



West Kern Community College District TAFT COLLEGE

Human Resources Project Final Report

Submitted:

May 14, 2015



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INTRODUCTION

The West Kern Community College District (WKCCD) is a single-campus community college district with a district-wide FTES of 2,668 (Fall 2014) including both credit and noncredit. Taft College is located in Taft, California.

On November 3, 2014, The Collaborative Brain Trust (CBT) was approached by Superintendent/President Dr. Dena Maloney who expressed an interest in having the Collaborative Braintrust Consulting Firm (DBA: Collaborative Brain Trust) prepare a report which will support a future human resources plan for the WKCCD. On that date, Dr. Maloney described the purpose and scope of the project in a telephone conversation with CBT Lead Consultant Jean Malone.

CBT provided a proposal and contract for the project which was submitted and approved by the WKCCD Board of Trustees on February 11, 2015.

The CBT team was suggested to Dr. Maloney on February 17, 2015 and approved by her in a telephone call on February 18, 2015. The CBT team consists of Dr. Jean Malone, Lead Consultant, and CBT Consultants Dr. Deirdre Carlock and Ms. Julie Slark. Work on the project commenced immediately thereafter. The target date for completion was designated as May 31, 2015.



PURPOSE OF THIS HUMAN RESOURCES PROJECT

The West Kern Community College District has been actively involved in developing a number of needed strategic plans that align with the organization’s general mission. The need for a Human Resources 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 a foundation for the District to develop a human resources staffing plan for the future. The report provides information regarding past, current, and future staffing and descriptions and assessment of the human resources processes surrounding that staffing. In addition, the CBT consultants seek to identify staff opinion regarding those processes and recommend remedies that might fit the culture and assessed needs of the District.

In general, staffing levels at WKCCD have been reviewed, evaluated, and compared with other similar sized districts. In addition, this report provides a review and analysis of the processes of employee recruitment and selection. The training of staff regarding these processes is also reviewed, along with how permanent positions are tracked and budgeted. Finally, the issue of faculty and staff ethnic diversity is discussed, as it is an integral and constant element in the operation of all human resources processes.

The West Kern Community College District may want to make some changes with regard to its human resources processes. The District is also eager to develop a future plan with regard to the topics contained in this report, most particularly staffing levels. The information contained here should be very helpful as the District goes forward to shape the future of its human resources operation and future staffing needs.



EXECUTIVE SUMMARY

This report includes an introduction and outlines the purpose of this project which is to serve as the foundation the West Kern Community College District can use to develop its own Human Resources Staffing Plan for the future. The report includes a statement of the District's mission which is important to support decisions made regarding future staffing.

A comprehensive review of the human resources processes was conducted. Descriptions of the District's current recruitment and selection processes are presented. The WKCCD human resources processes are not unlike common practices of other public community college districts in California. Recruitment and selection of staff are generally successful with few, if any, failed recruitments. Validation of balanced ethnically diverse applicant pools for the 2013-14 year were reviewed and no adverse impact was apparent. Written procedures, however, need to be updated as the District desires to formalize, standardize, and check for compliance of its practices.

The concept of the "common thread" is introduced illustrating that the criteria of skills, knowledge, and abilities should be used for developing the job description, the job announcement, and throughout the term of an employee's length of service. Several observations are included in this section which resulted in a number of recommendations.

Training of human resource staff, along with those who participate in the recruitment and selection of staff, is critical. Training procedures of screening committee members by the Office of Human Resources is not documented, nor are they consistently applied. Brief but rote training takes place during the meetings of the screening committees, and no ongoing training of staff throughout the year is incorporated into the District's staff development program. Staff in the Office of Human Resources have not been formally trained in compliance issues found in the California Education Code (chapter pertaining to community colleges) or Title 5 of the California Code of Regulations, Division 6 California Community Colleges with regard to Equal Employment Opportunity. In addition, the authority of the EEO Officer(s), which are the human resources staff, is not apparent during the hiring process. Recommendations are included in this report to address these deficiencies and to improve general leadership, customer service, communication, and problem-solving on the part of the Office of Human Resources.



A data-driven method for selecting the comparison districts was based on the student population (FTES) size of single college California community college districts. While the CBT consultants preferred to select six similar-sized, single college districts, four districts were chosen because their FTES were the closest to WKCCD's FTES. Those districts are Lake Tahoe Community College District, Barstow Community College District, Siskiyou Community College District and Mendocino-Lake Community College District.

The area of ethnic diversity of faculty and staff was thoroughly reviewed and compared to the other districts in this study. WKCCD has a very high percentage of Hispanic students; and, those numbers of Hispanic students are exaggerated by the students participating in oil field training courses, as well as other courses, in the District's partnership with West Side Energy Services Training and Education Center. When those petroleum contract students are removed, the Hispanic student population is reduced to about 42% of the total student enrollment. The comparison of Hispanic staff to Hispanic students is quite disparate. Although the Hispanic employees in the classified service have the highest percentage, the percentages for all other employee categories are very low in comparison to the student population. The District's mission statement indicates a value for diversity, yet there is no plan in the District's Strategic Master Plan to address these differences.

A comparison of staffing levels over the past five years is presented in several tables in this report. The staffing levels at WKCCD over the five-year period have remained very consistent; and, they are particularly consistent when the percentage of staff to students is calculated. The CBT consultants found that, compared to the other four districts, WKCCD's FTEF of adjunct faculty is low. This comparison reflects WKCCD's effort to meet its annual Faculty Obligation Number and to show real progress in its 75/25% full-time/part-time faculty ratio. Of the five districts, WKCCD has the healthiest 75/25% full-time/part-time faculty ratio.

When comparing staffing levels in each employee category, WKCCD compares favorably with the four districts; that is, if only the classified employees who are paid from unrestricted dollars are counted. Once the classified employees paid from restricted funds are added, WKCCD has significantly more classified staff than in the comparison districts, and most particularly when the employees paid by enterprise funds are included. WKCCD is commended for its effort to find and secure supplemental funding allowing programs and services to be provided that would not be available without that additional funding. Every district, however,



should be careful to assess whether or not there are compliance issues within those restrictions. WKCCD is currently developing a plan to do just that kind of assessment.

The CBT consultants find that WKCCD’s level of staffing compares well with the other districts in this study and it may want to maintain that consistency into the future, unless there is a major growth in the student population requiring additional program and staff.

To validate CBT’s research into WKCCD’s human resources practices, staffing levels, diversity, and position control, an online employee survey was conducted for the purpose of investigating opinion and perception of staff. In collaboration with the Office of Human Resources and the Superintendent/President, 41 employees from all employee categories were selected as survey participants. The survey sample included those in leadership positions and those who were in positions to interact often with the Office of Human Resources. In addition, individuals were chosen who either participated on a screening committee or was an applicant within the past two years. The survey response Web link was closed on April 10, 2015 after accepting responses over a three-week period. The response rate for the survey was 66%.

A number of questions for each of the project topics was included in the survey. A few observations from survey results were used, along with other project findings, to develop final recommendations. Overall, the findings from the survey indicate general employee satisfaction with existing human resources practices. Also, survey comments indicated that screening committee members operate from memory of past experiences on committees, or by oral instruction from staff from the Office of Human Resources, suggesting that written procedures would be helpful. Classified staff respondents most often reported that they were unaware of availability of written and up-to-date procedures about recruitment and hiring and decision processes for filling positions, vacant or new.

When reviewing the District’s position control system, the CBT consultants found it to be insufficient and that the District will benefit if Banner’s position control component is implemented. Before that is done, however, WKCCD may want to consider CBT’s recommendation to review its titling scheme for the purpose of greater efficiency and organization of its positions, both filled and vacant.

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 developing and implementing a future Human Resources Plan that can be integrated into its existing strategic planning model.

As a special note, the CBT consultants wish to thank Superintendent/President Maloney and her staff, the staff in the Office of Human Resources, and the staff in the Office of the Executive Vice President of Administrative Services for providing responsive and timely assistance when requested. The CBT consultants also wish to thank all faculty and staff who willingly and candidly participated in the employee survey.



DISTRICT MISSION

The mission of West Kern Community College District iterates their commitment to creating a community of learners and enriching the lives of all students as follows:

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to student’s achievement of their educational goals.

The values established to support this mission include:

- Students and their success
- A learning community with teaching excellence
- An environment conducive to learning, fairness, dialogue, and continuous improvement
- A communicative, collaborative, collegial and respectful culture
- A partnership of students, faculty, support services, and community
- Innovation, diversity, creativity, and critical thinking
- Academic, financial, personal, and professional integrity
- Employees and their professional development
- A transparent, accessible, participative governance structure.

West Kern Community College District’s vision is that “At Taft College all learners will achieve their learning goals.”



REVIEW OF HUMAN RESOURCES PROCESSES

This review supports Organizational Objective 3.6 of the Taft College Strategic Plan for 2011-2016 to “ensure effective Human Resources processes”.

Employee Recruitment and Selection

Recruiting is the process of generating a pool of qualified applicants for new or vacant positions. The selection process involves identifying, interviewing, and selecting the most qualified candidate. A properly developed and implemented recruitment and selection process ensures that a sufficient pool of prospective employees is recruited and that the candidates selected not only meet the statewide minimum qualifications, but possess the expertise and qualities required to meet the needs of the Taft College student population.

The CBT consultants developed the following review of the West Kern Community College District recruitment and selection processes by interviewing the staff of the Office of Human Resources and by analyzing the following documents provided by the Office of Human Resources staff: AP 7120 Recruitment and Selection – Classified; AP 7120 Recruitment and Selection – Management; AP 7120 Recruitment and Selection – Contract Faculty; Part-Time Faculty Hiring, West Kern Community College District Taft College Employment Information; HR Business Process Analysis (hereafter collectively referred to as “recruitment and selection procedures”) Personnel Request Form; and recruitment scoring sheets. It is the CBT consultants’ understanding that the administrative procedures regarding recruitment and selection referred to above have recently been revised by the Director of Human Resources to reflect its current practices; however, these documents have not been through an approval process and are not currently available to staff.

The WKCCD is an equal opportunity employer with a policy of affording equal employment opportunities to all persons in accordance with the provisions of the State and Federal regulations that protect against discrimination. Similar to most community colleges, WKCCD uses committees to screen, interview, and select candidates for employment. For the purposes of consistency in this report, the committee will be referred to as the “screening committee”.



The District's Office of Human Resources is responsible for managing the entire recruitment and selection processes and serves in the role of the Equal Employment Opportunity (EEO) Officer for all new and vacant faculty, classified, and management recruitments. The central responsibility of the EEO Officer is to evaluate the entire hiring process and consistently monitor for adverse impact. Specifically, the EEO Officer serves as a non-voting chairperson and consultant to an assigned screening committee; provides training on the hiring process, District timelines, and EEO procedures; and monitors the District's EEO procedures including, but not limited to, a review of the position announcement, composition and procedures of screening committees, and adequacy of the applicant pool. The EEO Officer may also serve as the EEO Recorder or may select another Office of Human Resources representative to serve as the EEO Recorder. The EEO Recorder is responsible for recording factual data during screening committee meetings regarding the selection or elimination of candidates. The meeting minutes are filed and maintained in the Office of Human Resources. West Kern Community College District and the Office of Human Resources are committed to ensuring that all applicants are notified regarding the disposition of their application in a timely manner.

Faculty Recruitment and Selection

The recruitment and selection process for faculty begins with the Annual Program Review process during which the Program Lead establishes goals and identifies the necessary resources to achieve them. Faculty position requests identified through this process are then ranked by the program lead, division chairpersons, and the appropriate administrator. Faculty position requests are ultimately presented to the Academic Senate for review and ranking via a vote of the Senate. The ranked list of requested faculty positions are then submitted to the Superintendent/President for consideration and final approval. The new positions are then presented to the Board of Trustees with a request to begin recruiting. The appropriate educational administrator then prepares and forwards a Personnel Request Form to the Office of Human Resources.

