

Mt. San Jacinto Community College  
Human Resources Staffing Plan



September 2012

# Mt. San Jacinto Community College

## Staffing Plan

Educational institutions cannot succeed without meaningful planning. Planning represents an effort to control the future by mobilizing an organization's resources and energy for the purpose of attaining a desired future state. Mt. San Jacinto Community College staff believes their mission and future state should be to provide quality education and services to all the students they serve.

Since Human Resource activities have a direct impact on quality education and service to students, it is essential that systematic identification and prioritization of staffing be maintained. This is best accomplished through a long - range staffing plan. A Staffing Plan is a blueprint that guides strategies and processes for identifying, analyzing, and training the human capital that are needed to effectively support current and future institutional activities. The Staffing Plan is also a living document that requires continuous examination of institutional structures, position functions, staffing needs, professional training, and effective communication.

A functional Staffing Plan provides information and guidance to the total college staff relative to human resource needs. Therefore, the plan cannot be developed in isolation. All members of the institution must have a vested interest in both the development and implementation of the Staffing Plan. In addition, the plan must be integrally linked to the institution's vision, mission, and values. Therefore, input regarding this long-range staffing plan was solicited from a variety of internal and external sources.

The Mt. San Jacinto Community College Human Resource Staffing Plan includes basic information about human resource activities, the processes utilized for staffing, the priorities for providing professional development and a review of the evaluation program. This information is used for planning and district operations. Finally, the Staffing Plan also includes information that addresses specific needs of the college as related to human resources.

## **An Historical View**

While strategic planning operates on the basis of two assumptions - that the future evolves from the present and that the future will be different from the present - it is also appropriate to acknowledge the past. A sense of history provides insight to the culture and values within an institution.

In 1962, Mt. San Jacinto Community College District was founded. Within a decade, the college had expanded to its present 1,700 square miles in southwest Riverside County. Encompassing both urban and rural areas surrounding San Jacinto, Menifee, Temecula, Lake Elsinore, Perris, Banning, and Beaumont, the population served is economically, socially, and vocationally diverse. This diversity created an ever changing conglomeration of academic and vocational needs that had to be met. These needs required program modification and changes in personnel. Over time, additional challenges were presented in the form of unprecedented student population growth, and more recently, the continuing effects of the recession.

Mt. San Jacinto College has met the challenges encountered due to diversity, enrollment growth, and the lingering effects of the economic downturn. It has met those challenges because of its historic ability to expand and evolve in response to its constituent's needs. It has met with success because of a culture of extensive planning and development that ensures program, facilities, and staffing are responsive to the needs of students and the community. The Human Resources department shares the institution's values and is also meeting the continuing challenges of this culturally rich college through the implementation of the Human Resources Staffing Plan.

Successive generations within the college district have dreamed and debated their vision of education. They have struggled to define the needs and desires of a specific era and how best to fulfill those needs. It is within this state of evolution that the Human Resources department has had to establish long-range plans. Instead of allowing change to confound and frustrate, the Human Resources department relies on the identification of problems and opportunities in developing its specific goals. Ideas and objectives, not numbers, are the focus. The Human Resources department takes into consideration that the college, the area it serves, and the constituents within the area have been in a state of constant change. To that end, the Staffing Plan is designed to be flexible, fiscally sustainable, and provide guidance for all staffing needs of the college.

## **The Planning Process**

The Human Resources department must be concerned with meshing human resources planning with both the Strategic Educational Plan of the college as well as with budgetary realities. Planning becomes more effective when there is a reciprocal and interdependent relationship among departments within the college. It is incumbent, though, that the Human Resources department provides the direction necessary to determine the human resource needs of the district. Direction is best established as a response to assessed needs.

Needs assessments are integral tools that can be used to assist the Human Resources department in analyzing staffing needs. These assessments incorporate a multitude of areas including: the evaluation of service; a review of the district's mission/goals/staffing needs; the completion of staffing inventories; and the monitoring of overall college growth.

The evaluation of service by the recipients of those services is a powerful measurement device. Thoughtful analysis of the perceptions of end-users can help an entity understand and anticipate needs; improve efficiency/productivity; simplify processes; and make corrective actions. The Human Resources department conducted an Evaluation of Services Survey in October of 2009. The data provided by the study has been utilized to make improvement in the overall perception of the department; make the staffing process more efficient; and increase its efforts to provide customer service. It is part of the Human Resource Plan to conduct these assessments every other year. Continuous assessment provides immediate feedback on services provided and establishes a measurement on whether improvement strategies are working.

A review of the college's mission and goals help define the type and quality of services that are desired by the organization. The review, along with initial staffing requests received from the staff, enables the Human Resources department to generate staffing formulas or models. Once a formula is translated into potential personnel needs, a financial plan is then developed that will support the desired outcomes. During times of fiscal distress, this step requires constant review and revision as fiscal needs are balanced with personnel needs. The college's staffing plan operates within the fiscal parameters of the college budget. The Staffing Plan is reviewed each year, but it is constantly monitored to assure staffing decisions are modified to coincide with any change in institutional direction.

