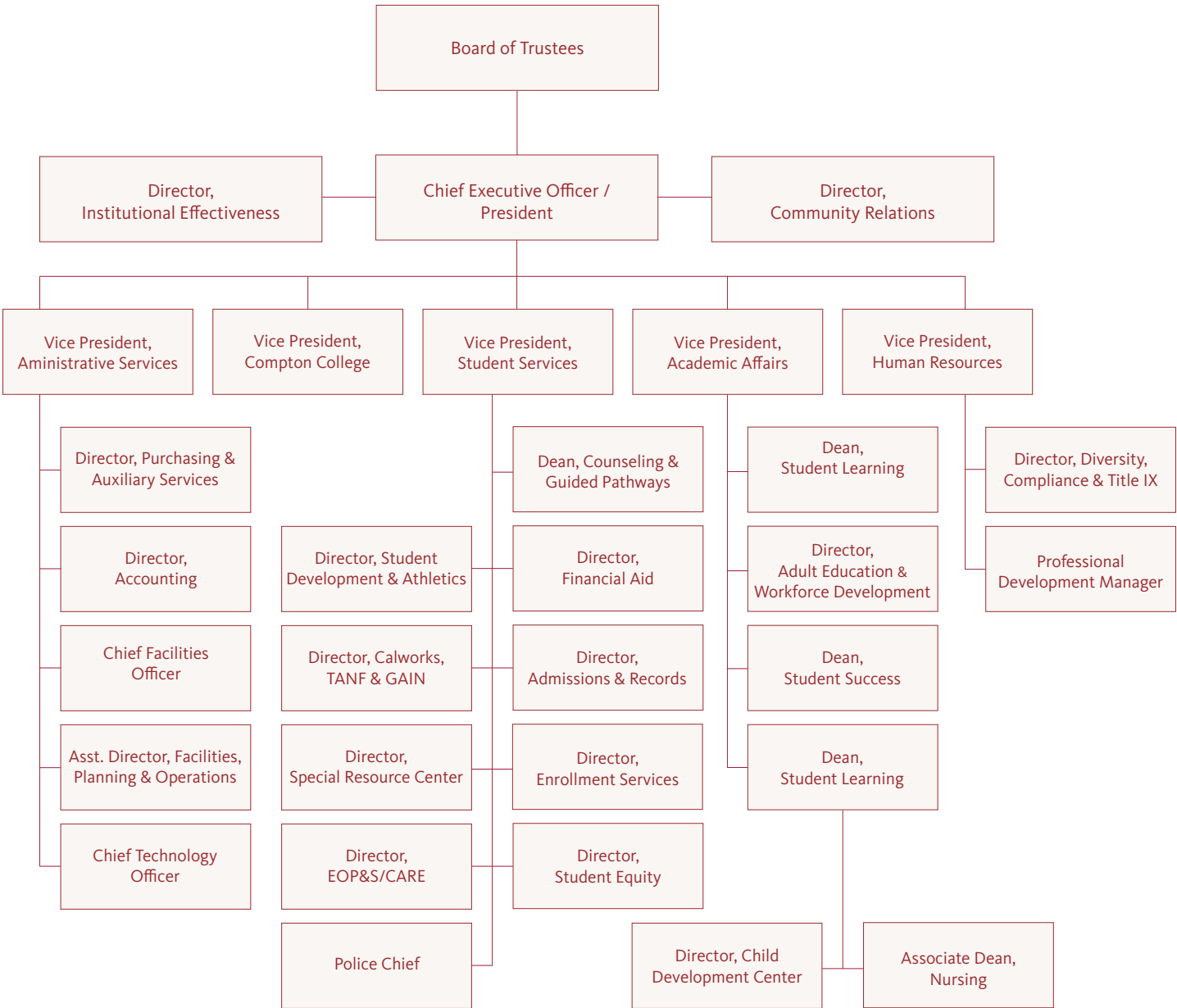
² Compton Community College Board Policy 7210

³ Compton Community College Board Policy 7230

⁴ *Compton Community College District Employees' Policy & Procedures Handbook*

Section 2: Organizational Structure

The Compton College organizational chart below provides an overview of the College’s basic structure and units for 2019-2020. A complete and detailed organizational chart is available on the [Compton College website](#).



Section 3: Current Staffing Levels

As documented in the Compton College Employee Analysis Report 2019 covering the years 2014 to 2018, the District had a total of 430 employees in Fall 2018, which was a slight decrease compared to the prior fall semester totals.⁵ However, current staffing levels reflect a significant increase in the College's staffing level since 2012 (i.e., 382 employees). Temporary Academic (i.e., part-time faculty) continue to be the largest employee group at Compton College. Classified staff are the second largest group, followed by the Tenured/Tenure Track Academic category (i.e., full-time faculty and other instructional staff). Educational administrators compose the smallest employee group. Overall, as the data in Table 4 illustrates, the number of employees within each employee category group has been relatively stable over the past five years, with growth seen among classified positions.