Faculty Recruitment

The Office of Human Resources begins the recruitment process by creating a position announcement in consultation with the hiring administrator and the division. All position announcements include application and selection procedures, standard information that conforms to the guidelines of the Board of Governors for the California Community Colleges,



Title 5 requirements, non-discrimination laws, State-mandated minimum qualifications, and if the statewide minimum qualifications are not specifically met, a description of the process for determining the equivalent to the statewide minimum qualifications; and finally, a list of any desirable qualifications suggested by the appropriate administrator as outlined on the Personnel Request Form.

Once the position announcement is approved by the appropriate educational administrator, the Office of Human Resources posts the position announcement first on the District's web site and then at various locations on campus; arranges for advertisement in printed publications, online sites, and job registries; and makes personal contacts with potential applicants at outreach events such as job fairs, workshops, and/or visiting other campuses. Publications/sites include:

Midway Driller (local paper), Bakersfield Californian (local paper), CCC Registry, CareerBuilder.com, Chronicle of Higher Education, HigherEdJobs.com, AcademicKeys.com, InsideHigherEd.com, DiverseEducation.com, BlacksInHigherEd.com, AsiansInHigherEd.com, HispanicsInHigherEd.com, ChronicleVita.com + specific publications depending upon the position.

The application period for recruiting faculty is a minimum of thirty calendar days unless a different time period is jointly agreed upon by the Academic Senate President and the Superintendent/President. The Office of Human Resources collects applications, removes EEO questionnaires or demographic materials and separates the applications into two groups: those received on time, and those received after the advertised deadline. The screening committee decides whether to look at applications after the deadline. Screening for minimum qualifications and other advertised criteria is the responsibility of the screening committee. Applications listing similar qualifications may be reviewed according to the District's equivalency process; however, those applications may or may not move forward in the hiring process.

Faculty Selection

The voting members of a screening committee are responsible for screening applications for the advertised minimum qualifications and the listed desirable qualifications, selecting a reasonable number of applicants for interview, participating in the interview



process, and identifying a maximum of three final candidates. Depending upon the discipline, certain licenses or certifications may also be required. Screening committees are comprised of four to seven members. A maximum of four faculty members are appointed through a divisional based process, after which the division chair or designee communicates the appointed representatives to the Office of Human Resources. A maximum of three members may be appointed by the Superintendent/President or designee. Screening committee members are selected by the division. Screening committee appointments are confirmed and members are notified by the division chairperson or designee. Non-voting screening committee members are comprised of the EEO Officer and EEO Recorder. Other non-voting committee members often include students, administrators, or employees invited to observe the interviews and/or teaching demonstration; however, these individuals will be excused prior to committee deliberations.

Once the committee selects a number of applicants for interview, the Office of Human Resources contacts the candidates and schedules the interview. The Office of Human Resources provides a standard set of job-related interview questions that can be used as is or edited by the screening committee. The screening committee members are ultimately responsible for developing interview questions, which are then agreed upon by committee consensus. The Office of Human Resources provides scoring sheets that can be used to rate the candidates after the interview and teaching demonstration and as a tool for making final recommendations.

Following all interviews and teaching demonstrations, the EEO Officer facilitates a committee discussion regarding the strengths and weaknesses of all candidates. The screening committee forwards the names of a maximum of three unranked finalists to the Superintendent/President for interview and selection. Reference checks are conducted by the EEO Officer, the Office of Human Resources, or by the appropriate educational administrator. Once the final candidate is selected, the candidate's employment is presented to the Board of Trustees for final approval.

Adjunct Faculty Recruitment and Selection

Once the need for an adjunct faculty has been identified, a committee consisting of the appropriate vice president, the division chairperson, and the Academic Senate President (or designee), meet to review available resumes and background materials. This committee is



responsible for ensuring that all potential adjunct employees meet the statewide minimum qualifications. As in the case of a full-time faculty application, adjunct faculty too may meet the equivalent of the statewide minimum qualifications. Their application must be reviewed through the same process as a potential full-time faculty member. Depending upon the discipline, certain licenses or certifications may also be required. When equivalencies are considered, the division chair may also consult with department faculty members, who are experts in their field, to assist in making an equivalency determination.

After all potential candidates have been identified and found to meet the necessary requirements, the screening committee conducts interviews. Successful candidates are either offered a teaching assignment for the coming term, or are placed in a pool for future consideration. Candidates can remain in the adjunct pool for up to 2 years. Adjunct faculty are approved by the Board of Trustees prior to the start of each term. Adjunct faculty who continue employment beyond the initial semester must be recommended again by the appropriate vice president, recommended by the Superintendent/President, and approved by the Board of Trustees.

Classified Recruitment and Selection

Classified Recruitment

The recruitment process for a classified position begins with the identification of goals through the Annual Program Review process. Additional classified positions necessary to achieve these goals are identified through this process. These proposed positions are sent to the Classified Staffing Committee which ranks them. The ranked list is sent to the Superintendent/President for consideration and final approval. The positions are then presented to the Board of Trustees with a request to begin recruiting. The supervising administrator then prepares and submits a Personnel Request Form to the Office of Human Resources. The Office of Human Resources, in collaboration with the appropriate administrator, creates a position announcement, assuming verification that funding is available to support the position. The announcement includes a description and typical duties of the position, minimum and desirable qualifications, salary information, application procedures, selection procedures, and the EEO Statement.



The EEO Officer assigned to a particular recruitment is responsible for first posting the announcement on the District's web site and then at various locations on campus, notifying current employees via email, mailing position announcements to appropriate agencies, placing advertisements in appropriate media, and answering inquiries of potential applicants. The application period for a classified position is no less than five calendar days, unless otherwise designated by the Superintendent/President. Publication sites include:

Midway Driller (local paper), Bakersfield Californian (local paper), Monster.com, Taft News Now (local online publication), Indeed.com and possibly JobElephant for recommendations for industry specific publications, particularly for IT positions.

The Office of Human Resources collects and prepares the applications for the screening committee by removing any demographic survey materials and may categorize the applications relative to minimum qualifications as "clearly met" or "not clearly met".

If testing is required, the Office of Human Resources proctors the test. Test development depends on the nature of the position and the skill set being tested. The Office of Human Resources may obtain testing materials from a professional testing source such as CODESP or may request that a faculty member with expertise in the specific area assist in the development of an appropriate test.

Classified Selection

The voting members of a classified screening committee are appointed by the President of the local CSEA chapter (or designee) and the Superintendent/President (or designee). Faculty members who participate as voting members of a classified screening committee are assigned by the Academic Senate President. Non-voting members of the screening committee are the EEO Officer and Recorder and, on occasion, the Superintendent/President or individuals appointed by the Superintendent/President.

The EEO Officer/Chairperson begins the first meeting of the screening committee with an orientation that includes an explanation of the need for the position, a review of the position description, an overview of the applicant pool, EEO considerations, screening procedures, interview procedures, and the process for recommending candidates. After the orientation, the EEO Officer/Chairperson leads the screening committee through the process of



screening the applications for minimum qualifications. The screening committee is responsible for making the final determination as to whether applicants meet the minimum qualifications, and the extent to which the applicants meet the desirable qualifications. The screening committee then selects a number of applicants to interview.

The EEO Officer is responsible for preparing a standard set of job-related questions. Additional job-related questions may be added by consensus of the committee. Prior to the interviews, the EEO Officer instructs the screening committee on the rules regarding legal and appropriate interview questions and monitors the interviews for adherence to EEO standards. The voting members of the screening committee are responsible for rating the interview candidates using a rating form provided by the Office of Human Resources.

Following the interviews, the EEO Officer/Chairperson facilitates a discussion regarding the strengths and weaknesses of each candidate. Based upon the discussion results, the members vote to recommend or select a candidate. If the screening committee cannot recommend or select any of the applicants, the process is abandoned and a new recruitment is commenced. The factual data regarding the elimination, selection, and recommendation of candidates is recorded in the meeting minutes to support committee recommendations. Finally, a reference check on the finalist(s) is conducted by the EEO Officer, the Office of Human Resources, or the appropriate supervising administrator. The name is then sent forward for Board approval.

Management Recruitment and Selection

Management Recruitment

The management recruitment and selection process begins during the Annual Program Review at which time the need for creating a new management position or filling a vacant management position is identified. Positions for recruitment are then presented to the Executive Cabinet for a review and recommendation to the Superintendent/President. The Superintendent/President then provides a recommendation to the Board of Trustees for review and final approval. After approval from the Board of Trustees, the appropriate administrator develops and submits a Personnel Request Form to the Office of Human Resources.

Upon receipt of the Personnel Request Form, the Office of Human Resources begins the recruitment process by drafting the position announcement, assuming there is verification that



funds are available to support the position. Similar to classified position announcements, the management position announcement includes a description and typical duties of the position, minimum and desirable qualifications, salary information, and instructions for the application procedures, information on selection procedures, and the EEO statement. The minimum qualifications for an educational administrator are those prescribed and approved by the Board of Governors of the California Community Colleges and the minimum qualifications for management positions reflect the education, experience, and/or other factors necessary to successfully perform the duties of the position. The Office of Human Resources is responsible for posting position announcements first on the District's web site, and placing advertisements in appropriate advertisement publications as follows:

Midway Driller (local paper), Bakersfield Californian (local paper), CCC Registry, Indeed.com, LinkedIn, AsiansInHigherEd.com, HispanicsInHigherEd.com, BlacksInHigherEd.com + specific publications depending upon the position

The Office of Human Resources may also make personal contacts with potential applicants through such means as email, telephone calls, visits to other campuses, and attendance at conferences and workshops; answer questions or communicate with potential applicants; receive applications and supplemental application materials, and prepare the applications for the screening committee by removing EEO demographic survey materials and separating the applications into two groups: those that are complete and those that are not complete.

Management Selection

The voting members of the screening committee include a faculty member appointed by the Academic Senate President (or designee), a classified staff member appointed by the President (or designee) of the local CSEA chapter, and individuals appointed by the Superintendent/President (or designee). The non-voting members of the screening committee include the EEO Officer, EEO Recorder, and the Superintendent/President and/or individuals appointed by the Superintendent/President (designee).

Similar to the classified screening committee process, the EEO Officer begins the first meeting of the committee with an orientation that covers a review of the established need, the description of the position, an overview of the applicant pool, EEO considerations, screening



and interview procedures, and the process for recommending candidates. After the orientation, the EEO Officer leads the screening committee through the process of screening the applications for minimum qualifications. The committee then determines the extent to which those who meet the minimum qualifications, meet the desirable qualifications. It is from this final group that the committee selects a reasonable number of applicants for interview.

The EEO Officer advises the committee regarding appropriate and inappropriate interview questions and monitors the interviews to ensure adherence to EEO policy and procedures. The EEO Officer also prepares a standard set of job-related questions. Other job related questions may be developed and added by consensus of the committee. All candidates are rated on an interview form by the voting members of the screening committee. Finally, the EEO Officer facilitates the committee discussion regarding the strengths and weaknesses of each of the candidates; and as with all interviews, factual data regarding the elimination, selection, and rating of candidates is recorded in the meeting minutes to support recommendations by voting committee members.

The screening committee may recommend a maximum of three unranked candidates to the Superintendent/President for final interview. If the screening committee cannot recommend or select any of the applicants, the process is abandoned and a new recruitment is commenced. The Superintendent/President reviews the recommendations from the screening committee and interviews the finalists. Reference checks of the finalists are conducted by the EEO Officer, the Office of Human Resources, or the appropriate educational administrator. The Superintendent/President makes the recommendation to the Board of Trustees who has final approval.