Components of the Staffing Plan present numerous types of useful information in planning and in district operations:

- Number of successful recruitments by location and employee category. This helps the college consider its current and near-future needs.
- Components and average cost of recruitment and hiring. This clarifies the process and makes cost transparent.
- Average recruitment duration, to inform prospective hiring managers and committee members about the time involved in the whole hiring process.
- The status of evaluations of faculty, classified staff, and managers, to help monitor the evaluation processes.
- Current staffing levels by location and employee category, demographics by employee, and position applicant demographics by employee category, to assist in gauging, maintaining, and improving the diversity of the district and colleges' workforce.
- Multi-year trends in the number of full-time employees by location and employee category. This provides historical context for institutional recruitment decisions, and for use in calculating historical staffing ratios.
- Multi-year trends in FTES and student headcount by location, for use in calculating ratios.
- Projections of potential staffing needs, to provide the colleges with examples of applying staffing ratios to long-range planning.
- Full-time/part-time faculty ratios, faculty obligations, and district status related to the 50 Percent Rule, to help college personnel understand regulatory requirements that apply to human resources planning.
- Age group by location and employee category, and turnover rates by employee category, to alert the colleges and district offices of potential vacancies in the long term, and thus to help them anticipate and compensate for the loss of critical skills and knowledge associated with retirements.
- Length of service by location and employee category, to help colleges and the district understand the reservoir of institutional knowledge and experience that is subject to the effects of retirements and turnover.
- Programs to be discontinued, if any, to help the colleges fully understand the human resources implications of discontinuance.
- Projected changes in college enrollments, to help the college judge their future staffing needs based on historical staffing ratios.

This array of information serves as a foundation for the analysis and projection of staffing needs overall.

### **GAP Analysis**

Once the staffing objectives are developed and budgeted, an inventory of existing staff is then reviewed to determine the extent to which existing district personnel can be utilized to meet the defined needs of the college. The actual current staff is compared to the desired staffing needs. Potential retirements and staff attrition are factored as variables. The resulting differential is then identified as the “gap” between actual and desired staffing goals. Those identified gaps are then put into the staffing plan as areas to be addressed.

While gap analysis addresses the quantitative question of “how many”, prioritization answers the questions of “in what order” are any new or vacant positions filled. Staff committees, such as the Joint Hiring Committee, provide their recommendations for faculty personnel. Those are then ranked and prioritized. The intent of the faculty input is to help identify the most critical positions and to expedite the recruitment process for those vital positions. Usually included with recommendations are the position’s impact on the program and the ability of that program to meet the needs of students. Facility, fiscal, and technological constraints are also integral parts of the staffing formula. The resulting priority list is then incorporated into the staffing plan and a staffing picture begins to emerge.

#### **Prioritization Formula**

1. Funding Source
2. Justification
-position is critical to success of college
-position is necessary to meet regulatory/legal requirements
-students served
-position affects transfer/graduation rates
-overall effect on instructional program
3. Impact of not filling position
4. Resultant work load distribution

## **Staffing Considerations**

Factors relating to overall college growth are student population, program offerings, and program enhancements. These factors influence the need for staff. The Human Resources department continually updates its staff planning assumptions using student population data. While student growth was continuous for the past decade with a 65% increase in student enrollment from 1998 through 2008, slight decreases have been noted in the last few years. The five percent reduction in students for the Fall 2011 required corresponding staff modifications. The addition of programs, such as Science, Technology, Engineering, and Mathematics (STEM) creates their own unique staffing problems due to shortages of qualified staff in STEM areas. Program enhancements, such as Distance Learning, also impact staffing. As the college adds digitally delivered courses and instructional materials, support is needed beyond additional increases in instructors. Technical support is also necessary and must be included in planning. Each of the aforementioned assessment areas are equally important as considerations for human resource planning.

Planning is a strategy for future action. As previously described, human resources' planning involves knowing the social, economic, academic, and environmental settings in which the institution resides. It also requires a thorough knowledge of the institution's objectives, existing staff, and enrollment projections. The continuous examination of that data enables the Human Resource department to forecast and make staffing decisions.

## **Influence/Inputs**

The Staffing Plan endeavors to recognize the numerous influences related to staffing level sufficiency by taking into consideration the state budget cycle, the District's Strategic Plan and state and federal statutory/regulatory obligations.

### **A. Budget Cycle**

The Staffing Plan operates within the fiscal parameters of the State of California's budget cycle. During the fall semester, the District begins projecting costs and revenues for the upcoming fiscal year (July 1<sup>st</sup>). As part of the preliminary budget preparation work, the District projects anticipated revenue. In January, the Governor introduces the initial state budget, including components related to education funding. The Governor's initial budget contains data relative to the upcoming fiscal year and any deficits or reductions.

In the spring, the District creates a preliminary budget for the upcoming fiscal year based on the previous year's census data, anticipated growth and District expenses. During this time, the District also recalculates its formula with firm numbers from the prior fiscal year.

In May, the Governor issues the “May Revise” to the January draft budget. The May Revise can include any changes based on state revenues. In June, the Board of Trustees adopts an initial, fiscal year budget.

Funding for basic and/or enhanced staffing are identified through this budget cycle.