TABLE 4: Employee Counts by Category (Fall 2014 to Fall 2018)

EMPLOYEE CATEGORY	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018
Educational Administrator	10	11	8	11	11
Tenured/Tenure Track Faculty	96	99	102	100	99
Temporary Academic Faculty	185	190	198	191	177
Classified	116	128	135	139	143
Total	407	428	443	441	430

⁵ Retrieved at http://www.compton.edu/academics/ir/2019_Compton_Employee_Report_FINAL.pdf

Section 4: Faculty Ratios: Full-Time vs. Part-Time

As RP Group research has noted, “students most commonly recognized faculty as having the greatest potential impact on their educational journeys. Time and again, students underscored the ways faculty taught, challenged and engaged them, both during and outside of class, and described how these efforts made a critical difference in helping them reach their goals.” Therefore, full-time and part-time faculty ratios are an important issue for the College to address in its hiring prioritization processes, as it is widely recognized that full-time faculty are positioned within the organization to foster academic excellence and student success in ways that part-time faculty are not. This is not to imply that part-time faculty are not academically well qualified, highly trained, skilled, or dedicated; however, as noted in a 2006 Rostrum article published by the Academic Senate for California Community Colleges, “[A]lthough part-time faculty offer the same quality in teaching, the benefits of a sufficient complement of full-time faculty members are numerous, from providing essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom [emphasis added].”⁷ Moreover, as this article observes, some of the chief benefits of employing greater numbers of full-time faculty are that they:

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

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

⁶ Retrieved at <https://files.eric.ed.gov/fulltext/ED548258.pdf>

⁷ Retrieved at <http://www.asccc.org/content/why-full-time-faculty-matter>

An examination of the number of full-time and part-time faculty in each of the five instructional Guided Pathway Divisions and among Counselors reveals notable disparities, which provides the College with opportunities to address in its future prioritization processes. The full-time and part-time faculty ratios for the current academic year (2019-2020) by division are reflected in Table 5.

TABLE 5: Faculty Ratios by Guided Pathway Divisions and Counseling

GUIDED PATHWAY DIVISIONS AND COUNSELING	TOTAL FACULTY	FULL-TIME FACULTY	* PART-TIME FACULTY	FT	PT
Business and Industrial Studies	23	10	13	43.4%	56.5%
Fine Arts, Communication and Humanities	96	28	68	29.1%	70.8%
Health and Public Safety	61	10	51	16.4%	83.6%
Social Sciences	39	9	30	23%	76.9%
Science, Technology, Engineering, and Math (STEM)	75	27	48	36.5%	64.8%
Counseling	27	14	13	34.8%	65.2%
TOTAL	321	98	223	40%	60%

*The number of part-time faculty may change due to class schedule modifications.

Despite the reliance on part-time faculty, which is pervasive among most, if not all community colleges, Compton College has made significant strides in recent years toward ensuring that there is at least one full-time faculty member in each academic program.⁸ In 2017 there were fourteen academic programs that did not have at least one full-time faculty member. By 2019, as a result of program changes and additional faculty hiring, that number had been reduced to two: Ethnic Studies and Theatre Arts for Transfer (AA-T). Other programs, such as General Studies, which are comprised of various courses from a variety of disciplines, do not require full-time program faculty. Nonetheless, the College will continue to ensure that full-time faculty are available to complete critical oversight for every program (i.e., program outcomes assessments, program review, curriculum review and revisions, curriculum development, and student advising).

⁸ An educational program is defined in Title 5, section 55000(g) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." See <http://www.ccccurriculum.net/compliance-2/pcah/>.

The College has invested in full-time faculty positions. Table 6 provides a summary of the positions hired since fall 2018.

TABLE 6: Full-time Faculty Positions Hired Fall 2018 to Fall 2019

FALL 2018	SPRING 2019	FALL 2019
<ul style="list-style-type: none"> • Librarian • Chemistry • English – 2 positions • Guided Pathways Counselor • Mathematics • Machine Tool Technology • Cosmetology 	<ul style="list-style-type: none"> • Guided Pathways Counselor 	<ul style="list-style-type: none"> • English a Second Language • Psychology • Counselor/ Articulation Officer • Guided Pathways Counselor – 5 positions • Sociology- 2 positions • Heating, Ventilation, and Air Conditioning (HVAC) • Nursing – 2 positions

Further, Compton College has recommended the following full-time positions for the 2020-2021 academic year:

- Chemistry;
- History;
- Political Science;
- Social Media – Journalism/English;
- Social Media- File/Video; and,
- Welding.

Section 5: Current Organizational Vacancies

The successful implementation of Tartar Completion by Design and Guided Pathway Divisions has required the College to develop full staffing capacity in several areas, particularly in Student Services where the College has organized case management support teams to ensure students successfully progress through their program of study. Consequently, the College has recently hired additional Guided Pathway counselors to lead student supports in the coming years. While there is currently only one position vacancy in the Guided Pathway Divisions [i.e., Director of the Child Development Center in the Science, Technology, Engineering, and Math (STEM) Division], the information in Table 7 shows vacancies in Student Services areas as of November 2019. However, it is important to note that hiring for a number of these vacancies was in progress at the time of this plan's publication and scheduled to be completed by the fall of 2019.

TABLE 7: Student Services Area Vacancies (2019)

VACANCIES	EMPLOYEE CLASSIFICATION
EOPS/ CARE Guided Pathways Counselor	Academic
Special Resource Center (SRC) Guided Pathway Counselor	Academic
Associate Registrar	Classified
Coordinator of Student Services	Classified
Categorically-funded Program Technician	Classified
Police Officer	Classified

Additionally, vacancies in other areas of the College as of November 2019 included:

- Human Resources - Representative;
- Business Services - Vice President Administrative Services; Accountant (filled December 2019); Accounting Technician (filled December 2019);
- Maintenance and Operations - Shipping and Receiving Clerk;
- Information Technology Services - Network Support Specialist; Business Applications Support Analyst; and,
- Personnel Commission - Director of Personnel Commission; Senior Administrative Assistant.

Section 6: Implications of Vacancies for the Implementation of Strategic Initiatives

In the fall of 2019, Compton College hired five Guided Pathway Counselors and one Guided Pathway Counselor for EOPS (Extended Opportunities Programs and Services) and CARE (Cooperative Agencies Resource for Education) programs to support the implementation of the student services case management approach as described in Chapter 4 of the Compton College 2024 plan.