Recruitment and Selection Process Observations

Overall, the CBT consultants found that there are deficits in the current recruitment and selection processes; however, those deficits have not hindered the District's effort to fill positions. The CBT consultants analyzed the recruitment and selection processes by conducting interviews with the Office of Human Resources staff, reviewing the existing process documentation, conducting a statistical analysis of the diversity for all position recruitments for the 2013-2014 fiscal year, and by reviewing the responses provided by those who participated in the online employee survey. Based on the interviews, documentation, statistical analysis, and survey results, the CBT consultants made the following observations.



1. The Office of Human Resources was officially headed by a human resources director and staff in 2002. Prior to that time, the central duties were managed by the Vice President of Instruction in conjunction with the Executive Assistant to the Superintendent/President, with the help of a Human Resources Technician. Since taking over the leadership of the department, the director has not had a role in staffing strategy or matters related to the position control process for new and/or vacant positions. The Office of Human Resources appears to be unaware of how new positions are approved and why.
2. The recruitment and selection processes currently in place are appropriate and common to most community colleges. The processes for recruitment and selection are currently written in an outline format rather than in a complete contextual narrative; they have not been submitted through the approval process and are not readily available to employees. More complete, standardized, fully compliant, and approved administrative procedures would better serve all employees who participate on screening committees.
3. West Kern Community College District conducts recruitments for a small number of positions each year, the majority of which are classified. For the 2013-2014 fiscal year, the recruitments consisted of 13 classified, 5 management, and 3 faculty positions. Management staff has very little turnover; therefore, recruitments for management positions generally average about one every three years. There have been very few instances of unfulfilled (or unsuccessful) recruitments. The unsuccessful recruitments are generally in the area of Information Technology, which are difficult in most organizations--and especially difficult for WKCCD because of competition from surrounding institutions.
4. Interviews with staff and employee survey results indicate that there may be the perception that the same employees are repeatedly being chosen to serve on screening committees. The District's process for committee selection is fairly common to most districts; however, survey results show that many classified and faculty employees are unaware of how to become a screening committee participant.
5. The Superintendent/President appoints three screening committee members for both faculty and management recruitments. This information should be included in the

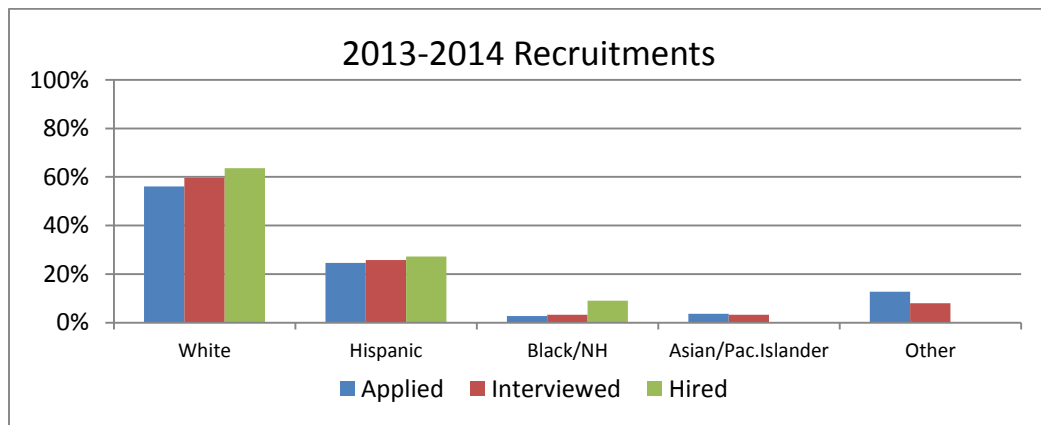


administrative procedures for recruitment and selection for positions within both categories.

6. The recruitment and selection procedures for adjunct faculty recruitments state that the division chair determines equivalencies for adjunct candidates and may also consult with appropriate department faculty. The administrative procedures for full-time faculty do not clearly state that department faculty are consulted.
7. The recruitment and selection procedures state that the hiring administrator has the option to accept or reject applications received after the deadline.
8. The recruitment and selection procedures for management and faculty specify sending a “maximum of three unranked candidates” to the Superintendent/President for final interviews. The intent of the procedure is to allow the Superintendent/President to interview and make the final choice; however the word, “maximum” may limit that responsibility if the screening committee forwards just one candidate. The role of the Superintendent/President in the selection of these permanent faculty or managers is much different than that of the screening committee. The Superintendent/President is looking for different characteristics than those of the committee. At the point of the final interview, expertise in the discipline, knowledge of community college teaching and learning, and whether or not the candidate has excellent presentation skills has already been evaluated and acknowledged by the committee. Since the hiring of full-time academic staff is over a million dollar investment for the District, the Superintendent/President holds the responsibility to recommend the best qualified candidate, who is the best fit for the college, to the Board of Trustees. Many California community college districts state in their recruitment and selection procedures a number of final candidates to be sent forward to the Superintendent/President anywhere from 2 to 3-5 finalists, or more in some cases.
9. A central theme in discussions with the Office of Human Resources staff is the perception that, while serving in the capacity of EEO Officer on a screening committee, they lack authority to counsel committee members. The ability to provide EEO training and counsel to screening committee members is inextricably related to compliance with established policies and procedures. As an example, there have been several reports of breaches in confidentiality by screening committee members, with little negative

consequence. Although the committee members sign confidentiality agreements, the EEO Officers have not been able to hold committee members accountable to those agreements.

10. The CBT consultants analyzed the 2013-2014 recruitment period to determine the District’s ability to attract and hire a diverse staff and to determine whether or not adverse impact was a factor in these recruitments. The diversity results show that there is no evidence of adverse impact as indicated by Graph 1 below for the recruitments in the classified service. The graph illustrates the percentage of ethnicities of those who applied (219), those who were interviewed (62), and those who were hired (11). Those who chose not to disclose their ethnicity were included in the “other” category. Similar results were found for faculty and management positions; however, out of the 130 combined management and faculty applications collected, only 23 applicants completed the EEO form which does not provide an accurate picture. There still remains a significant disparity in the diversity of management and faculty employees as compared to the student population--a condition that is relatively common in many public California community college districts as the surrounding demographics change.



Graph 1, Full-time Recruitments, July 2013–June 2014

11. Although there are no substantive weaknesses in the recruitment and selection processes other than the need to standardize, further detail, and update its written procedures, the District can develop a new, high performance and strategic leadership team within the Office of Human Resources which can result in an atmosphere of confidence, authority, respect, and accountability.



SKAs: The Common Thread

A review related to recruitment and selection would be incomplete without a discussion about the common thread that permeates each human resources function related to the stages in an employee’s employment cycle. The common thread is the defined skills, knowledge, and abilities (SKAs) required for an employee’s successful performance. SKAs are referred to in the illustration below as the “common thread” and is sewn through every function in the employment cycle. The common thread is the common denominator that begins at the point of identifying the position, developing the job description and job announcement, to selecting the best applicant for the job. Once the position is filled, the common thread continues as a decision making tool used to evaluate the new employee, identify where the employee may be weak, used to develop an improvement program, and ultimately used to either retain, discipline, or terminate the employee.

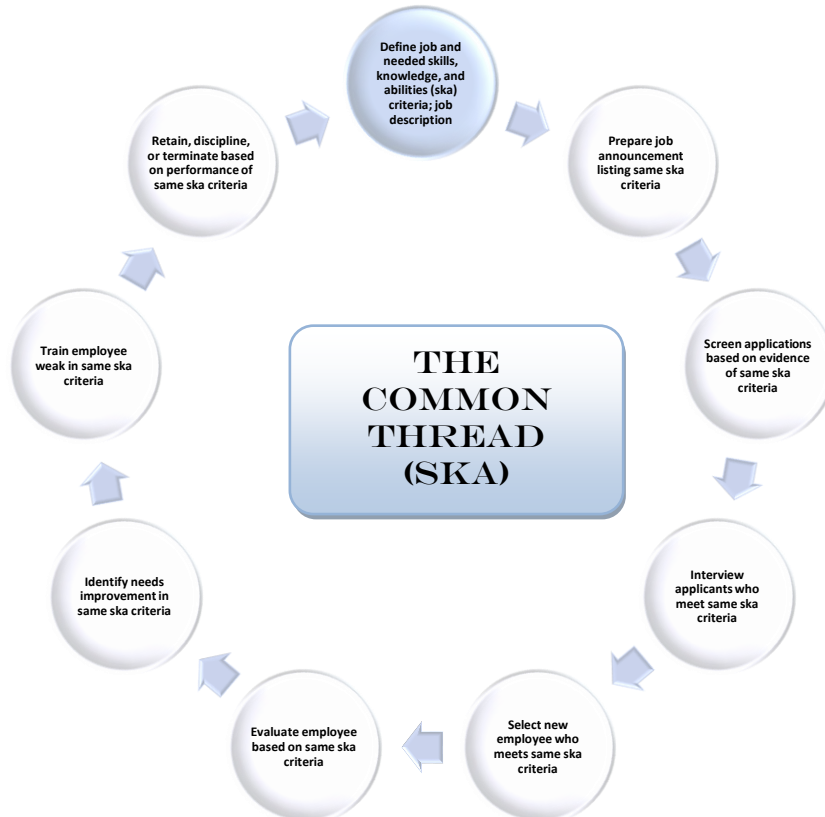
Fair and efficient recruitment and selection processes are necessary and important in a public educational institution. It makes great sense that SKAs should be the central criteria used to screen applications, decide who to interview, and to select the best qualified applicant. Following through with the advertised SKAs as a central criteria during the cycle of an employee’s length of service is a concept that needs reinforcement in community colleges in California.

Further, many districts rely on staff development committees to survey employees to discover what they want in their staff development program rather than what they need in their staff development program that will actually help strengthen the skills, knowledge, and abilities required of them. The common thread concept includes an annual analysis of employee evaluations which is the very best source of information to determine what might be an effective campus-wide or district-wide staff development or professional growth program for all categories of employees. An annual analysis of all evaluations should produce a list of “weaknesses” or “areas of unsatisfactory performance” that can be translated into workshops or training sessions that actually assist employees who need the support.

While the common thread illustration begins with the creation of a job description, the announcement, and then the recruitment process and beyond, it is a concept that is important for the WKCCD to consider as it moves forward. The CBT consultants consider this information important and share it with the hope that the WKCCD can benefit from the overall concept of

linking together critical human resources-related stages using the common thread as a decision-making tool.

THE COMMON THREAD: From Recruitment to Retention, Discipline, or Termination



Employee Training Related to Human Resources Processes

The Office of Human Resources has an annual budget of \$2,000.00 for training and development; however, over the last few years these funds were shared with other departments or divisions. The department director attends conferences held by the Association of Chief Human Resources Officers/Equal Employment Opportunity Officers (ACHRO/EEO), is a member of the Society for Human Resource Management (SHRM), and keeps abreast of recent human resources changes through newsletters and communiqués from other human resources colleagues. The Director passes on the information to the Office of



Human Resources staff via email. The West Kern Community College District is also a current member of the Liebert Cassidy Whitmore Workshop Consortium which provides monthly human resources-relevant workshops.

In addition, outside training is also available from the following sources:

<https://www.prospera.com/>

Human Resources Management Learning / Tools / Interview Guides

<http://www.shrm.org>

National leader for HR Resources

<https://www.lawroom.com/>

Hiring I: Identifying Candidates, Online Training

Hiring II: Interviewing & Selecting, Online Training

<https://www.udemy.com/>

Interviewing Skills: How to Recognize & Hire the Best, Mark David Fourman (\$19)

Communication: The Ultimate Guide to Questioning & Listening, Sarah Simpson (\$29)

<http://www.lynda.com/>

(10-day free trial, monthly \$25-37.50, yearly \$250-375)

None of the current human resources staff have had formal EEO training. Since the Director and staff serve as EEO Officers, they are responsible for training screening committee members on EEO compliance issues; and since the nature of legal compliance is dynamic and constantly changing, it is essential that the Office of Human Resources staff serve as the district experts on all EEO and Title 5 matters. It is equally as important that the Chief Human Resources Officer enjoy a level of respect as the acknowledged authority on these matters.