## **B. Strategic Plan Influences**

The District’s Strategic Plan is a comprehensive, integrated, long range forecasting document that is used to guide the District’s decision making processes and outlines methods to support sustainable student and staff growth. The Strategic Plan is designed to serve as a foundation for all planning efforts within the District. Driven by the primary objective of student success, the Strategic Plan will allow the District to respond to future challenges and opportunities with more clarity and certainty. The Strategic Plan, programs reviews, along with the Staffing Plan, enables the District to identify staffing necessary to support student growth.

## **C. Statutory/Regulatory Obligations**

The District operates within the confines of federal and state laws and regulations. The District places great emphasis on complying with state laws, including the Education, Government and Labor Codes, and various titles within the California Code of Regulations. Additionally, the District also rigorously adheres to the dictates of relevant federal laws and regulations.

### **1. 50% Law**

California Education Code Section 84362 requires a minimum of fifty (50) percent of the District’s current education expenses be expended during each fiscal year for salaries of classroom instructors. Education Code Section 83462 is commonly referred to as the “50% Law”.

Title 5 of the California Code of Regulations further clarifies the meaning of Education Code Section 84362. Specifically, Title 5, Section 59204, states that salaries of classroom instructors means the portion of salaries paid for the purpose of instruction of students by full-time and part-time instructors employed by the District and all salaries paid to classified district employees who are assigned to the basic title of “instructional aide” or an appropriate title that includes classroom tasks and support. Additionally, the California Community College Budget and Accounting Manual permits community colleges to include the appropriate share of benefits provided to instructors and instructional aides in computing the fifty percent law.



The Staffing Plan, in its current iteration, endeavors to establish a framework by which the District continuously enhances its percentage of current expense of education expended on classroom instructors. By increasing the percentage of classroom instructor expenditures, the District also seeks to enhance its complement of classroom-related full-time/part-time faculty and instruction-related classified staff.

### Classroom Expense

Year	50% Computation
2007	53.86
2008	54.32
2009	54.97
2010	53.93
2011	

### 2. Full-Time Faculty Obligation

California Code of Regulations Section 51025 requires community college districts to determine whether full-time faculty constitutes at least seventy-five (75%) of the instructional workforce. This section of Title 5 also sets forth a schedule of percentages for program improvement allocations monies for districts whose full-time faculty ranks fall short of the 75% requirement. Additionally, this section of Title 5 requires that community college districts continue to show improvement in the ratios of their full-time faculty ranks versus part-time faculty ranks from year to year. The full-time/part-time faculty ratios are reported to the state Chancellor’s Office each year. In creating this Staffing Plan, the District continues to advance its goal of improving the full-time faculty ratios. As a historical snapshot, the District’s full-time faculty obligation for the fall 2010 was 132.8. The District’s actual full-time faculty levels in fall 2010 totaled 149. The District’s full-time faculty obligation for the fall 2011 was 132.8. The District’s actual full-time faculty levels in fall 2011 totaled 148. The District maintains the above ratio information on its full-time/part-time faculty ranks and reports this information each year.

### Full-Time Faculty Obligation Numbers

Year	Required	District
2007	119.8	149
2008	124.8	149
2009	132.8	149
2010	132.8	149
2011	132.8	148

### 3. 67% Rule

The District appoints part-time faculty to temporary teaching assignments that do not exceed sixty seven percent (67%) of the hours per week considered a full-time assignment for full-time faculty. (See Education Code Section 87482.5). This restriction on part-time faculty appointments is commonly referred to as the “67% Rule” and translates into part-time faculty receiving appointments up to, but not exceeding, 67% of an annual full-time faculty load. Being ever mindful of the 67% Rule, the District endeavors to employ sufficient ranks of full-time and part-time faculty to teach various course offerings.

### 4. Emergency Preparedness

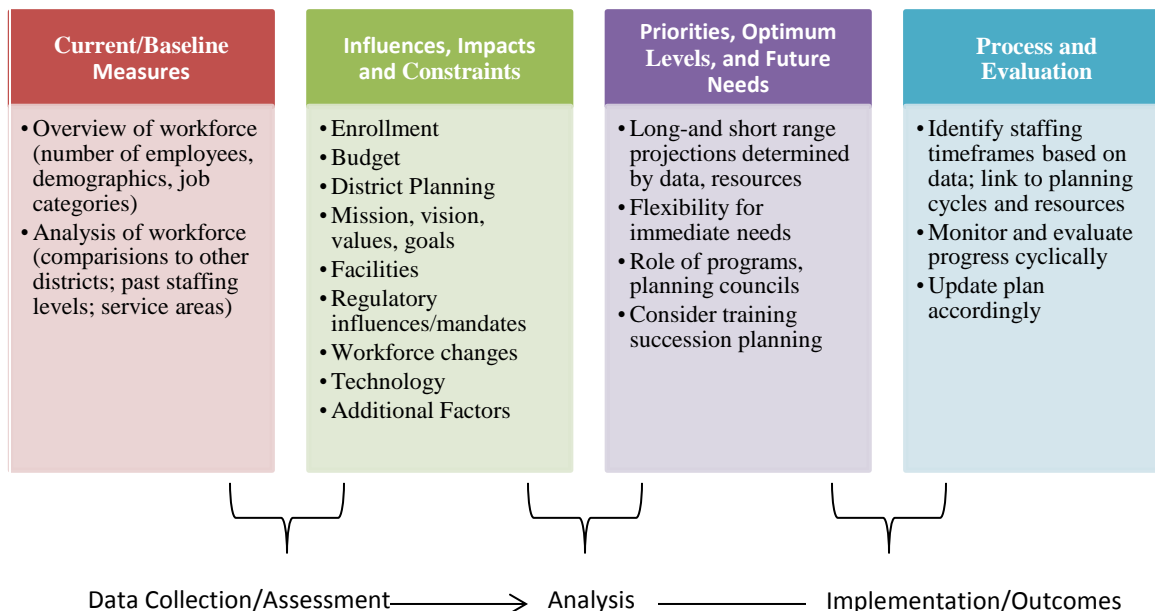
Community college districts are statutorily required to create and implement a district-wide emergency preparedness plan. The District’s Emergency Preparedness Plan has been developed, deployed and roles have been assigned. The District’s Emergency Preparedness Plan, like the Strategic Plan, is organized by location and roles are assigned based on current personnel levels at each respective location. As level of staffing are enhanced or redistributed through the Staffing Plan, the Crisis Response Plan will take into consideration updated personnel levels. Currently, the major responsibility for implementation of this plan is delegated to the campus police department under the direction of the District’s leadership team.