Additional vacancies in the area of Human Resources are those of the Personnel Commission, which is charged with ensuring, “the administration of an effective and efficient merit system of employment for Classified employees in order to provide students and the community with a quality workforce...[by]...attracting, retaining and supporting a qualified diverse, multicultural staff in order to meet the entire spectrum of student need.”⁹ In regard to the functioning of the Personnel Commission, the 2017-2018 Higher Education Bills (i.e., Senate Bill 85, section 29, and Assembly Bill 101, section 29) provided that 1) Compton Community College District would agree to accept and implement recommendations contained in the Fiscal Crisis Management Assistance Team’s (FCMAT) report, which was completed on May 16, 2017, in order to receive \$11,300,00.00 in funding from the State of California; and, the Board of Trustees “shall assume those powers and duties of the Compton Community College District Personnel Commission that the board of trustees determines are necessary for the management of the personnel functions of the Compton Community College District.”¹⁰ Accordingly, funding of Personnel Commission vacancies has been slated for the 2029-2030 academic year, as 2028-29 will be the last year of payment on the state’s loan.

Additionally, some vacancies in Business Services will be filled by the end of the 2019-2020 academic year and the College is also working to hire a new Vice President of Administrative Services. However, the turnover in high-level leadership, such as those experienced in Business Services, has spurred the College to consider a long-term succession strategy to maintain institutional knowledge and capacity across the leadership of the College (more detail in Section 7 below).

Regarding vacancies in Information Technology Services, in 2017 the College identified a number of needed positions in its request for funding (i.e., Business Analyst, Database Administrator, Help Desk Supervisor, Help Desk Technician, Network Support Specialist, Program Analyst, and Systems and Network Support Manager). With financial assistance from the California Community Colleges Chancellor’s Office, Compton College has been able to fill several essential ITS positions, including the Help Desk Technician. However, proposed positions from 2018 either remain vacant or were repurposed: the three open Information Technology Service positions are Network Support Specialist; the Business Applications Support Analyst; and, the Network and Systems Support Manager. As noted in the Compton College 2024 Technology Plan, the successful implementation of the College’s strategic initiatives and Tartar Completion by Design will require staffing to support key areas, such as Enrollment Services, Counseling, and Information Technology Services, as well as additional professional development to improve employees’ technical skills.

⁹ Retrieved at <http://www.compton.edu/adminandoperations/humanresources/docs/RulesandRegs.pdf>.

¹⁰ See <http://www.compton.edu/district/docs/CCCCO-CCCD-Management-Letter-05-16-17.pdf>

Section 7: Succession Planning

Compton College has demonstrated great resilience with regaining its accreditation and becoming the 114th California Community College, and that momentum is due in part, to the leadership team of the College. To ensure that the College can maintain its institutional knowledge, retain talented faculty, staff, and administrators, and mitigate the impact of inevitable turnover and retirements, the College is considering emergent and non-emergent succession strategies in the next year. To that end, Compton College has established Board Policy 2432 that outlines the emergent President/CEO succession practice. Further, the President/CEO selection process is outlined in Board Policy 2420 and Academic Regulation 2420.

Additionally, the Professional Development Manager, in collaboration with the Professional Development Committee and the President/CEO, will take the lead in the College's non-emergent succession planning. This plan will have two over-arching strategies: 1) a focus on developing key leadership and the knowledge base among internal faculty, staff, and administration; and, 2) an analysis of the key skills and traits of identified leadership positions that can be deployed as needed.

Section 7.1: Building Internal Capacity

To build internal capacity, the College will develop a plan, which will be based on the value of fostering internal human resources to meet the leadership needs of the College and include the strategies outlined below.

- Continue to encourage Managers and Supervisors to attend the Association of Community College Administration's Admin 101 and 201 professional development offerings.
- Continue to provide opportunities for classified staff to participate in the Leadership Institute for Tomorrow (L.I.F.T.) program from California State University, Fullerton.
- Continue to provide interim assignments for internal appointments to allow employees to gain experience during on-going searches.
- Consider cross-training opportunities for employees to learn about other aspects of the College's functions in spring 2020.
- Integrate professional development goals into staff and administrator annual evaluation goals by fall 2020.
- Establish the annual Tartar Leadership Academy for Compton College employees (faculty, staff, and administrators), which shall have its first cohort of participants in 2020-2021 year. The goal of the Tartar Leadership Academy is to change the culture of Compton College by empowering employees to communicate more effectively across different departments by seeing and experiencing different facets of the organization. Through a peer cohort (or learning community) model, which fosters an ethos of mutual support for participants as they develop their leadership potential, a facilitator will lead group sessions designed to provide for shared learning and the understanding of different points of view. Accordingly, the College has established the following objectives for the Compton Tartar Leadership Academy:
 1. Enhance our employees' capacity for more effective leadership at all levels of the organization, including a clear understanding of their own roles and responsibilities.
 2. Grow our own leaders within the campus organization. Individual participants will be provided with opportunities to develop and grow as leaders which they can highlight as part of their experience and commitment to development as professionals.

Section 7.2: Analysis of College's Leadership Needs

The final leg of the succession planning effort will be to identify key senior leadership positions (e.g., President, Vice Presidents, Deans), and determine what skills and traits are the most critical to meeting the long-range goals of the College (e.g., any senior leader must be committed to hiring a diverse faculty and staff). This analysis goes beyond the job description to help inform an external search or an internal interim/acting hiring authority as soon as a transition is announced.

Section 8: Priority Hires for the Future

Compton College systematically prioritizes future hires through its annual planning process. This process is designed to create goals for each department and discipline that are aligned with the College's Institutional Set Goals and Tartar Completion by Design and informed by the department/discipline's last program review. Through this process, the College is prioritizing staffing needs to effectively address the student experience through Tartar Completion by Design.