The Office of Human Resources staff has depended very heavily on how things have been done in the past rather than evaluating current practices and/or improving current practices. The Chief Human Resources Officer must be capable of leading, directing, and advising the District on best human resources practices both in California and nationwide. In addition, the vitality of the human resources staff can be strengthened if they are supported and provided training in a number of critical skills; i.e., update on Education Code and Title 5;



project management skills; customer service training; leadership and communication training; and critical thinking related to analysis and problem solving.



SELECTION OF COMPARISON DISTRICTS FOR ANALYSIS

The budget for most California community college districts is typically expended on staff salaries, mandated costs, and health and welfare benefits; and for the West Kern Community College District that totals approximately 70% of the District budget. Since this is true throughout the system (with many districts' percentages even higher in this category), it is important to keep a watchful eye so that there are enough discretionary funds left to support paying the districts' expected expenses and still provide for the unexpected.

One might think that districts of similar size will have roughly the same number of staff to serve its student populations. One of the purposes of this study is to test whether or not that is true.

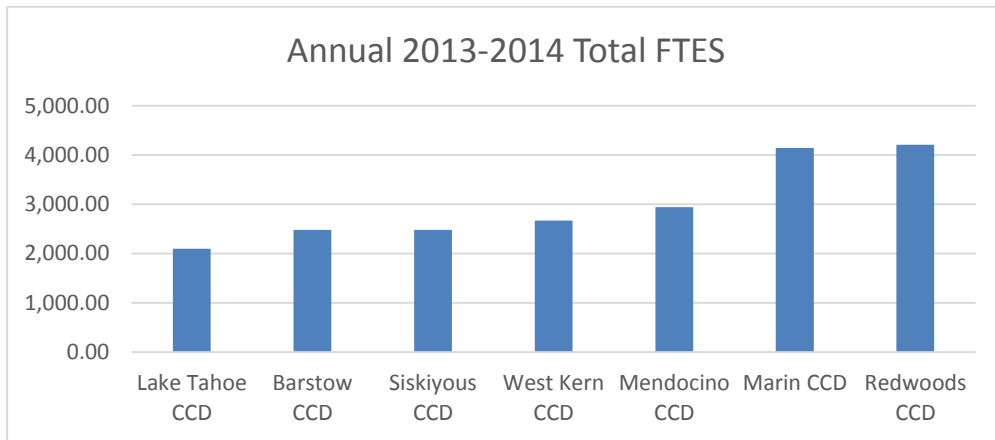
The West Kern Community College District is interested in a comparison of data that provides the following information:

1. Which are the single college similar-sized California community colleges?
2. How does WKCCD compare with these districts in terms of the 2013-14 number of employees in comparison to the 2013-14 FTES data?
3. Are the numbers of employees in each employee category similar in comparison with those districts studied?
4. How many and which employees' salaries, mandated costs, and health and welfare benefits are supported by restricted funds compared to those paid by unrestricted funds?

In order to provide the answer to the first question, it is important to choose several single college similar-sized California community college districts for this study; a choice that can be made based on the number of full-time equivalent students in both the credit and noncredit programs. The CBT consultants looked at the three single college districts just smaller than WKCCD and also the three single college districts just larger. Based on the data posted on the California Community College Chancellor's Office DataMart site, and sorted by size, Table 1 below shows which six districts fall into those categories.

District	2013-2014 FTES
Lake Tahoe CCD	2,097
Barstow CCD	2,479
Siskiyou CCD	2,482
West Kern CCD	2,668
Mendocino-Lakes CCD	2,942
Marin CCD	4,140
Redwoods CCD	4,204

Table 1, Full-time Equivalent Student (FTES), Six Comparison Districts, Chancellor’s DataMart



Graph 2, Full-time Equivalent Student (FTES), Six Comparison Districts, Chancellor’s DataMart

There is some controversy regarding the accuracy of the FTES data posted on the Chancellor’s Office DataMart site. There are those (even at the Chancellor’s Office) who claim the FTES data posted on the Chancellor’s Student Success Scorecard site are more accurate than the data posted on the Chancellor’s Office DataMart site. Unfortunately, the last year available on the Scorecard site is 2012-2013 and data for multiple historical years are not available there. For these reasons, the CBT consultants used the current and historical data provided by the Chancellor’s Office DataMart.

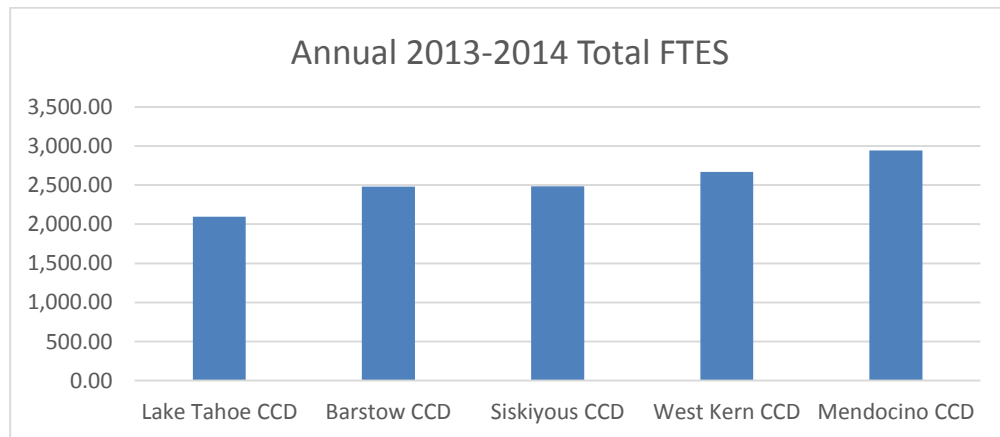
When choosing the comparison institutions, it is essential that those institutions be both single college districts and as close to WKCCD in FTES size as possible. Reviewing Table 1 above, there appears to be a much more significant difference in FTES size at the larger end (Redwoods



CCD is 1,536.72 FTES larger than WKCCD) compared to the smaller end (Lake Tahoe CCD is 570.51 FTES smaller than WKCCD). Because of this difference, and for the purposes of this study, the following four comparison districts in Table 2 below were used rather than the six initially listed.

District	2013-2014 FTES
Lake Tahoe CCD	2,097
Barstow CCD	2,479
Siskiyou CCD	2,482
West Kern CCD	2,668
Mendocino-Lakes CCD	2,942

Table 2, Full-time Equivalent Student (FTES), 2013-14, Four Comparison Districts, Chancellor’s DataMart



Graph 3, Full-time Equivalent Student (FTES), 2013-14, Four Comparison Districts, Chancellor’s DataMart

The CBT consultants also tested these choices in another way. The CBT consultants looked at the California community college single college districts solely based on the number of employees. All of the comparison districts were included in this group with a similar number of employees, with the exception of the Lake Tahoe Community College District which had a much smaller number of employees.



DIVERSITY DEMOGRAPHICS

Ethnic diversity in the California community colleges is an important and relevant topic. Districts strive to reflect the ethnic diversity of staff to the ethnic diversity of its student and community populations, for good reason.

According to the Center for American Progress (*Sophia Kerby is a Special Assistant with Progress 2050 at the Center for American Progress*), there are ten reasons why ethnic diversity in our colleges is important.

- 1. Our nation is changing, and our higher education institutions need to reflect this diversity. More than half of all U.S. babies today are people of color, and by 2050 our nation will have no clear racial or ethnic majority. Communities of color are tomorrow's leaders, and we need to better prepare our future workforce.*
- 2. While communities of color have made great strides in closing the education gap, disparities in higher education remain prevalent. According to the U.S. Census Bureau, in 2009 about 28 percent of Americans older than 25 years of age had a four-year college degree. That same year only 17 percent of African Americans and 13 percent for Hispanics had a four-year degree.*
- 3. It's in our national interest to invest in our future workforce. People of color today make up about 36 percent of the workforce. According to Census Bureau projections, by 2050 one in two workers will be a person of color. As our nation becomes more diverse, so too does our workforce.*
- 4. Diversity in the workforce fosters innovation and competitiveness in business. Studies consistently show that diversity drives innovation and fosters creativity. In a Forbes survey, 85 percent of respondents said diversity is crucial for their businesses, and approximately 75 percent indicated that their companies will put more focus during the next three years to leverage diversity to achieve their business goals.*
- 5. Fortune 500 companies agree that diversity is good for the bottom line. More than 60 leading 500 Fortune companies—including Coca-Cola, General Electric, Hewlett-Packard, Intel, Johnson & Johnson, and many others—came out in support of race-based admission policies in an amicus brief to the Supreme Court in the Grutter v. Bollinger ruling.*

6. *Diversity is a national security issue. In the past, our U.S. armed forces have argued that a highly qualified and racially diverse officer corps is essential to the military's ability to provide national security. A top Army personnel official states that, "Diversity adds to the strength of the military as a force." In Grutter v. Bollinger a number of high-ranking officers and civilian leaders of the Army, Navy, Air Force, and Marine Corps urged the Court to uphold the limited consideration of race.*
7. *Diversity on campus benefits all students. Diversity on college campuses isn't just a benefit for the brown and black students. Learning with people from a variety of backgrounds encourages collaboration and fosters innovation, thereby benefitting all students. Research shows that the overall academic and social effects of increased racial diversity on campus are likely to be positive, ranging from higher levels of academic achievement to the improvement of near- and long-term intergroup relations.*
8. *The implications of race-neutral policies in educational opportunities are detrimental to the next generation. Admission policies that do not consider race are predicted to decrease representation of students of color at the most selective four-year institutions by 10 percent. Given that our future workforce is projected to be nearly half people of color, it is necessary that universities create a fair process for expanding opportunities to all students.*
9. *Research show that race-neutral polices simply don't work. Scholars have already debunked the myth that a class-based admission system is an adequate replacement for a race-based admission policy as a means of creating greater levels of diversity. A study conducted by the University of California, Los Angeles, School of Law found that after using a class-based admission system, enrollment of African Americans and American Indians fell by more than 70 percent. A wide breadth of research concludes that race-conscious practices are necessary in some capacity to achieve a level of diversity that encompasses our diverse nation.*
10. *The majority of Americans support race-conscious policies in higher education. A CBS News/New York Times poll in 2009 shows that the majority of Americans are in favor of promoting diversity on college campuses through race-conscious policies—including the Asian American population, a group that is inaccurately speculated to benefit from the ban of such practices. An Asian American Legal Defense and Education Fund poll found that 75 percent of Asian Americans voters in Michigan rejected Michigan's Proposition 2, a 2006 state referendum seeking to ban race-conscious policies.*



As our nation becomes more diverse, it is crucial that institutions of higher education reflect this diversity. Our growing communities of color are America's future, and it is important that we not only prepare people of color as future leaders, but that we also expose all students to diversity in education so that America's students are more competitive in an increasingly global economy.

The ethnic diversity of the student population in WKCCD typically reports that Hispanic students make up about 51% of the student population. That figure is skewed by a specialized group of students who come to the District through a partnership agreement for oil field training in the petroleum industry. Those students are not a part of the mainstream student body. If those students are removed and only “mainstream” Taft College students are counted, the percentage of Hispanic students drops to 42% which, as one can see in Table 3 below, is still a much greater percentage than is represented in both the community at large and by college staff.

The percentages for all other ethnic categories, with the exception of White (Non-Hispanic), are much more comparable in the categories of employee, community, and student populations. The District can increase its efforts in recruitment of staff to seek out applicant pools which are more representative of its student and community ethnic populations, most particularly in an effort to attract a greater number of Hispanic candidates.