### 5. Regulatory and Other External Mandates

The District’s Staffing Plan is a dynamic document. As new state and federal laws and regulations are promulgated, the Staffing Plan shall be revised to reflect currency with the new laws and regulations. Additionally, as external mandates are developed or discontinued, the Staffing Plan shall also be modified to reflect the impact of mandates.

### **Staff Data**

Once a total understanding of the institution and its functions have been obtained, it is possible to convert the goals of the organization into terms of the work that needs to be done. Human Resources can then obtain and/or deploy personnel to achieve district goals. The District’s staffing plan is based on the premise of a college district with multiple locations. The following chart provides a model from data collection through implementation:



Optimum staffing levels and priorities are based on multiple and often complex factors, many of which are difficult to control or predict. This uncertainty requires planning flexibility. The Plan’s flexible approach is a function of ongoing, systematic evaluation to review and revise processes and assumptions, and relies on constituent input to meet each group’s unique requirements and priorities.

Mt. San Jacinto College maintains a well-qualified staff dedicated to meeting the needs of the students and the community. Faculty members may be employed as either tenure - track full-time academic employees or non-tenure track part-time employees. Classified staff members are primarily hired as classified service employees with the exception of those with the designation of “confidential” employees and sworn police officers. Administration of the college includes classified and educational administrators of various titles. Currently, there are 1053 employees. A breakdown of the staff is as follows:

### MSJC Employee Growth

2007-2011

	2007	2008	2009	2010	2011
Full-Time Faculty	121	134	148	147	
Part-Time Faculty	590	622	625	560	
Classified	322	315	325	318	
Administrative	26	26	27	28	
<b>Total</b>	<b>1059</b>	<b>1097</b>	<b>1125</b>	<b>1053</b>	

The Human Resources department also monitors and examines the levels of classified staff needed to support classroom instruction and the District's educational mission. Currently, this monitoring is manually maintained. However, with the implementation of the web-based position control system, detailed information will be readily available to every department.

The college also utilizes short-term classified employees (temporary/additional) and student workers. These individuals play an important role in providing services, but have limited work schedules and are usually associated with special funding such as grants or financial aid.

The Staffing Plan also provides guidance for the improvement in monitoring all aspects of staff positions. The research and design phase of a web-based applicant tracking system is complete and implementation should take place during the 2011/2012 academic year. The new system will provide better staff monitoring, improve projection capability, and increase communication within the various divisions of the college.

### **Equality and Diversity**

The Human Resource Staffing Plan incorporates the concept of equality of opportunity in all personnel processes and practices. Having the college staff reflect the diversity of the students and the community is a primary goal of Human Resources. The Staffing Plan supports the development of a dedicated, highly qualified staff that is diverse in terms of cultural backgrounds, ethnicity, and intellectual perspectives. Thus, the Human Resources department works closely with the College's Diversity Committee in promoting diversity in all aspects of the college experience. Demographic data regarding staff diversity is included as Appendix A and B. The Human Resources department has been successful in its diversity goal. Appendix C of this report is illustrative of the premise that the staff does reflect the diversity of the students it serves.

Equally important is the assurance that all personnel decisions and actions are free from discriminatory practices. The Human Resource department incorporates in its plan specific criteria that ensure that EEO, ADA, sexual harassment, discrimination, and any other areas protected by law are monitored for compliance. Providing adequate training to all staff in areas of discrimination is always a concern. Therefore, the goal of Human Resources is to strengthen the training plan by implementing workshops such as sexual harassment and discrimination.

### **Enrollment Trends**

The Staffing Plan utilizes District enrollment projections and trends to forecast staffing needs, while large increases in enrollment have slowed, some growth in student enrollment is still expected. In addition, new technology based programs, such as Distance Learning, continue to increase and require additional staff. As Distance Learning programs increase the demand for computerized services, technology staff as well as academic staff must be considered.