Each department/discipline creates an annual program plan that is then incorporated, or “rolled up,” into unit plans, then to area plans, and finally to the College plan. The timeline for these plans and the unit plan integration process is available in AR 6200 Budget Calendar.¹¹ Starting in the 2020-2021 annual planning cycle, the College is initiating a new roll-up process that incorporates input from all individuals in a unit or area. Specifically, each department/discipline at the program level identifies their priorities. These identified priorities are then placed into a survey, which is administered to all unit members so that everyone has an opportunity to vote on their unit's priorities. Unit or area managers will then use the survey results to inform their decisions about the priorities for their areas and provide an update to their area or unit regarding priorities and their rationale, as well as explanations regarding any recommendations that were not ultimately submitted. Faculty positions should be identified through the planning process. However, they also are specifically prioritized in a separate process described in Chapter 6, Section 2, below). Through these established processes, the College has been successful in identifying staffing needs, prioritizing position, and recruiting qualified candidates.¹²

¹¹ <http://www.compton.edu/academics/ir/docs/AR6200.pdf>

¹² For more information, see Table A in the Appendix: Priority Hires for Compton College (2013-2014 to 2029-2030).

CHAPTER 5

HUMAN RESOURCES PROGRAM REVIEW AND PRIORITIES– SPRING 2019

Human Resources completed its program review in Spring 2019, which included the key elements described below.

- **Alignment with Compton College’s Mission** – Human Resources is committed to supporting the mission by ensuring that diverse students are supported to pursue and attain student success through effective recruiting, hiring, processing and evaluating all personnel.
- **Overview of Current Organizational Structure and Lines of Responsibilities in the Human Resources Office** - Vice President of Human Resources is the senior administrator; department staff positions are generalists rather than specialists; the department oversees all functions of certificated and classified recruitment and processing; benefits, insurance, professional development, and personnel policies and procedures.
- **Overview of Accomplishments** - Over 100 successful recruitments in the prior three years; implementation of iGreentree software for digital records; staff support of the Governing Board in its oversight functions regarding personnel matters.
- **Satisfaction Survey Findings** – Respondents gauged Human Resources services as largely “excellent” or “good” regarding timely responses and services provided; further analysis is needed to determine why approximately 18% of the population surveyed rated “communication and feedback received from HR” poorly.
- **Facilities, Equipment, Technology** - facilities and equipment are reliable; the placement of work stations creates accessibility and allows for the identification of office visitors.
- **Staffing and Training** – The Program Review identified two new positions for the department: Director of Diversity, Compliance and Title IX and the Professional Development Manager. These positions were filled in fall 2019. HR staff members are continuously trained on updates to policies, procedures, and technological resources. HR staff members share administrative responsibilities.

- **Planning** - Human Resources develops an annual area plan, which reports progress from the preceding fiscal year and outlines the goals, opportunities and challenges for the upcoming fiscal year, outcomes, and measurable performance indicators. Staff retirements in upcoming years must be analyzed and a staffing plan developed to address the needs of the institution. In support of the College's EEO Plan, the department produces an Employee Analysis Report, which identifies employee demographic trends (i.e., gender, ethnic group, and age group), which serves as a resource in efforts to "hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves."
- **Priority Hires 2016-17 through 2021-22 and Challenges** – The majority of hires have been faculty; however, a number of classified and administrative positions were prioritized and successfully hired. The College has had challenges related to hiring for specialized skill areas, such as nursing and Information Technology Services.
- **Service Area Outcomes with Measurements** –
 - 1) Evaluate and improve the Human Resources recruitment process;
 - 2) evaluate and improve the experience of Compton College employees during their first year of employment;
 - 3) review processes and, when appropriate, ensure the processes are consistent at Compton College; and
 - 4) improve classified staff evaluation process.
- **Prioritized Recommendations** –
 - 1) Hire a Manager of Title IX to facilitate and ensure the effectiveness of Title IX;
 - 2) hire a Senior Administrative Assistant to support the productivity of the Human Resources Department; and,
 - 3) improve communications with other areas to be proactive in addressing Human Resources issues.

Since the completion of the Human Resources Program Review in January 2019, the College has addressed the three prioritized recommendations accordingly:

1. The College hired the Director of Diversity, Compliance, and Title IX;
2. The College is no longer seeking to employ a Senior Administrative Assistant, as assignments have been distributed to existing staff; and,
3. Human Resources has worked collaboratively with senior leaders to improve Human Resources communications at the cabinet-level. Specifically, a sub-group cabinet of senior managers (except for the President/CEO) now meets regularly to bring their concerns and issues forward directly to Human Resources, which then affords Human Resources the ability to disseminate critical information to the group. Furthermore, Human Resources has developed close working relationships with Business Services regarding payroll and hiring matters. All of these efforts have resulted in re-establishing relationships, which support a higher level of transparency. In addition, Human Resources circulated a satisfaction survey to the general campus population, which has been helpful in identifying areas for improvement.