Ethnicity	West Kern CCD		West Kern Service Area		Taft College Only	
	Fall 2014 Employee Count	Fall 2014 Employee Percentage	*2014 Census Population Count	*2014 Census Population Percentage	Fall 2014 Student Count	Fall 2014 Student Percentage
Total Count	300		26,994		4,166	
African-American	6	2%	539	2%	167	4%
Asian	4	1%	270	1%	125	3%
Hispanic	45	15%	7,829	29%	1,750	42%
Pacific Islander	2	0.7%	0	0%	83	2%
American Indian/Alaskan Native	1	0.3%	539	2%	42	1%
Multi-Ethnicity	2	0.7%	0	0%	167	4%
White, Non-Hispanic	240	80%	17,817	66%	1,625	39%
Unknown	0	0%	0	0%	208	5%

Table 3, Staff Diversity Profile, West Kern Community College District, Fall 2014, Employee, Community, and Student Population, Chancellor's DataMart and Business Profile



Many districts in California, especially in Southern California, are struggling with these same issues. The percentage of Hispanic staff shown in the four comparison districts in Table 4 below are all relatively close to that of WKCCD.

Ethnicity	West Kern CCD		Barstow CCD		Lake Tahoe CCD		Mendocino-Lakes CCD		Siskiyou CCD	
	Fall 2014 Employee Count	Fall 2014 Employee Percentage	Fall 2014 Employee Count	Fall 2014 Employee Percentage	Fall 2014 Employee Count	Fall 2014 Employee Percentage	Fall 2014 Employee Count	Fall 2014 Employee Percentage	Fall 2014 Employee Count	Fall 2014 Employee Percentage
Total Employee Count	300		225		234		402		258	
African-American	6	2%	16	7%	1	.43%	4	1%	3	1%
Asian	4	1%	12	5%	13	6%	15	4%	3	1%
Hispanic	45	15%	41	18%	27	12%	38	9%	24	9%
Pacific Islander	2	.67%	2	.89%	0	0%	3	.75%	1	.39%
Amer Indian/Alaskan Native	1	.33%	2	.89%	2	.85%	7	2%	4	2%
Multi-Ethnicity	2	.67%	1	.44%	0	0%	3	.75%	6	2%
White, Non-Hispanic	240	80%	135	60%	168	72%	325	81%	209	81%
Unknown	0	0%	16	7%	23	10%	7	2%	8	3%

Table 4, Staff Diversity Profile, Four Comparison Districts, Fall 2014, Chancellor's DataMart

It is important that those employees with daily student contact are the employees whose ethnicity more closely resembles the students they serve. Those employees are typically full-time faculty and classified staff.

It can be seen from Table 5 below that the classified staff in WKCCD is much closer in percentage of Hispanics to the percentage of Hispanic students, although still only about half, as compared to the percentage of full-time faculty who are Hispanic. Of the 54 full-time faculty, only five, or 9%, are Hispanic compared to 42% of the Taft College Only students.



District/Employee Category/Ethnicity	Fall 2014 Employee Count	Fall 2014 Employee Percentage	Fall 2014 Student Count	Fall 2014 Student Percentage
West Kern CCD Total Employee Count	300		4,166	
Academic, Tenured/Tenure Track	54			
African-American	2	4%	167	4%
Asian	1	2%	125	3%
Hispanic	5	9%	1,750	42%
Pacific Islander	0	0%	83	2%
American Indian/Alaskan Native	0	0%	42	1%
Multi-Ethnicity	0	0%	167	4%
White, Non-Hispanic	46	85%	1,625	39%
Unknown	0	0%	209	5%
Classified	161			
African-American	1	.62%	167	4%
Asian	2	1%	125	3%
Hispanic	34	21%	1,750	42%
Pacific Islander	2	1%	83	2%
American Indian/Alaskan Native	0	0%	42	1%
Multi-Ethnicity	0	0%	167	4%
White, Non-Hispanic	122	76%	1,625	39%
Unknown	0	0%	209	5%

Table 5, Staff Diversity Profile, West Kern Community College District, Fall 2014, Chancellor's DataMart

One of the District's values in its Mission Statement, and repeated in its Educational Master Plan, is "Innovation, diversity, creativity, and critical thinking." WKCCD has chosen to re-activate its EEO Committee which might develop more targeted strategies for recruitment and retention of ethnic staff in an effort to create candidate pools that are more reflective of its student and community populations.

Interestingly, it is reported in the District's Educational Master Plan that over half of the Fall 2012 on-campus student population came from the City of Bakersfield, as compared to about 21% from the City of Taft. This may or may not have had an effect on the percentages of Hispanic students discussed here. The internal and external scans presented in the Educational Master Plan indicate that the "ethnic profile of the population Taft serves is changing."

The District may want to consider adding to the District's Educational Master Plan, in the "Priority Needs" section, a statement regarding an effort to increase the District's ethnic diversity of staff, most particularly Hispanic employees. In addition, professional development for staff on topics of sensitivity, diversity, and unconscious bias might also be included. A



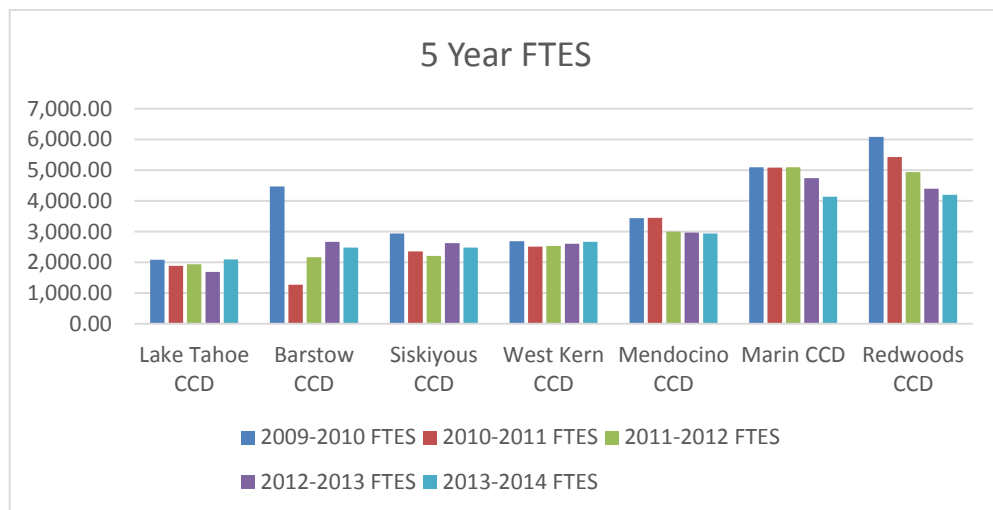
formal Human Resources Plan can also address this issue and should be integrated into the District's strategic planning model.

STAFFING LEVELS

While looking back over the past five years, it is interesting to note the change in student FTES enrollment in the comparison districts, as well as in the WKCCD. The WKCCD has maintained a very steady student enrollment as shown in Table 6 below. In addition, the following graph (Graph 4), illustrates why both Marin CCD and Redwoods CCD have been excluded from the comparisons.

District	2009-2010 FTES	2010-2011 FTES	2011-2012 FTES	2012-2013 FTES	2013-2014 FTES
Lake Tahoe CCD	2,084	1,884	1,937	1,695	2,097
Barstow CCD	4,476	1,273	2,172	2,665	2,479
Siskiyou CCD	2,939	2,362	2,214	2,627	2,482
West Kern CCD	2,687	2,508	2,531	2,605	2,668
Mendocino-Lakes CCD	3,445	3,455	3,005	2,972	2,942

Table 6, Full-time Equivalent Student (FTES), 5-Year History, Comparison Districts, Chancellor's DataMart



Graph 4, Full-time Equivalent Student (FTES), 5-Year History, Comparison Districts, Chancellor's DataMart

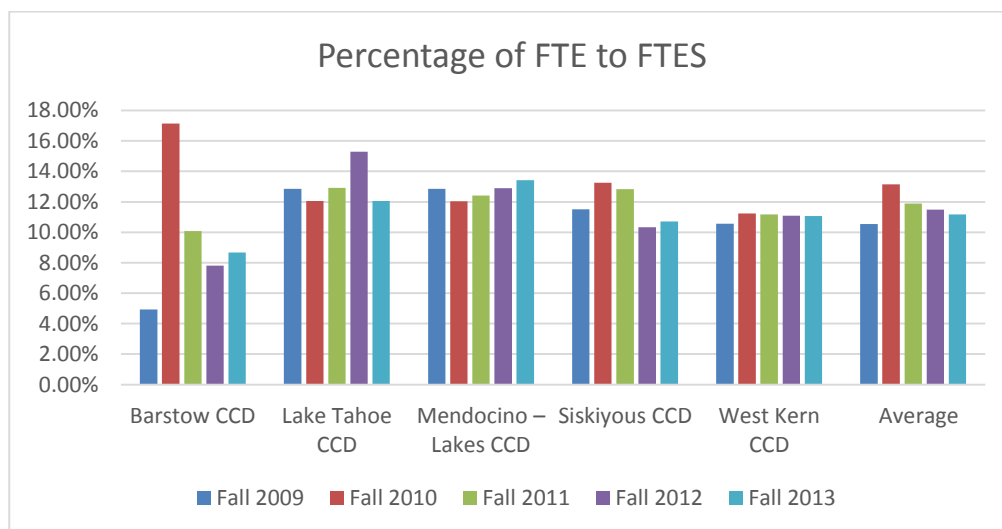
The following sections test the theory that districts of a similar size typically maintain a similar number of staff. That raises the following question: How have the staff numbers changed with the fluctuation of enrollment in some of the comparison districts over the same five-year period shown in Table 6 above?

Historical Staffing

One test of the notion that similar-sized districts typically maintain a similar number of staff is to check to see what percentage of staff comprises of the full-time equivalent student figure. Table 7 below shows that most of the comparison districts have fairly closely maintained their percentage of staff throughout the five-year period, with the exception of Barstow CCD which had extremely erratic changes in student enrollment over that period. The percentage of staff to FTES in the most recent year, Fall of 2013, ranges between 11% at the low range to 13% at the high range (not counting Barstow CCD). Table 7 below illustrates the comparison of staffing levels over the five-year period. The West Kern Community College District’s percentage of staff to full-time equivalent students is the same as the average of all districts for each of the five years, indicating a stable and consistent staffing pattern.

District	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Barstow CCD	53%	17%	10%	8%	9%
Lake Tahoe CCD	13%	12%	13%	15%	12%
Mendocino –Lakes CCD	13%	12%	12%	13%	13%
Siskiyou CCD	12%	13%	13%	10%	11%
West Kern CCD	11%	11%	11%	11%	11%
Average	20%	13%	12%	11%	11%

Table 7, Percentage of Staff to FTES, 5-Year History, Comparison Districts, Chancellor’s DataMart



Graph 5, Percentage of Staff to FTES, 5-Year History, Comparison Districts, Chancellor’s DataMart



While the statistics show that WKCCD’s percentage of staff to full-time equivalent students is very much in line with the average of the comparison districts, how are those staff distributed among the employee categories in comparison to the districts reviewed?

Beginning with the first year of the five-year period, 2009-2010, it appears in Table 8 below that WKCCD had a low percentage of temporary academic employees (adjunct faculty) compared to the other districts reviewed and had a very high percentage of classified employees compared to the other districts reviewed. Those differences in the two employee categories are consistent for WKCCD throughout the five-year period as shown in Tables 8, 9, 10, 11, and 12.

The four comparison districts maintain a fairly constant percentage of temporary academic (adjunct faculty)—in every case a much higher percentage than WKCCD. While maintaining a low percentage of adjunct faculty should be viewed as a positive as it relates to the District’s 75%/25% full-time/part-time faculty ratio, however, the maintenance of the unusually high percentage of classified employees, as compared to the other four districts in all five following tables below, requires further review.