Instructional technology personnel will also be needed to support the digitally based programs. These future needs are part of the Staffing Plan.

### **Recruitment of Staff**

Based on the premise of a one college district with multiple locations, the Human Resources department continually examines the levels of faculty, classified support staff, and administration needed to support the focus on student learning and fulfill the college’s mission. In addition, the Human Resources Planning must consider budget, academic programs, and other services to be delivered that are part of the college’s mission. The resultant staffing framework is then adjusted with current staff data and includes factoring in retirement/attrition information. Other variables considered are staffing load data and the need for full-time versus part-time faculty. The receipt of grants and other categorical funds add other dimensions to be considered. The result of that analysis then represents the need for recruitment of employees.

The quality of instruction and the quality of services offered depends to a large extent upon the talent of the staff. Recruitment affords the district the opportunity to obtain staff with the skills and motivation needed to enhance the strengths of the existing staff. The Human Resource Plan provides for maintaining a pool of well-qualified professional and support personnel. Student enrollment growth, academic program additions/deletions, support service needs, projected retirements, vacancies, and possible reduction in force are all variables that are considered in the Staffing Plan.

The lack of an on-line applicant tracking program and the antiquated staff tracking system (Galaxy), including the HRSR, contributes to the delay in filling some positions. This delay is a critical issue and is being addressed through technological upgrades planned for this year.

Both internal and external recruiting is desirable. There must be the same opportunities for existing staff to advance and promote within the system as for applicants from outside the system. The Human Resource department values both categories of applicants. Data regarding both internal and external recruitment is as follows:

#### **Recruitment/Applicant Data 2007-2011**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Number of Recruitment	85	103	61	24	
Applicants	1734	2712	1858	980	
Invited to Interview	458	541	368	157	
New Classified Employees Hired	38	76	24	23	
New Administrative Employees Hired	3	9	3	1	
New Faculty Hired	11	7	1	1	

Candidates for a specific position must meet criteria established to perform essential duties of the classification or job. These include minimum qualifications.

Defined committees are utilized to assist the Human Resources department in analyzing job functions/positions, job classifications, technical interview data, the screening process, and the actual interview. The committee members serving on faculty & administrative recruitment teams receive training to ensure all personnel policies and practices are followed including all EEO requirements. This training will be strengthened for committee members serving on classified recruitments.

In the current plan, the implementation of position control is generally a manual process. The addition of technological enhancements to the staff information systems and the applicant tracking program will greatly assist the college in the future to predict need; fill those needs; and determine where staffing levels are adequate, substandard, or in need of reorganization. Data provided by a good position control system will enhance the decision making process based on specific data.

### **Evaluation/Professional Development**

Staff appraisal and professional development are complimentary aspects of the Human Resources Plan. Appraisal reveals what the person is doing and how well they are doing it. Professional Development provides a program for acquisition of additional skills, maintaining performance, correcting undesired activities, and training for change. Therefore, these functions, staff appraisal and professional development, should be viewed as a single entity.

### **Evaluation/Assessment**

Requirements for assessment or evaluation of personnel are set forth in Education Code, Collective Bargaining Agreements, and college policies. General philosophy regarding the faculty indicates the assessment process should promote sound educational principles, the fulfillment of the institution's mission, and the effective performance of responsibilities so that the education of students and the community are met. Currently, evaluations are scheduled to take place every year for tenure track faculty. Once a faculty member has obtained tenure, they are evaluated once every three years. Multiple sources of information are used for assessment. These sources include; peer review, student evaluations, administrative evaluation of the functions performed by the faculty member and self-evaluation.

General philosophy regarding the assessment of classified support staff incorporates the idea that these individuals function as an integral part of the team in providing quality education for students. The assessment process typically takes place every two years and is considered a

collaborative process between evaluator and evaluate. Assessment areas include: specific skill levels, quality of work, and service orientation.

Administrators do not exist in a vacuum. Their leadership has an effect on every student and every employee. As a result, Administrators are evaluated biannually, with at least an annual review of established goals. Competencies such as leadership skills; communication; abilities to deal with the staff; and budgeting skills are considered.

The Human Resource department provides staff with the forms, procedures, and deadlines necessary to complete the staff evaluation process. Implementation of the evaluation process is then completed by individual college divisions or departments. Tracking the completion of the evaluation is then done in Human Resources. Inadequate data information systems, though, does not provide for ease of data monitoring or analysis. This weakness is an institutional concern. The Staffing Plan recognizes this weakness and therefore plans to upgrade the evaluation module of the information system which will alleviate this weakness.

The following charts provide data on the status of evaluations:

**Evaluations as of June 2011**

	<b>Number of Staff</b>	<b>Completed</b>	<b>Incomplete</b>
<b>Classified</b>			

	<b>Number of Staff</b>	<b>Completed</b>	<b>Incomplete</b>
<b>Full-Time Faculty</b>			
<b>Part-time Faculty</b>			

	<b>Number of Staff</b>	<b>Completed</b>	<b>Incomplete</b>
<b>Administrative</b>			

Late or incomplete staff evaluation is a concern of the Human Resource department. A well-developed evaluation program not only helps to strengthen the individual skills, but also improve the performance of the college. As part of the planning process, the Human Resources department will continue to analyze the existing monitoring system; identify improvements; implement needed changes; and then re-evaluate the effectiveness of the evaluation program process.