CHAPTER 6

DETERMINING STAFFING NEEDS, PRIORITIZING POSITIONS, AND CURRENT CHALLENGES: EDUCATIONAL AND CLASSIFIED ADMINISTRATORS, FACULTY, CLASSIFIED STAFF

Section 1:

Defining Needs for Hiring Educational and Classified Administrators

Educational and Classified Administrators have direct responsibility for supervising the operation of or implementing policies regarding the instructional, student services, or non-instructional programs of the College, and ensure the effective integration of human and material resources to achieve the institution's goals and objectives. Moreover, Educational and Classified Administrators oversee many crucial processes, such as planning, organizing, budgeting, coordinating vital activities, and evaluating performance. Thus, planning for and prioritizing future administrative capacity is important to the viability and long-term stability of the institution. While the Employee's Policy and Procedures Handbook (Section 10.2, Administrative Selection Procedures) details the selection processes for hiring administrators, it does not establish any criteria by which to assess the need for or to prioritize administrative hires. Thus, the College may wish to consider establishing criteria for this purpose such as:

- the number of anticipated students (headcount);
- the number of anticipated full-time equivalent students;
- number of FTES/administrator by department, Guided Pathways Division, or area;
- the number of anticipated full-time faculty;
- the number of anticipated part-time faculty;
- the number of anticipated classified employees;
- the number of current administrators in a Guided Pathway Division or a department;
- the number of courses and/or programs offered in a Guided Pathway Division or a department;
- the number of locations and modalities where courses are offered;
- needs identified in program reviews; and,
- the College's strategic initiatives, plans, goals, objectives, key actions, and priorities.

Section 2: Assessing Needs for Full-Time Faculty Hires

The process of determining full-time faculty hires is detailed in the Employee's Policy and Procedures Handbook (Section 10.3, Faculty Selection Procedures). Deans initiate the process by formulating and submitting a formal request to hire new or replacement faculty based upon needed staffing resources identified through annual plans, program reviews, and emerging needs for new programs. Divisional representatives include in their formal requests complete and accurate job descriptions for use in hiring and the identification of faculty to serve on hiring committees. These formal requests are then submitted to a Hiring Prioritization Committee established by the Academic Senate no later than October of each academic year. Supporting data for these requests include:

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

By the end of November of each academic year, the Hiring Prioritization Committee reviews all submitted requests for new or replacement faculty and provides the Academic Senate and the CEO with a recommendation regarding the priority order for requested positions. The Compton College Senate then either notifies the CEO of its support of the recommended prioritized list or, if the Compton College Senate does not concur, appraises the CEO of the modifications it considers necessary and the supporting rationale. Based on the recommendation of the Hiring Prioritization Committee, advice from the Compton College Senate and other relevant factors (e.g., the District's financial ability to afford the hiring of new or replacement probationary faculty), the CEO determines which recruitment efforts, if any, to initiate and communicates that decision to all interested parties by the end of the calendar year. Additionally, in the event of unforeseen circumstances (e.g. unexpected programmatic needs, late resignation or retirement of a faculty), the CEO may initiate recruitment efforts to fill faculty positions on a temporary or permanent basis.

Since ensuring that the most fundamental functions of the institution are performed at levels that assure the delivery of high quality instructional and student support services, anticipating needs for future faculty hires is critical. One significant factor to consider in assessing the needs for future faculty is the Full-Time Faculty Obligation Number (FON). The California Code of Regulations (CCR) Title 5, section 51025, requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. Currently, the CCC Chancellor's Office has determined Compton College's Full-time Faculty Obligation Number (FON) to be 31.0 for Fall 2019, while the College's actual FON is 96.0. Thus, the FON for Fall 2019 would suggest that the College need not immediately hire any additional full-time faculty. However, the full and successful implementation of Tartar Completion by Design, Guided Pathway Divisions, as well as program viability, organizational stability, and most importantly, student success requires the presence of full-time faculty, including at least one for every instructional program.

Section 3: Assessing Needs for Part-Time Temporary Faculty

As noted in the *Employee's Policy and Procedures Handbook*, “the District cannot accomplish its mission without a diverse part-time faculty who are dedicated to student success.”¹³ Thus, the College is committed to hiring qualified candidates who best meet students' needs.

Accordingly, at least six weeks before the beginning of each academic term, the Dean of each division shall identify disciplines in which additional part-time faculty may be needed and forward a list of potential part-time temporary teaching opportunities for new hires to Human Resources. Using information about potential part-time temporary teaching opportunities received from the Deans, Human Resources shall develop and maintain a recruitment pool consisting of a diverse group of likely applicants for part-time temporary faculty positions. The College then develops a recruitment pool with the publication of an announcement that identifies the disciplines in which additional part-time faculty may be needed.

However, this process for recruiting and hiring part-time faculty limits the College's ability to effectively and efficiently acquire the most qualified candidates with the knowledge, skills, abilities, and cultural competencies that will best serve students, or to deal with unanticipated, immediate needs for part-time faculty. Moreover, in high-demand fields (e.g., health occupations, information technology, engineering) attracting part-time faculty may be a significant challenge. Thus, it is recommended that deans identify staffing needs for upcoming semesters while building the schedule of classes for upcoming semesters and immediately notify Human Resources and the Vice President of Academic Affairs of the need to initiate recruiting of part-time faculty for identified vacancies. Additionally, the College should consider developing and advertising job announcements for part-time faculty positions for all disciplines utilizing resources such as the California Community Colleges Registry (<https://www.cccregistry.org/jobs/index.aspx>) and maintaining an up-to-date archive of qualified applicants for every academic discipline who can be contacted immediately to potentially fill an immediate need.

¹³ *Employee's Policy and Procedures Handbook*

Section 4: Assessing Needs for Classified Hires

The *Rules and Regulations of the Classified Service* delineate the processes for the creation of new classified positions, including the determination of official duties and recommendations regarding minimum educational and work experience requirements for the position. To prioritize positions, area managers make requests for new or replacement positions in their annual plans, which the College then prioritizes through the roll-up process described in Chapter 4, Section 8.