The higher number of classified staff may be explained if a substantial number of those classified employees were hired and paid from restricted funds and are employed in programs that supplement the District’s core programs and services. It is important, though, that the initial hire of those classified employees depend upon the continued funding of that supplemental service or program. The initial hiring of classified employees in positions where the term of employment is dependent upon the funding of specific restricted-funded service or program allows the District opportunities to decrease the number of classified employees whose salaries are no longer supported by restricted funds.

Fall 2009 Employee Count	Barstow 4476.00		Lake Tahoe 2083.60		Mendocino-Lakes 3444.92		Siskiyou 2938.70		West Kern 2686.89	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Employee Count	221	100%	268	100%	443	100%	338	100%	284	100%
Educational Administrator	7	3%	5	2%	9	2%	6	2%	6	2%
Academic, Tenured/Tenure Track	40	18%	43	16%	51	12%	49	15%	52	18%
Academic, Temporary	113	51%	133	50%	285	64%	166	49%	61	21%
Classified	61	28%	87	32%	98	22%	117	35%	165	58%

Table 8, Fall 2009 Employee Count, Comparison Districts, Chancellor’s DataMart



Fall 2010 Employee Count	Barstow 1273.33		Lake Tahoe 1883.56		Mendocino-Lakes 3454.85		Siskiyou 2361.6		West Kern 2508.06	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Employee Count	220	100%	227	100%	416	100%	313	100%	282	100%
Educational Administrator	10	5%	6	3%	8	2%	5	2%	6	2%
Academic, Tenured/Tenure Track	39	18%	40	18%	50	12%	49	16%	50	18%
Academic, Temporary	110	50%	122	54%	262	63%	154	49%	61	22%
Classified	61	28%	59	26%	96	23%	105	34%	165	59%

Table 9, Fall 2010 Employee Count, Comparison Districts, Chancellor's DataMart

Fall 2011 Employee Count	Barstow 2172.05		Lake Tahoe 1936.71		Mendocino-Lakes 3004.51		Siskiyou 2214.41		West Kern 2531.27	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Employee Count	216	100%	250	100%	373	100%	284	100%	283	100%
Educational Administrator	10	5%	5	2%	8	2%	10	4%	5	2%
Academic, Tenured/Tenure Track	36	17%	40	16%	52	14%	47	17%	49	17%
Academic, Temporary	104	48%	127	50%	221	59%	142	50%	58	20%
Classified	55	25%	78	31%	92	25%	85	30%	171	60%

Table 10, Fall 2011 Employee Count, Comparison Districts, Chancellor's DataMart

Fall 2012 Employee Count	Barstow 2,664.64		Lake Tahoe 1,694.79		Mendocino-Lakes 2,972.07		Siskiyou 2,626.71		West Kern 2,604.94	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Employee Count	207	100%	259	100%	383	100%	271	100%	289	100%
Educational Administrator	8	4%	4	2%	7	2%	8	3%	6	2%
Academic, Tenured/Tenure Track	34	16%	39	15%	52	14%	44	16%	48	17%
Academic, Temporary	97	47%	129	50%	233	61%	148	55%	62	21%
Classified	68	33%	86	33%	92	24%	71	26%	173	60%

Table 11, Fall 2012 Employee Count, Comparison Districts, Chancellor's DataMart

Fall 2013 Employee Count	Barstow 2,479.34		Lake Tahoe 2,097.09		Mendocino-Lakes 2,942.49		Siskiyou 2,482.27		West Kern 2,667.60	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Employee Count	215	100%	253	100%	395	100%	266	100%	295	100%
Educational Administrator	7	3%	5	2%	9	2%	10	4%	5	2%
Academic, Tenured/Tenure Track	35	16%	41	16%	51	12%	36	14%	51	17%
Academic, Temporary	109	51%	125	49%	241	61%	151	57%	77	26%
Classified	64	30%	82	32%	94	24%	69	26%	162	55%

Table 12, Fall 2013 Employee Count, Comparison Districts, Chancellor's DataMart

Current Staffing

While the most current percentage of classified employees at WKCCD shows a decrease over the past five years, the count for all classified employees (paid by unrestricted and

restricted funds) remains high compared to the other districts studied as shown in the Fall 2013 Table 13 below.

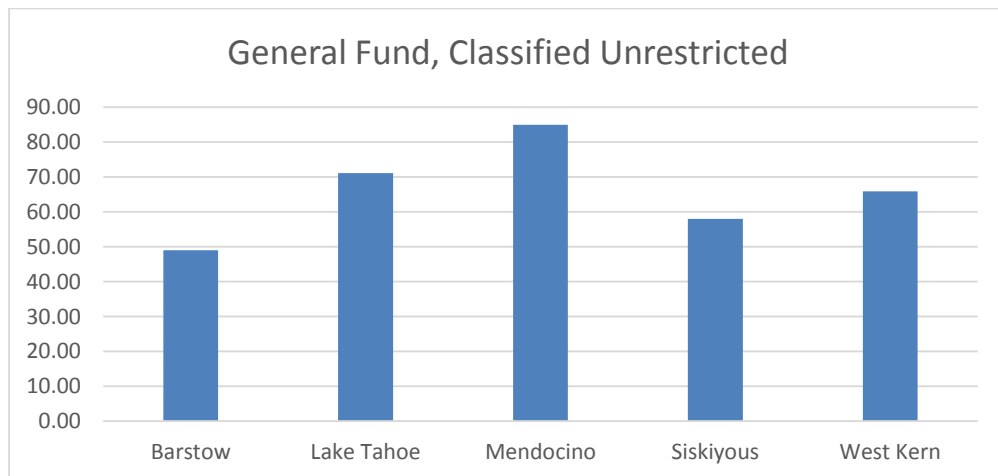
Fall 2013 Employee Count	Barstow 2,479.34		Lake Tahoe 2,097.09		Mendocino-Lakes 2,942.49		Siskiyou 2,482.27		West Kern 2,667.60	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Employee Count	215	100%	253	100%	395	100%	266	100%	295	100%
Educational Administrator	7	3%	5	2%	9	2%	10	4%	5	2%
Academic, Tenured/Tenure Track	35	16%	41	16%	51	13%	36	14%	51	17%
Academic, Temporary	109	51%	125	49%	241	61%	151	57%	77	26%
Classified	64	30%	82	32%	94	24%	69	26%	162	55%

Table 13, Fall 2013 Employee Count, Comparison Districts, Chancellor’s DataMart

Reviewing the data in another way, WKCCD’s numbers of classified staff whose salaries are paid from the District’s general unrestricted funds compares favorably to the four other districts studied. The numbers of classified staff in all five districts is a comparison that is not dissimilar, as shown in Table 14 below, indicating that WKCCD has a comparable number of classified employees whose compensation is paid by unrestricted funds.

Fall 2013 Employee Count	Barstow Number	Lake Tahoe Number	Mendocino Number	Siskiyou Number	West Kern Number
General Fund, Classified Unrestricted	49	71	85	58	66

Table 14, Fall 2013 Number of Classified, Unrestricted Funds Supporting Salaries and H&W Benefits, Comparison Districts



Graph 6, Fall 2013 Number of Classified, Unrestricted Funds Supporting Salaries and H&W Benefits, Comparison Districts

Common in all five districts, many employees’ salaries are paid by restricted funds. Table 15 below compares how many of those full-time equivalent (FTE) employees in each



district, and in each employee group, derive their compensation through unrestricted and/or restricted funds. Restricted funds come from a number of federal or state programs; i.e., matriculation, EOPS, DSP&S, scheduled maintenance, child care, grants.

Fall 2013 Employee Count	Barstow 2,479.34		Lake Tahoe 2,097.09		Mendocino 2,942.49		Siskiyou 2,482.27		West Kern 2,667.60	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Employee Count	215	100%	253	100%	395	100%	266	100%	295	100%
General Fund, Unrestricted	195	91%	235	93%	360	91%	242	91%	189	64%
General Fund, Restricted	20	9%	18	7%	35	9%	24	9%	106	36%
Educational Administrator	7	3%	5	2%	9	2%	10	4%	5	2%
General Fund, Unrestricted	6	86%	3	65%	9	100%	8	80%	5	100%
General Fund, Restricted	1	14%	2	36%	0	0	2	20%	0	0
Academic, Tenured/Tenure Track	35	16%	41	16%	51	13%	36	14%	51	17%
General Fund, Unrestricted	31	89%	36	87%	47	92%	35	97%	41	81%
General Fund, Restricted	4	11%	5	13%	4	8%	1	3%	10	19%
Academic, Temporary	109	51%	125	49%	241	61%	151	57%	77	26%
General Fund, Unrestricted	109	100%	125	100%	219	91%	141	93%	77	100%
General Fund, Restricted	0	0	0	0	22	9%	10	7%	0	0
Classified	64	30%	82	32%	94	24%	69	26%	162	55%
General Fund, Unrestricted	49	77%	71	87%	85	90%	58	84%	64	39%
General Fund, Restricted	15	23%	11	13%	9	10%	11	16%	98	61%

Table 15, Fall 2013 Funds Supporting Salaries and H&W Benefits, Comparison Districts, Comparison Districts

Table 15 above illustrates that the percentage of classified employees at WKCCD whose compensation is paid from restricted funds is higher (at 61%) than the percentages presented by the four comparison districts. This percentage no doubt represents the reason for the higher total number of classified employees at WKCCD as compared to the other districts shown in an earlier section of this report. While WKCCD also has a significantly higher percentage of tenured/tenure track academic staff paid by restricted funds, the total number of tenured/tenure track academic staff is not necessarily higher than the tenured/tenure track academic staff in the comparison districts.

Supplementing programs with restricted funds is a common and commendable practice in the California community colleges. The District is fortunate to have applied for and received considerable federal and state funds which allows them to provide programs and services beyond the level their unrestricted funds can provide.

It should be noted that the majority of the total number of classified employees paid by restricted funds are employed in and paid from major enterprise categories; i.e. Bookstore



Enterprise Fund, Cafeteria Enterprise Fund, Child Development Center Fund, and the Transition to Independent Living Fund. That accounts for 56 of the 98 classified employees who are paid with restricted funds. This fact significantly skews the comparison data as we do not know if the other districts included classified employees paid by those similar enterprise funds.

All districts must be vigilant, though, to assure that the increased numbers of classified employees job duties and salary are well within the restrictions imposed by these additional funding sources. A common test for guaranteeing this is true is to answer the following questions (ideally to answer in the negative):

1. Are the restricted funds being used to provide services that the District is required to make under federal, state, or local law?
2. Are the restricted funds being used to provide services that the District provided with general fund monies in prior years?
3. Are the restricted funds being used to provide services for participating students that the District provided with general fund monies for non-participating students?

The WKCCD will develop a process to assess its future risk, liability, and obligation to institutionalize employees whose end date of assignment may not have been based on the discontinuance of those restricted funds, and to ensure compliance with California's 50% law. In addition, discussions through the participatory governance structure will begin regarding potential institutionalization of positions funded through federal grants. It would be wise for all districts to implement that kind of assessment--most specifically—the review of all job announcements for positions funded through restricted funds.