In the Spring of 2012, Administrative staff received training regarding the evaluation process, proper documentation, and assisting employees. This training was sponsored by the Human Resources department as part of its overall Professional Development Duties.

## **Professional Development**

All personnel functions have direct or indirect effects on staff effectiveness, but none has a greater potential impact than Professional Development. Professional Development encompasses a wide range of concepts and practices. It is professional growth, on-the-job training, in-service education, and Continuing Educational activities. The object of professional development is to assist employees to perform ably and/or to prepare them to assume new duties and responsibilities.

The Professional Development Program at Mt. San Jacinto College continues to be a priority. The college is in a state of constant change. This means that past success is not a guarantee of future success. The challenge of Professional Development is assisting faculty and staff to be responsive to change; it is needed to prepare faculty and staff to meet change constructively and confidently.

Presently, professional development is largely individualized by division or department. Professional development funds received from the Chancellor's Office are housed in the Human Resources department and available to administrators, faculty, and classified employees. Human Resources, Classified Senate, and the Academic Senate are responsible for budgeting, allocating and distributing the funds to employees. Recently, the professional development budget was curtailed due to the State funding crisis. This has had a negative effect on the professional development program.

Existing programs available to the faculty and staff include the Flex Program, MSJC Technology Academy, MSJC Teaching and Learning Academy, legal seminars, and various programs for classified support staff. The Human Resource department coordinates an on-line program for all staff which focuses on safety, Conflict Management, sexual harassment, health/wellness issues, and various topics on safe working conditions. Surveys are used to not only gauge the effectiveness of training, but also to gather information related to the future needs of the employees.

One of the Institutional goals is to strengthen professional development activities. In line with that goal, the Human Resources Staffing Plan also includes an emphasis on professional development. The future seeks to create District-wide efforts that encompass all employee groups. As a result, the District-wide Professional Development Committee was reactivated. The following preliminary goals were discussed.



## Committee Goals for 2011-12:

1. Develop a work plan for the 2011-12 Academic Year
2. Develop a Professional Development web presence using the current web site
3. Develop, administer and assess a district-wide professional development needs assessment survey.

Professional development activities at Mt. San Jacinto College capitalize on the characteristics of adult learning theory. There is an emphasis on self-directed learning, prior experience, and a desire for immediate application of new learning. The goal of professional development is to encourage life-long learning by the staff.

### **Integration of Technology**

The use of technology and the modernization of processes is necessary to increase efficiency and productivity. While the Human Resources Staffing Plan is integrated with other aspects of the College's planning process, its technology and information management systems are woefully deficient. Improving technology in the Human Resources department is a top priority for this academic year. Monetary support along with Information Technology department assistance has been dedicated to fulfill this goal.

### **Future**

The major premise of the Human Resources Staffing Plan is that the success of the college depends foremost on the quality of its personnel. Programs and facilities are important, but they are impotent without quality personnel. The Staffing Plan is centered on improving human resources functions. While addressing routine activities, the staffing plan also focuses on policy formulation, staff improvement, and providing essential service. There are issues, though, that demand the immediate attention of the Human Resources department, although some of the challenging issues have been mentioned in this document, a recap is appropriate as a guidepost to the future:

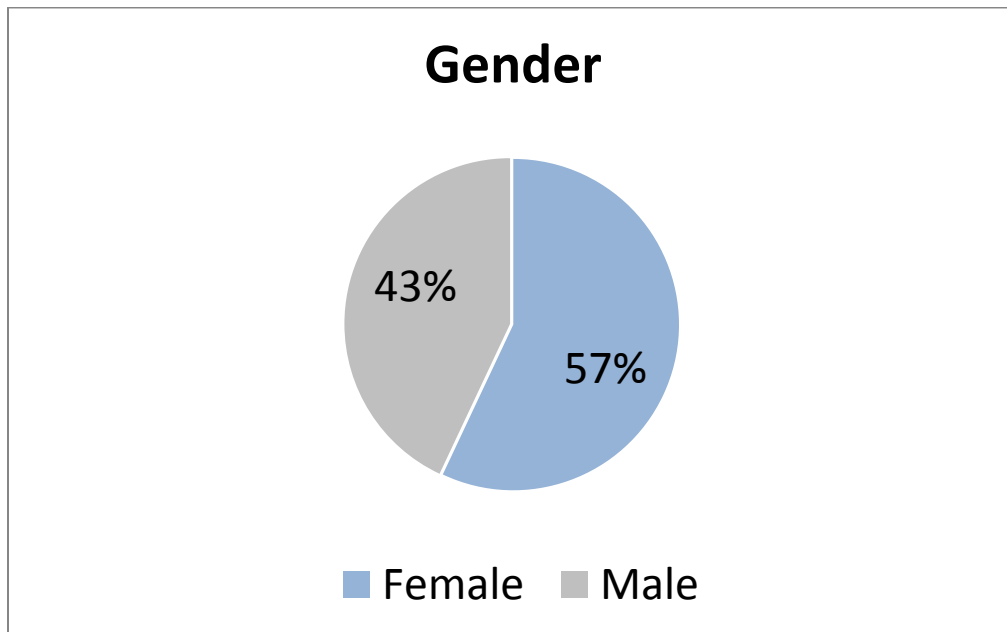
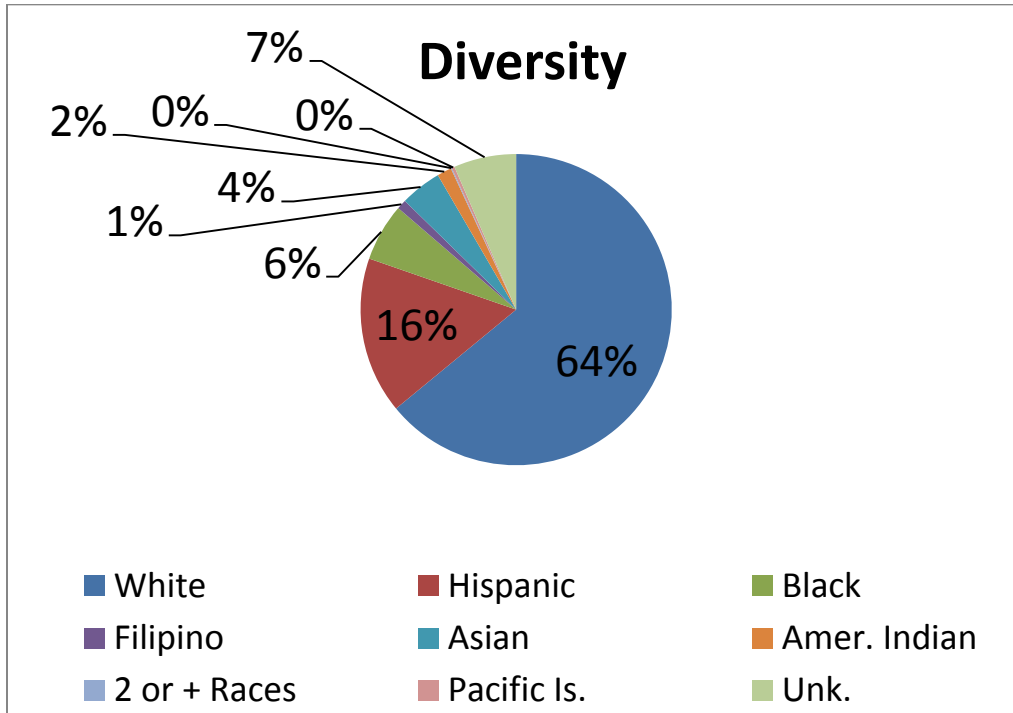
1. Human Resources Technological Improvements - The antiquated information systems must be improved. The inclusion of an on-line applicant tracking system; the ability to send and receive staff evaluations electronically; implementation of an electronically based Human Resource Service Request (HRSR); developing an electronic staff data base (MIS); and having an up-to-date web site will bring the Human Resources department into the modern age. Not only will the future goal of a paperless system in the next three years improve efficiency and effectiveness, it will also help to improve service.

2. Customer Service - The Human Resources department will focus on meeting the needs of the customer as defined by the customer. Human Resources will model the highest standards of customer service and provide services with sincerity and integrity.
3. Professional Development- Professional development will retain a high priority in the college. Human Resources will lead the district - wide coordination of effort and broad distribution of activities available will enhance the program in the future.
4. Evaluation of Staff - The Human Resource department will provide periodic training in conducting employee performance reviews and the need for meeting timelines of those reviews.
5. Budget- The district's budget will continue to be under pressure for at least the next few years. It will be incumbent on the Human Resource department to assist in controlling costs in a way that least affects the delivery of services to students. This includes the hiring and retaining of sufficient numbers of full-time faculty and support staff to accomplish the college mission.

### **Cycle of Improvement**

This Staffing Plan will be evaluated, revised, and re-evaluated in a cycle of continuous improvement. Each year, the Human Resources department will review the staffing plan, the District's Strategic Plan, the Educational Plans, and staff requests to ensure alignment of the Staffing Plan with the College priorities. In addition all statistical data will be updated. The Human Resources department will request feedback on the revisions and incorporate any recommendations.

EMPLOYEE DEMOGRAPHICS



## APPENDIX B

### 2010 DEMOGRAPHIC DATA

The college is committed to promoting diversity campus wide through its student body as well as its employees. Since 2000, staff diversity at the college has increased. The most significant increase is due to the number of Hispanic and African Americans employed by the district.