CHAPTER 7**ANTICIPATING FUTURE STAFFING NEEDS TO 2024
VIA PROGRAM TREND ANALYSIS**

As described in Chapter 4, Compton College has identified current prioritized needed positions. However, assessing future staffing needs that emerge from regular program reviews and annual planning calls for the analysis of enrollment data trends, which provides indicators of program growth, stability or decline. Data collected and presented in the Compton College 2024 comprehensive master plan, identifies notable demographic and population trends, and enrollment trends for the College, as well as for academic disciplines. The information provided in this chapter, which is drawn from Compton College 2024, offers high-level summaries of significant trends that will assist the College with indicators that should be considered in the faculty and classified instructional staff hiring prioritization processes.

Section 1: Implications of Notable Demographic and Population Trends

The demographic and economic conditions detailed in the Compton College 2024 with significant implications for future staffing, include the following:

- growing Latino and Asian populations in California and Los Angeles County – many of whom speak a primary language other than English – suggests that Compton College has an opportunity to provide programs, particularly non-credit, to address the language skill needs of these populations;
- challenges associated with language barriers, skill deficiencies, and disabilities will require that additional resources be strategically directed toward increasing access and ensuring program completion;
- poverty rates, which are higher in service-area cities, and which include predominantly Latino residents, validates Tartar Completion by Design Goals and Guided Pathways, which will provide efficient avenues of preparation for entry into high-demand job fields with potential for career advancement;
- addressing the diverse needs of the future students will require the development of innovative, collaborative, and culturally relevant support services that integrate with all academic programs in ways that ensure the success of students in academic programs (i.e., developmental skills, transfer education, career and technical)
- the expected increase in the regional population along with the increasing percentage of older adults and decreasing percentage of young adults and children indicates a need to develop programs, alternative modalities of instructional delivery, and scheduling patterns that meet the needs of adult learners, particularly working populations;
- emerging industries and occupations in the region that offer pathways to lucrative and critical careers must be one area of intense focus of development, particularly occupations in technical and scientific fields; and,
- the decline in K-12 enrollments indicates a need to improve early awareness and outreach efforts to students in elementary, middle school and high school, including dual enrollment opportunities, while also designing programs for adults, such as retraining opportunities to maintain pace with changing industries.

Section 2: Enrollment Trend Analysis

While it is important in interpreting enrollment data to consider factors that impact headcounts in particular courses such as class size maximums, facilities, safety considerations, availability of staff, and scheduling patterns, all of which can contribute to either robust or limited enrollments, enrollment data provides important indicators for the College to carefully consider in planning its future staffing needs. Accordingly, key enrollment data detailed in the Compton College 2024 Plan, point to disciplines that have experienced high student demand. For example:

- Full-Time Equivalent Students (FTES), a standard measurement of student enrollment in an academic department or an institution and a significant indicator of demand, in several disciplines has been consistently among the top 20% FTES earners, including mathematics, English, anatomy/physiology, physical education, history, childhood education, psychology, chemistry, nursing, political science, and biology; and,
- several disciplines have consistently been among the top 20% in terms of fill rates, including humanities, anatomy/physiology, speech communications, chemistry, nutrition, auto collision and repair, and auto technology which appeared in the top 20% in three of the five years.

While general enrollment data, such as that provided in Compton College 2024, provides important information with which to guide and inform hiring priorities for future faculty positions, the institution may wish to consider including student success data among the metrics used as part of its prioritization processes, such as student degree and certificate completion rates.

In sum, enrollment trend data suggests that there are disciplines that have experienced high student demand. Therefore, to fulfill strategic initiative goals and objectives (i.e., improve and expand the most successful programs with the highest enrollment to meet supply and demand, increase the number of degrees and certificates awarded in the health and technical fields), the College will need to emphasize discipline enrollment trends in its hiring prioritization process.

Section 3: Anticipated Retirements

As is the case in all organizations, retirements are one source of employee turnover. Thus, in assessing possible future staffing needs, a routine review and analysis of employee age serves as one source of information about possible future vacancies. One approach to gauging possible future retirements is to examine the age of current employees in relation to average retirement ages for members of the two state employee retirement systems: CalSTRS and CalPERS. In 2018 the average retirement age for CalPERS members was 58.5 years, and 63.3 years for CalSTRS members. As the age data in Tables 8 and 9 reflect, there are some employee units where retirements may occur over the next three to five years.

TABLE 8: Compton College CalSTRS Members Within Retirement Age Range

AGE GROUP	ADMINISTRATION		CERTIFICATED	
	No.	%	No.	%
63+	5	31.25%	21	23.59%
58-62	0	0	13	14.6%
TOTAL	5	31.25%	34	38.19%

Table 9: Compton College CalPERS Members Within Retirement Age Range

AGE GROUP	ADMINISTRATION		CERTIFICATED		CLASSIFIED	
	No.	%	No.	%	No.	%
58+	2	6.25%	0	0%	27	26.24%
52-57	0	0	1	1.12%	19	13.47%
TOTAL	2	6.25%	1	1.12%	56	39.71%

In sum, out of approximately 430 employees, roughly 6% who are CalSTRS members are at or above the average retirement age, and 6.7% of the College's CalPERS members are at or above the average retirement age. Thus, the College will need to consider this retirement age data when assessing possible future vacancies and considering future staffing needs.



Community College

Admission Information

Application Fee	\$50
Application Review Fee	\$20
Placement Test Fee	\$10
Health Insurance	\$150
Books & Supplies	\$100
Room & Board	\$200
Transportation	\$50
Total	\$580

For more information, contact: (555) 123-4567

Saharshina Torres
Community College

CHAPTER 8**COMPTON COLLEGE'S STAFF DIVERSITY AND
EQUAL EMPLOYMENT OPPORTUNITY PLAN
(2016-2019) AND DISTRICT MEASURES TO
ADDRESS IDENTIFIED UNDERREPRESENTATION**

Key findings from Compton College's Staff Diversity and Equal Employment Opportunity Plan (2016-2019) include the following:

- gender distribution has been fairly balanced, but overall gender distribution is most closely represented by employees in the temporary academic group; on the other hand, educational administrator, classified, and tenured/tenure-track academic groups were represented by a greater percentage of male than female employees;
- within the monitored ethnic groups, the greatest percentage of employees has been represented by African-American (between 43-46% in the past five academic terms), which is closely represented by an educational administrator and classified groups; both temporary and tenured/tenure-track academic groups have a higher variation in ethnic group composition; and,
- the greatest percentage of educational administrators and tenured/tenure-track faculty are in the older age groups; the largest percentage of employees aged 18-34 is employed as temporary academic.