Future Staffing

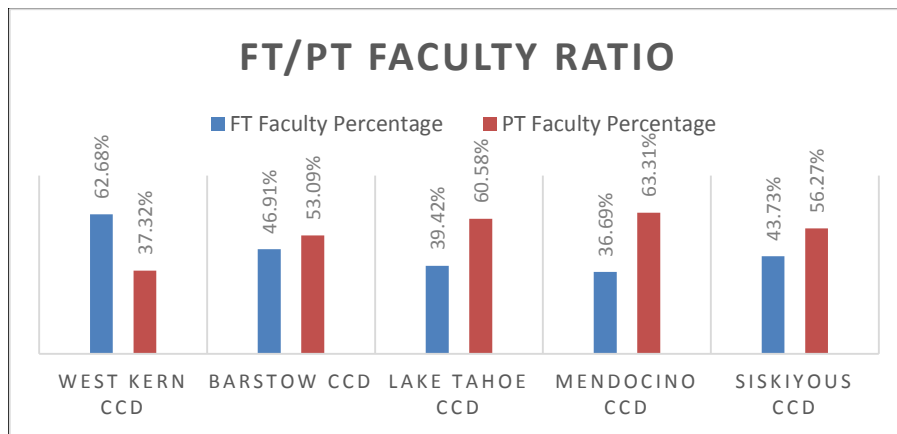
Based on the comparison data collected and described in the sections above, there may be a number of discoveries the District can consider. The data gathered prompts the following observations:

1. WKCCD has, in general, an appropriate level of staffing based on the comparison of similar-sized, single-campus districts and compares closely to the average of all districts studied.

- As compared to the four districts in this study, WKCCD is not only much closer to the desired statewide full-time/part-time faculty ratio of 75/25%, as noted in Table 16 below, and unlike the other districts, more of their courses are taught by full-time faculty than by adjunct faculty. WKCCD’s effort to meet its annual Full-time Faculty Obligation Number is evident in its healthier full-time/part-time faculty ratio.

2014 FT Faculty Ratio	FT Faculty Percentage	PT Faculty Percentage
West Kern CCD	62.68%	37.32%
Barstow CCD	46.91%	53.09%
Lake Tahoe CCD	39.42%	60.58%
Mendocino-Lakes CCD	36.69%	63.31%
Siskiyou CCD	43.73%	56.27%

Table 16, 2014 FT/PT Faculty Ratio, Comparison Districts, Chancellor’s Office



Graph 7, 2014 FT/PT Faculty Ratio, Comparison Districts, Chancellor’s Office

- The core classified staff whose salaries are supported by unrestricted funds compares well to the other districts studied in this report. When the number of classified employees whose salaries are supported by restricted funds are added, that comparison shows WKCCD higher, due perhaps to its efforts in securing federal and state funding for supplemental programs and services. Once restricted funding ends for each particular funded source, the number of classified employees in the District may decrease proportionately.

The District may find the data presented in this report valuable as it formulates good staffing decisions for the future. A comprehensive three to five year goal-oriented and



data-driven Human Resources Plan integrated into its strategic planning structure is the next step for the District.



EMPLOYEE SURVEY

In order to completely address the purpose of the Human Resources Project, CBT consultants surveyed key faculty and staff to collect their experiences with human resources processes and their opinions about current and future staffing. The survey included questions about employee recruitment, selection and hiring practices, ethnic diversity of faculty and staff, staffing levels, and position allocation processes.

The district Director of Human Resources and the Superintendent/President assisted CBT in selecting 41 potential survey respondents who were representative of college employee groups, members of college leadership, and/or those who had experience with the human resources practices. Thus, the survey results are not intended to represent the opinions of **all** college staff, but to provide informed opinions about experiences with human resources processes. In all, of the 41 surveyed, 15 faculty, 14 classified staff, 6 educational administrators, and 6 classified managers were included. Thirteen individuals who had been a candidate for a position within the last two years and 14 who had participated on a screening committee are additionally included in the sample of 41.

Survey questions were developed by the CBT consultants and reviewed by the Superintendent/President, who provided helpful suggestions to ensure that the questions were appropriate for the District's practices. The survey was then distributed electronically by the Superintendent/President, with a cover letter describing the purpose of the survey, and responses were received anonymously via a SurveyMonkey Web link to the CBT consultants for analysis. Respondents were assured that their answers would remain anonymous. The survey Web link remained open for three weeks for responses, from March 23, 2015 through April 10, 2015. One reminder to complete the survey was sent out by the Superintendent/President on March 30, 2015.

The CBT consultants are very grateful to those who contributed to the project by responding to the survey. The respondents' time and candor provided invaluable information and authenticates the findings of this project.



Survey Response Rate

By the close of the survey response time period, 27 faculty and staff members responded, creating an overall 66% response rate. Of those 27 responses, 10 identified themselves as faculty (67% response rate); 6 as classified staff (43% response rate); 2 as educational administrators (33% response rate); 5 as confidential employees; and 3 as classified managers (100% response rate). Further, 9 respondents indicated that they had been a candidate for a position within the past two years (69% response rate), and 17 had participated on an employee screening committee within the past two years. The CBT consultants were satisfied that these significant response rates, and the broad range of experiences and employee categories of respondents, represented reliable information to contribute to sound findings and recommendations for this report.

Survey Questions Results

Overall, the survey findings indicated that respondents were generally satisfied with existing human resources practices, and a few suggestions were offered and areas for improvement were identified. A full listing of the response distributions for each survey question has been provided to the District in a separate document.

Employee Recruitment, Selection and Hiring Practices

- When asked whether the respondents knew where they can access the District's documented recruitment and hiring procedures, 60% responded “yes”, and 40% responded, “no”. The percentage of those knowing where they can access this documentation is less for faculty and classified staff respondents, and higher for those in management, administrator, and confidential positions.
- Respondents were asked to describe their opinion of the overall effectiveness of the District’s recruitment practices, and, of the 20 comments, most all provided positive opinions. Only three respondents provided suggestions for improvement, and one of those suggestions was related to attracting more diverse candidate pools.
- Additionally, when respondents were asked to rate the “fairness” of the District’s selection process for new employees, on a scale of 1 to 5 (with 5 being “very fair”) all



but two rated the process 3 or higher. Recent position candidates also rated the process at 3 or higher, except for one respondent.

- Fourteen respondents indicated that processes for selecting new employees were consistently implemented.
- The 17 individuals who had recently participated on a screening committee were asked to answer questions about that experience. Fifteen responded to an open-ended question asking to describe how employees are selected to serve on a screening committee. Of those 15, most indicated that their employee leadership group, that is, the Academic Senate or the local CSEA chapter, asked them to serve and that there is a cross mix of faculty, classified staff, and management on each committee, as well as individuals related to the department of the open position.
- The same respondents were also asked to describe how they were trained regarding the District's selection processes, and most all responded that an Office of Human Resources representative explains the process to committee members, and answers questions and provides resources, during screening committee meetings.
- Most respondents (46% of the 17), however, did not know whether **all** committee members were trained regarding screening committee participation.
- When asked to describe how screening committees select applicants for interviews, all 15 respondents replied that the screening committee first reviews all applications to determine whether applicants meet the minimum qualifications of the position. All of those applicants are invited for an interview unless the pool is too large, in which case, a second round of screening criteria is identified by the committee members.
- When asked to describe how interview questions were developed, most responded that samples of questions from previous screening committees are provided by the Office of Human Resources and used as a starting place for question development by committee members. Ultimately, all committee members collaborate and agree on a modified set of questions.
- Screening committee members seemed satisfied with the validity of interview questions used. All but one of the respondents who had participated on a screening committee



rated the validity of interview questions as indicators of candidate qualifications a 3 or higher, on a scale of 1 to 5 (with 5 being “excellent indicators”).

- For identifying position finalists from the interviews, screening committee respondents indicated that they either used a rating/ranking system, or they identified finalists from an open-ended discussion. Most respondents replied that the committee reaches consensus before identifying the successful candidates.
- Respondents were asked whether they had any suggestions for the Office of Human Resources to improve its support of the hiring process. Most were satisfied with current processes. Suggestions included:
 - Updating written hiring practices with more systematic, consistent processes
 - Providing more formal training for screening committee members
 - Creating updated screening criteria, besides the typical interview questions

Ethnic Diversity of Faculty and Staff

- All respondents were asked whether they think that the ethnic diversity of employees throughout the District: 1) is adequate, 2) needs improvement, or 3) is mixed—adequate in some areas, needs improvement in others. While seven of the 41 respondents skipped this question, the most respondents, 10 think that diversity “is adequate”, and nine think that diversity “is mixed”.
- Respondents were asked whether they had any recommendations about employee diversity for the District’s EEO Committee to consider relative to updating the District’s EEO Plan, and only 11 responded, with five of the 11 indicating specifically that they did not have suggestions. Thus, there were five remaining comments related to the expressed need to address increased diversity in staffing, particularly regarding faculty and administrator employees, and particularly for Hispanics.

Staffing Levels

- The majority of respondents, 60% of the 20 who responded to this question about adequacy of staffing levels, think that the District is not adequately staffed to advance the college mission.



- When asked to explain which departments and/or employee groups need augmented staffing, there was no consistent pattern of response. Three respondents remarked that staffing planning, teamwork, organization, and increasing numbers of vacancies in general need to be addressed.

Position Allocation Processes

- Approximately one third of all respondents indicated that the decision process for both approving a new position and approval to refill a vacant position is not clear to them. There were differences in responses for employee groups, however; classified staff respondents most often responded that these processes were not clear, and other employee groups most often responded affirmatively. This response pattern is similar to that for the survey question about how to access district recruitment and hiring procedures.

Survey Observations

- Human resources processes for recruitment and hiring operate smoothly and consistently, for the most part, with no complaints from survey respondents.
- Classified staff, in particular, would benefit from well-documented and available information about recruitment and hiring decision processes, and decision processes for filling positions.
- Faculty and staff serving on screening committees operate with instructions provided by the Office of Human Resources staff during committee meetings and by routine precedent, and would benefit from written and standardized screening committee processes.
- Employee selection criteria, beyond screening for position minimum qualifications and instances whereby finalists are recommended to the President/Superintendent, currently rely upon each screening committee's opinions and expertise about qualifications. Screening using strategies that are current, updated, and state-of-the-art may be helpful.



- The need for representation of ethnic diversity of faculty and staff is an issue on the minds of some of those surveyed.



POSITION CONTROL AND RESOURCE ALLOCATION

What is Position Control?

A system of tracking information based on position rather than employee is the classic definition of position control. Each position has its own unique ID (position number) so that an organization can track the history of a position whether it is filled or vacant. The unique ID is referenced and integrated within the budget system, including the payroll system, so that accurate analysis of costs and FTE distribution can easily be determined.

West Kern Community College District's position control is purportedly described in its document "HR Business Process Analysis: Position Management and Control." The document presented to the CBT consultants more appropriately describes the process for filling a position rather than definitive information about the District's position control system. The District's Banner integrated computer platform does include a component on position control; however, it has been described that three former attempts to activate that component have been unsuccessful. Currently, it is reported that the existing position control has been manually developed on an Excel spreadsheet and maintained by the Office of Human Resources. The CBT consultants were not able to obtain that document.

A critical part of cost analysis and containment is whether or not an organization accurately tracks each position in all employee categories and tracks the associated funding of each of those positions. The Banner position control component, along with the Office of Human Resources Position Request Form, includes the requirement of naming the funding source prior to the approval of filling the new or vacant position.

The current condition of position control at WKCCD is insufficient. While the District uses a Personnel Request Form which requires evidence that there are sufficient funds to support a position and where those funds come from, generating reports for decision making is not currently efficient or even available.

Review and Titling Prior to Position Control

In addition to activating the position control component of Banner, and before that task is attempted, the District may want to do a thorough review and rearrangement of its position



titles for all employee groups. The CBT consultants have provided one method for such a review and reorganization process using the sample of one classified classification.

The District’s classified titling scheme and the organization of position titles becomes important in order to easily locate a specific position on the District’s human resources and budget listings. In addition, it makes good sense to title positions similarly, listing the primary function first, so that the titles can be sorted for the purpose of checking internal equity and internal position relationships of the salaries paid to similarly titled positions. Following is a step-by-step process for organizing and reviewing similar groups of positions.

Step 1

For example, WKCCD has a number of clerk positions, most with unique titles and different levels of pay.