Administrative Ethnicity	
Caucasian	42.9%
African American	21.4%
Hispanic	7.1%
Asian	7.1%
Filipino	14.3%
Native American	0.0%
Unknown	7.1%
Total	100%
Administration Gender	
Male	50%
Female	50%

Classified Professional Ethnicity	
Caucasian	67.1%
African American	17.1%
Hispanic	7.3%
Asian	3.7%
Filipino	1.2%
Native American	1.2%
Unknown	2.4%
Total	100%
Classified Professional Gender	
Male	63.0%
Female	37.0%
Full Time Faculty Ethnicity	
Caucasian	72.0%
African American	4.0%
Hispanic	14.0%
Asian	5.3%
Pacific Islander	1.3%
Native American	1.3%
Unknown	2.0%
Total	100%
Full Time Faculty Gender	
Male	52.7%
Female	47.3%

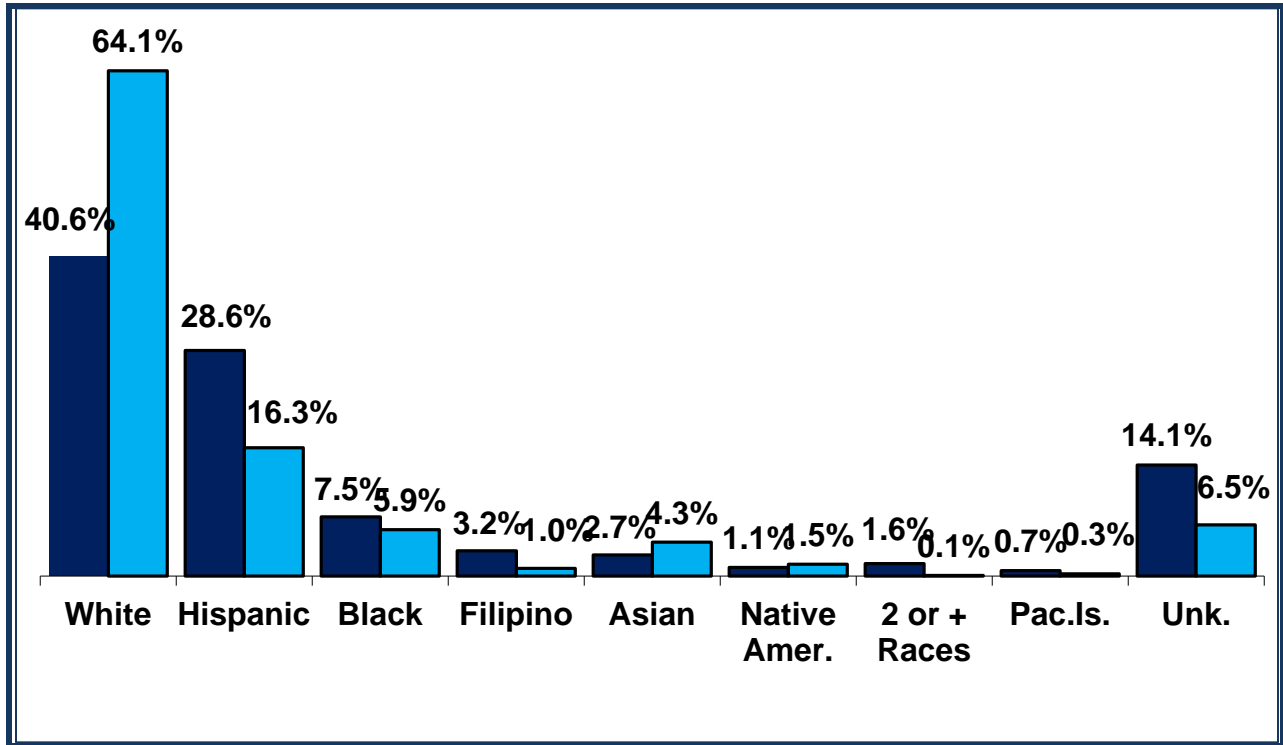
Classified Management Ethnicity	
Caucasian	35.7%
African American	0.0%
Hispanic	14.3%
Asian	0.0%
Filipino	7.1%
Native American	7.1%
Unknown	7.1%
Total	71.04%
Classified Management Gender	
Male	10%
Female	90%

Classified Support Ethnicity	
Caucasian	52.2%
African American	8.0%
Hispanic	31.4%
Asian	3.1%
Filipino	1.8%
Native American	2.7%
Unknown	0.9%
Total	100%
Classified Support Gender	
Male	69.0%
Female	31.0%
Associate Faculty Ethnicity	
Caucasian	69.5%
Hispanic	10.5%
African American	5.0%
Asian	4.5%
Filipino	0.5%
Native American	1.1%
Pacific Islander	0.2%
2 or more races	0.4%
Unknown	8.4%
Total	100%
Associate Faculty Ethnicity	
Female	49.0%
Male	51.0%

APPENDIX C

MSJC ETHNICITY 2009 - 2010

Students vs. Employees (chart to be updated)



MSJC Diversity by Year

	2007	2008	2009	2010	2011
White	706/67%	724/66%	713/64%	682/65%	
Hispanic	169/16%	182/17%	181/16%	168/16%	
Black	65/6%	66/6%	66/6%	61/6%	
Asian	60/6%	63/6%	59/5%	55/5%	
American Indian	16/2%	16/1%	17/2%	16/2%	
Non-White	12/1%	12/1%	-	-	
Pacific Islander	2/0%	2/0%	3/0%	3/0%	
Unknown	29/3%	30/3%	1/6%	2/5%	
<b>Total #</b>					
<b>Employees / % Diversity</b>	<b>1059/31%</b>	<b>1095/31%</b>	<b>1112/29%</b>	<b>1043/29%</b>	