The College's Staff Diversity and Equal Employment Opportunity Plan (2016-2019) identifies the actions to address identified underrepresentation in its current staffing, which are described below.

1

Review the District's recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group.

3

Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place for a reasonable period of time.

2

Consider various other means of reducing the significant underrepresentation which does not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective.

4

Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

- any requirements of all applicable federal, state, and local laws; and,
- qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students.

5

Continue using qualification standards meeting the requirements of paragraph (4) of this section only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4), and be expected to have a less exclusionary effect.

6

Consider various other means of reducing the significant underrepresentation which does not involve taking monitored group status into account and implement any such techniques which are determined to be feasible and potentially effective.

To ensure that these identified key actions are fulfilled, the College will need to establish an implementation plan with metrics, timelines, and the assignment of responsibilities.



CHAPTER 9**COMPTON COLLEGE 2024 HUMAN RESOURCES
STAFFING PLAN GOALS, OBJECTIVES, AND
STRATEGIES**

The goals and strategies established below are designed to support the full and effective implementation of the College's strategic initiatives, Tartar Completion by Design, Guided Pathways, and Equal Employment Opportunity Plan actions. Overall, these goals will help the College deploy a human capital management strategy, which aligns with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of diverse faculty, staff, and administrators that reflect the demographic diversity of the district.

GOAL

1

Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates;

- Objective 1: Develop a “recruitment team,” which will disseminate candidate recruitment information and position details via traditional online portals (i.e. cccregistry.com, PRISM); additionally, provide these details to affinity groups, minority chambers of commerce, religious organizations, alumni, non-profit organizations, diversity program directors/administrators, and participatory community bodies;
- Objective 2: Examine recruiting and retention incentives (e.g., assistance with student loans, housing, childcare, and flexible schedules);
- Objective 3: Create a database with contact information for Compton College alumni, local business and community leaders, and heads of organizations that serve diverse populations for direct and personal outreach regarding vacancies and potential applicants; and,
- Objective 4: Employ culturally-relevant and sensitive job announcements based upon the Center for Urban Education (CUE) partnership and reports.
- Objective 5: Establish a partnership with the USC Race and Equity Center to develop the Compton College Faculty Preparation Academy. Through the Compton College Faculty Preparation Academy, Compton College will provide professional development opportunities to former Compton College students who are interested in teaching at a California Community College.

GOAL

2

Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations

- Objective 1: Develop and implement a plan for social media campaigns to inform and direct interested candidates to apply by targeting high traffic online social media resources (e.g. Facebook, Instagram, Twitter, LinkedIn); and,
- Objective 2: Advertise job openings in publications targeting primarily minority populations.

GOAL

3

Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities

- Objective 1: Based upon the findings and recommendations of the Center for Urban Education (University of Southern California) revise the structure of job announcements, the interview process, and interview questions;
- Objective 2: Incorporate the use of teaching demonstrations, or mock sessions for counseling or service delivery with actual students while selection committee records observations of the interaction; scripted role-play scenarios that allow candidates to demonstrate a distinct facet of their teaching, mentoring, student interactive skill sets, and writing exercises;
- Objective 3: Recommend and conduct more frequent equivalency evaluations to allow a broader and more diverse cross-section of candidates to meet the minimum requirements for consideration of the open position;
- Objective 4: Require a portfolio or a demonstration/sample performance lesson, which demonstrates candidates' cultural competence and ability to effectively address diverse learning styles and student experiences; and,
- Objective 5: Host job preparation workshops for potential applicants to provide information about applying for jobs at Compton College, the application and selection process, supporting documents (e.g., resumes/curriculum vitae, cover letters, transcripts or certifications), and interviewing tips.

GOAL

4

Prioritize hiring and training based upon Tartar Completion by Design and student need

- Objective 1: Consider staffing needs to best support student connection, entry, progress, completion, and transition (e.g., outreach, Information Technology);
- Objective 2: Consider staffing needs to support special groups, including disproportionately impacted groups identified in the Student Equity and Achievement (SEA plan) and Dream Act students;
- Objective 3: Monitor hiring priorities based on informed scheduling and expanding, high-demand programs of study; and,
- Objective 4: Monitor hiring and training needs to implement online counseling.

GOAL

5

Create inclusive, supportive environments to retain diverse candidates

- Objective 1: Develop an annual schedule of cultural appreciation events/activities; encourage and support professional development activities that emphasize effective representation of diverse populations in higher education (e.g., PUENTE, Umoja).

GOAL

6

Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement

- Objective 1: Develop and launch mandatory FLEX activities focusing on teaching best practices both in face-to-face and online environments; incorporate case-management approach to student success, partnering administrators, faculty, counselors and classified staff to assist in the supporting student achievement; enhance the First Year Experience program to pair students with assigned faculty mentors; incorporate a new faculty mentorship program which includes one-on-one coaching, team-teaching opportunities, non-punitive observations and feedback;
- Objective 2: Develop an annual schedule of professional development activities (i.e. conferences) for all staff, including faculty and staff retreats, focused on team building.
- Objective 3: Implement Early Alert and Tartar Success Teams. Ensure faculty and staff know how to use these mechanisms to support students;
- Objective 4: Create a non-emergent succession planning, which is centered on two over-arching strategies: 1) a focus on developing key leadership and the knowledge base among internal faculty, staff, and administration; and, 2) an analysis of the key skills and traits of identified leadership positions that can be deployed as needed; and,
- Objective 5: Ensure professional development opportunities for math and English faculty to build innovative teaching and learning around these gatekeeper courses.