Mail Clerk	Salary Range 5
Bookstore Clerk	Salary Range 10
Business Office Clerk	Salary Range 10
Administration Clerk	Salary Range 13
DH Special Projects Clerk	Salary Range 13
Financial Aid Outreach Clerk	Salary Range 13
Maintenance/Transportation Clerk	Salary Range 13
Financial Aid Outreach Clerk	Salary Range 19

This array of the titles raises a few questions about the group of clerk positions. Since they are all clerk positions, why are they not all paid at the same level? If the levels of responsibility differ, then why are they all titled “clerk?” Why are there two Financial Aid Outreach Clerk titles that are paid at different salary ranges?

Step 2

One approach to organizing the titling scheme is to rearrange the titles with the job function listed first. In this case, the word “clerk” would be placed at the beginning of the title. The benefits and efficiency of entering all titles in this manner into an integrated position control system will far exceed the efficiency of the District’s current manual system.



Clerk, Administration	Salary Range 13
Clerk, Bookstore	Salary Range 10
Clerk, Business Office	Salary Range 10
Clerk, DH Special Projects	Salary Range 13
Clerk, Financial Aid Outreach	Salary Range 13
Clerk, Financial Aid Outreach	Salary Range 19
Clerk, Mail	Salary Range 5
Clerk, Maintenance/Transportation	Salary Range 13

Step 3

Now that the clerk titles have been standardized, the District will need to decide whether or not the differences in salary level are appropriate to each position. Assuming the salary ranges are appropriate for each position because of level of responsibility, the District may want to consider dividing the group of positions into levels that clearly reflect the level of responsibility and provide classified staff with a clearer picture of a career ladder. For example, the District may want to create a series of clerk positions appropriate to the salary ranges.

Clerk I, Mail	Salary Range 5
Clerk II, Bookstore	Salary Range 10
Clerk II, Business Office	Salary Range 10
Clerk III, Administration	Salary Range 13
Clerk III, DH Special Projects	Salary Range 13
Clerk, III Financial Aid Outreach	Salary Range 13
Clerk III, Maintenance/Transportation	Salary Range 13
Clerk, Sr., Financial Aid Outreach	Salary Range 19

Step 4

This arrangement provides the District with more flexibility in lateral re-assignments and transfers and, in the event of a reduction in force (RIF), this arrangement is quite necessary. Layoffs become more complicated when individual positions hold a unique, one-of-a-kind title. The position control system and the master list in the Office of Human Resources should, of course, indicate in which department the clerk position is funded.



The entries might look like this:

Position ID	Position Title	Salary Range	Assigned Department
200001	Clerk I	5	Mail Room
200010	Clerk II	10	Bookstore
200020	Clerk II	10	Business Office
200030	Clerk III	13	Administration
200040	Clerk III	13	DH Special Projects
200050	Clerk III	13	Financial Aid Outreach
200060	Clerk III	13	Maintenance/Transportation
200070	Clerk, Sr.	19	Financial Aid Outreach

Step 5

The West Kern Community College District has several other examples of classified titles that might need reorganizing with the same goals in mind: that is, organizational efficiency, creating classified career ladders, a more efficient method for locating positions by primary function, a more organized method for entry into a ID numbered computerized position control system that corresponds with the master list maintained by the Office of Human Resources. Such an arrangement also makes titling a new position much easier because the relationships are very visible and much clearer.

The additional job families in the classified service that should be reviewed are listed below. Most particularly, the classification of Technician has the largest number of positions in the group with the widest range of salary levels.

- Aide
- Assistant
- Coordinator
- Liaison
- Secretary
- Specialist
- Technician
- Worker



Step 6

This process can and should be used to review the titles of all employee categories; i.e., educational administrators, managers and supervisors, faculty and confidential employees. Once all titles have been reviewed, reorganized, and sorted by original date of creation, then a system of unique ID numbers should be assigned each position, whether filled or vacant. The numbering system should leave room for new position titles to be added in the future. These unique ID numbers should be numbers used on the personnel request form (to fill a vacancy), the job announcement, the Notice of Employment (NOE), the master list in the Office of Human Resources, in the budget, and in the payroll system.

An extension of this process is the retitling and revision of current job descriptions. The job description should only be titled Clerk I, Clerk II, Clerk III, and Clerk, Sr. The description in the document should be generic and describe the common job duties of a Clerk I, for example. The list of job duties may be preceded by the statement, "May include but not be limited to the following." The job description should also specify that the clerk can be assigned to any department of the District's choosing. The job announcement, on the other hand, can indicate the department to which the position will be assigned. This is for the purpose of a more specific recruitment.

Completion

Once this project has been completed, and the position control component is activated, it should be easier to provide administration with up-to-date financial reports regarding filled and vacant positions. The information can be sorted by any number of elements; i.e. ID number, job title, salary range, assigned department, filled or vacant, salary costs, whether salaries are paid from unrestricted or restricted funds (and the funding source) and/or other elements available in the Banner position control module. The District's current position control method of using an Excel spreadsheet can be discontinued.



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.

General

1. Computerize WKCCD's human resources data for the purpose of preparing more efficient reports for decision making.
2. Increase the authority of the Chief Human Resources Officer for the purpose of including that employee in the District's upper management-level decision making processes.

Employee Recruitment and Selection Process

1. Improve the WKCCD web image presence as a tool for attracting interest from potential employee candidates; position the Office of Human Resources web page as a clear and obvious choice on the District's home page; and position the District's job opportunities no more than one click from the home page.
2. Update, standardize, and improve the administrative procedures for recruitment and selection of staff; include a description of the role of, and procedures for, screening committee members; include suggestions for employees who wish to be appointed to a screening committee; submit finalized procedures to the appropriate approving body; once approved, make the procedures widely available to staff and post on the WKCCD website.
3. Increase the minimum advertisement period for classified recruitments from five days to fourteen calendar days or longer for difficult to fill positions.
4. Extend the closing date and time, and advertise that extension, when the applicant pool is small--instead of the reported existing practice of accepting applications received past the advertised closing date and time.



5. Seek advice from knowledgeable faculty to improve interview rating sheets for faculty interviews/teaching demonstrations to add evaluation of the following (not an exhaustive list): teaching style, knowledge of the differences in diverse learning, engagement, expertise in the discipline, and presentation skills.
6. Include in administrative procedures the number of screening committee members appointed by the Superintendent/President for the recruitment and selection of managers.
7. Add language to the faculty recruitment administrative procedures that includes advice from faculty in the process for considering equivalencies for full-time faculty recruitments.
8. Improve the classified rating sheets to include skills, knowledge, and abilities as well as specific minimum and desired qualifications.
9. Change the language in the recruitment and selection procedures for faculty and management from the current language that the screening committee is to send “a maximum of three unranked candidates to the Superintendent/President” to “a minimum of three unranked candidates to the Superintendent/President” for final interview, but include the provision that the Superintendent/President may agree to interview fewer than three based on the committee’s written rationale.

Employee Training

1. Provide adequate resources for training and development for the Office of Human Resources staff.
2. Provide EEO and Title 5 compliance training for all human resources staff.
3. Require human resources staff to take advantage of the workshops and customized trainings offered through the Liebert Cassidy Whitmore Training Consortium.
4. Standardize and formalize the training provided by the Office of Human Resources to screening committee members; provide regularly scheduled training to all staff on the topics of diversity, cultural sensitivity, and unconscious bias.



5. Provide training for the human resources staff on the topics of leadership, professional decorum, business communication, critical thinking for decision making, and project management which are provided, for example, by The American Management Association (AMA)
6. Increase communication among the human resources staff for the purpose of discussing newly acquired information on human resources best practices; and to share regular updates on the activities of the human resources staff.

Diversity

1. Institute new and expanded recruitment strategies to targeted sources in an effort to increase the numbers of ethnic minority candidates for employment, most particularly Hispanic applicants; advertise all full-time faculty, administrative, and management positions on the Chancellor's Registry Plus website.
2. Develop policies, goals, and strategies to further diversify the ethnic distribution of faculty and staff so that it better reflects the diversity of the student enrollment and communities served.

Staffing

1. Continue meeting the District's annual Full-time Faculty Obligation Number and improving the District's 75/25% full-time/part-time faculty ratio.
2. Use the data, information, and recommendations in this report to develop a Human Resources Plan that provides direction on future staffing levels and the tasks and activities to support that staffing to be accomplished over the next three to five years.

Employees Paid from Restricted Funds

1. Conduct a comprehensive study of the positions and numbers of classified employees whose salaries are supported by restricted funds to determine that hiring and length of service is dependent upon the continued funding of those programs; include an analysis of the District's future risk and liability in the event individual employees' salaries and



permanency must be absorbed by District unrestricted funds due to the manner in which they were initially hired.

Position Control

1. Conduct a review and redefinition of the District's position titling scheme for the purpose of more efficiently classifying, titling, and tracking all positions.
2. Conduct a revision of job descriptions for the purpose of producing more generic documents for each family of positions as outlined in this report and for the purpose of organizing and streamlining the District's titling and position control system.
3. Implement the Banner system position control component to improve tracking critical information regarding all of WKCCD's positions which will provide greater flexibility to produce reports which can be used to make more informed decisions about staffing.



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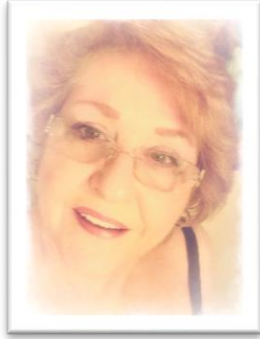
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- 28 West Kern Community College District, Academic Salary Schedule 2014-15 (0.85% COLA), Including Addendum to 2014-2017 Agreement, 10 Month Schedule, August 2014



- 29 West Kern Community College District, Academic Salary Schedule 2014-15 (0.85% COLA), Including Addendum to 2014-2017 Agreement, 11 Month Schedule, August 2014
- 30 West Kern Community College District, Academic Salary Schedule 2014-15 (0.85% COLA), Including Addendum to 2014-2017 Agreement, 12 Month Schedule, August 2014
- 31 West Kern Community College District, Certificated and Classified Administrator Salary Schedule 2014-15 (.085% COLA), August 2014
- 32 West Kern Community College District, Classified Salary Schedule 2014-15, (0.85% COLA), Monthly Schedule, August 2014
- 33 West Kern Community College District, Classified Titles and Ranges, 2014-15, date unknown
- 34 West Kern Community College District, Educational Master Plan Survey Results, date unknown
- 35 West Kern Community College District, Faculty List Paid by Restricted Funds, March 26, 2015
- 36 West Kern Community College District, HR Business Process Analysis, Position Management and Control, February 2015
- 37 West Kern Community College District, HRD Operational Coordinators, February 2015
- 38 West Kern Community College District, New Employee Orientation, February 2015
- 39 West Kern Community College District, Part-time Faculty Hiring, date unknown
- 40 West Kern Community College District, Personnel Request Form, date unknown
- 41 West Kern Community College District, Restricted Funding by Employee, March 18, 2015
- 42 West Kern Community College District, Strategic Plan Survey Results, date unknown



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 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.



JULIE SLARK is recognized throughout the western region of the U.S. as an expert in strategic and educational master planning, research design and analysis, student learning outcomes, program review, and accreditation, as well as the development of related organizational systems and processes that are integrated and sustainable. In 2006, she was awarded the ACCCA Leadership Award for Administrative Excellence for her innovative student learning outcomes and research contributions to the community college system.

After 31 years of service, she retired recently as Assistant Vice Chancellor of Educational Services at Rancho Santiago Community College District, where she was a leader of major change efforts, including their transition from a single-college to a multi-college structure.

In 2013, at the annual conference of the Society of University and College Planners, Julie presented on the topic: *Using Integrated Planning for Right-Sizing, Retrenching, and Reorganizing*. At that same conference, she was awarded SCUP's 2013 K. C. Parsons Founders Award for Distinguished Achievement in Higher Education Planning.