Extended Opportunities and Services
Cooperative Agencies Resources for Education

Register Here

COMPTON COLLEGE
114

COMPTON COLLEGE
114

CELEBRATING 90

CELEBRATING 90

COMPTON COLLEGE

CHAPTER 10**ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES (ACCJC) ACCREDITATION STANDARDS IB AND IIIA AND CORRELATION TO HR STAFFING PLAN GOALS, OBJECTIVES, AND STRATEGIES**Section 1:
ACCJC Accreditation Standards IB and IIIA

The Compton Community College District Human Resources Staffing Plan addresses the ACCJC Accreditation Standards IB and IIIA as follows:

Standard I: Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

- The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
- The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed.
- The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
- The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Standard III: Resources

A. Human Resources

- The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in the selection of new faculty.
- The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
- The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
- Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.
- The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Section 2:

Correlation of ACCJC Standard to the Human Resources Staffing Plan

The Human Resources Staffing Plan and the established goals and objectives, which align to the strategic initiatives and institutional set standards and goals, relate to and support Standard 1 by:

- fostering an “ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes;”
- establishing “institution sets goals to improve its effectiveness consistent with its stated purposes...[and] articulates its goals and states the objectives;”
- creating the framework needed to “assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation;” and,
- producing a planning process, which is “broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.”

Additionally, this Human Resources Staffing Plan and its goals and objectives correlate to ACCJC Standard III elements by:

- helping to ensure “the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services;”
- preparing the institution to employ “a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes;”
- addressing policies and procedures that “demonstrate[s]...an appropriate understanding of and concern for issues of equity and diversity;”
- integrating “[H]uman resource planning...with institutional planning;” and,
- planning for “all personnel” to have “appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.”



CHAPTER 11**ASSESSMENT OF HUMAN RESOURCES STAFFING PLAN**

To implement and assess the Human Resources Staffing Plan, the Human Resources leadership will engage in the program planning and evaluation using established planning protocols: annual planning and program review.

The annual planning process, which includes:

- defining annual goals for the Human Resources department based upon Staffing Plan goals and objectives;
- defining recommendation(s) to meet each goal;
- defining which Completion by Design area(s) each goal and recommendation will impact (e.g., Connection, Entry, Progress, Completion, Transition);
- defining a measurable outcome for each goal;
- defining responsibilities for the recommendation, implementation and assessment; and,
- archiving the elements of the Human Resources Staffing Plan's annual plan in the document depository.

In addition to annual program planning, the Human Resources department is scheduled to complete program review in spring 2022, which will provide an opportunity to assess the outcomes of the Human Resources Staffing Plan via:

- surveys and other quantifiable data concerning student/client outcomes;
- assessment of the collaborative efforts with the campus and external community;
- appraisal of the current state of the Human Resources program's facilities and equipment;
- evaluation of the adequacy/inadequacy of the program's current staffing level and training needs; and,
- recommendations appropriate regarding current and future resources needed to fulfill the Human Resources program's goals and objectives.



CONGRATULATIONS

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CHAPTER 12

CONCLUSIONS

The goals and objectives established in the Compton College 2024 Human Resources Staffing Plan will allow the College to realize its mission, operationalize its strategic initiatives, and implement Tartar Completion by Design and Guided Pathway Divisions. The goals are:

<p>1 Strategically recruit diverse candidates through the deployment of digital technologies, social media, and direct personal contacts with candidates;</p>	<p>4 Prioritize hiring and training based upon Tartar Completion by Design and student need;</p>
<p>2 Employ numerous recruitment strategies in multiple sites and communication platforms which serve diverse populations;</p>	<p>5 Create inclusive, supportive environments to retain diverse candidates; and,</p>
<p>3 Develop multiple methods in the selection process for candidates to demonstrate effective approaches to teaching and supporting students from diverse backgrounds and abilities;</p>	<p>6 Develop multiple and on-going opportunities for all faculty, staff, and administrators to improve teaching and student support practices and increase student achievement.</p>

The full implementation of Tartar Completion by Design will necessitate increasing institutional capacity through hiring and professional development in key areas (e.g., high-demand programs such as nursing, Information Technology Services, equitable hiring practices, math and English innovations and instruction).

- The College will continue to prioritize hiring decisions through established planning processes, and using data, such as current staffing levels, anticipated population shifts, and anticipated retirements. Further, the College is working to anticipate succession needs among key leadership, as well as strengthen its development of internal talent to meet future leadership needs. Finally, the College is working to strengthen its hiring practices to attract a highly-qualified and diverse workforce to best serve the students at Compton College through 2024 and beyond.
- This staffing plan supports ACCJC Standards IB and IIIA to improve institutional effectiveness and maintain appropriate and qualified human resources to best serve students. This plan provides for improved institutional effectiveness by supporting continuous improvement and aligning with the planning process. The plan provides for the human resources standard by aligning hiring with the needs for student learning, prioritizing diversity, and integrating hiring with planning.
- Hiring prioritization must consider existing positions that are currently funded through transition funds (e.g., the Recovery fund) that will be exhausted by June 2022. Several positions across the campus (e.g., Information Technology Services staffing and the Learning Management Specialist) are supported by the Recovery fund or grant dollars that will end, and the College should consider permanent funding sources for these positions.



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