

# CLASSIFIED HIRING PRIORITY COMMITTEE

SAN DIEGO MESA COLLEGE



# ABOUT US

## PURPOSE

The purpose of the CHPC is to review classified personal requests made during the Program Review process and create a ranked list.

## MEMBERS

Catherine Cannock  
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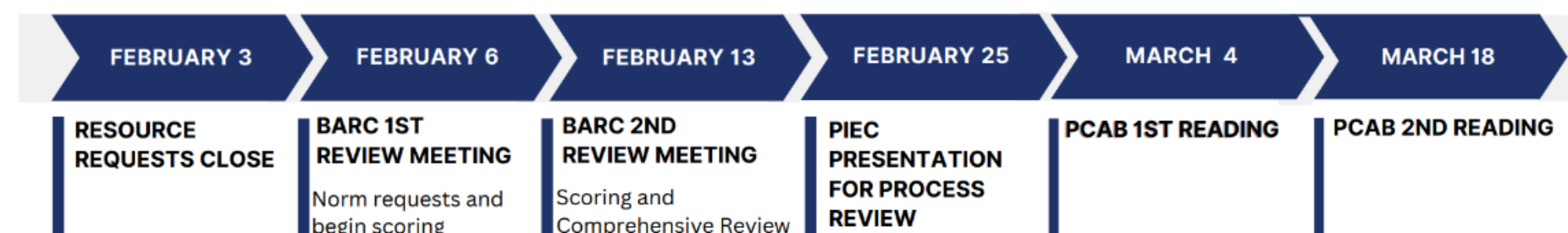






# SAN DIEGO MESA COLLEGE

## BARC and CHP Timeline 2024-2025





# RECOMENDATION LIST

- ONLY ONE POSITION REQUEST PER FORM
- FINAL SCORES ARE CALCULATED TO AN AVERAGE
- SHARED POSITION REQUESTS ARE FIRST SCORED INDIVIDUALLY AND THEN COMBINED FOR A FINAL AVERAGE
- NONE OF THE RANKED POSITIONS HAD VALID DOCUMENTATION OF HEALTH & SAFETY NOR ACCREDITATION REGULATIONS
- NOTE THAT THE POSITION REQUEST PROCESS CANNOT BE USED FOR POSITION RECLASSIFICATION.



# Program Review Scoring Rubric

## Resource Prioritization Rubric

Directions: Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit action plan. Relevant data may include data beyond what is provided by the Office of Institutional Effectiveness. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.

Each question is scored from 0-10 on the following continuum. Additional guidance can be found below.

| 0                        | 1                                | 2 | 3   | 4 | 5 | 6  | 7 | 8 | 9  | 10 |
|--------------------------|----------------------------------|---|---|---|---|--|---|---|--|----|
| Did not address question | Minimally addressed the question |   | Addressed the question but did not include accurate or relevant data, data analysis, or make clear connection to Program Action plan. |   |   | Question is well addressed but may be missing relevant data, analysis or narrative on how the data supports program Action Plan. |   |   | Question is well addressed and includes accurate and relevant data, analysis and clearly connects to programs Action Plan. |    |



# Program Review Scoring Rubric Continued...

| Form Questions  | Guidance to Lead Writers   |
|---|--|
| What type of resource request is this?<br>(not scored)  | <ul style="list-style-type: none"> <li>Classified Professional</li> <li>Faculty</li> <li>Equipment/Supplies/Facilities</li> </ul>  |
| Explain how your request contributes to improvements in <u>Equity</u> for Disproportionately Impacted groups.   | <p>Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other <b>historically minoritized</b> groups. Examples may include:</p> <ul style="list-style-type: none"> <li>Student-facing practices, policies, programs</li> <li>Policies, practices, programs that foster a culture of <b>equity-mindedness</b></li> <li>Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of <b>equity-minded</b> systems.</li> </ul>  |
| Explain how your request addresses <u>Excellence</u> .  | <p>Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p> <ul style="list-style-type: none"> <li>high-quality, <b>culturally relevant</b> teaching/learning experiences</li> <li>supporting students toward timely completion of educational goals</li> <li>eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment</li> <li>partnerships within Mesa’s internal and external communities to enhance access and completion efforts</li> <li>New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness</li> </ul>  |
| Explain how your request fosters <u>Innovation</u>  | <p>Request introduces something new and/or makes changes to something established. Examples:</p> <ul style="list-style-type: none"> <li>Innovation in curriculum, pedagogy, student success efforts</li> <li>New/more efficient or effective campus processes or infrastructure support</li> <li>Ideas around scaling up an effective practice utilizing a new approach</li> </ul>   |
| Explain how your request promotes <u>Sustainability</u>   | <p>Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples include:</p> <ul style="list-style-type: none"> <li>Commitment to and prioritization of policies or practices that improve <b>environmental justice</b> and sustainability</li> <li>stewardship of resources (physical, fiscal, and human)</li> <li>climate action education</li> <li>Policies, practices, programs committed to reducing Mesa College’s <b>carbon footprint</b></li> <li>replacement/maintenance of current resources</li> <li>cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming</li> </ul>  |
| <p>Using accurate and relevant data*, explain the <u>Need</u> for the request beyond what currently exists in the unit.</p> <p>*Some data will be provided but writers should include any and all data they deem relevant to the demonstration of need.</p> | <p>Request includes accurate and relevant data/evidence</p> <ul style="list-style-type: none"> <li>Classroom requests should minimally include <b>FTEs/FTEF, Adjunct FTEF, Full-Time Faculty Headcount</b></li> <li>Other data could include: student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services,</li> <li>Data/evidence is clearly connected to the need and justification for the resource(s) beyond what currently exists within the unit.</li> </ul> <p>Request may include discussion of how it will support a new policy, practice or requirement (internal or external).</p> <ul style="list-style-type: none"> <li>The requirement is clearly articulated with relevant details describing how this request supports the requirement.</li> </ul> |

| CHP Rankning  |                  |
|---|------------------|
| 2023/24   |                  |
|   |                  |
| Request Title   | Average of Score |
| Administrative Technician, Business Services  | 38.28            |
| 1 - Student Services Technician (SST) for Admissions and Records - CCAP, Dual Enrollment, H.S. Partnerships | 37.14            |
| Full-Time FASH ILT  | 36.42            |
| Grant Writer/Specialist   | 36.14            |
| Mesa Impactship Program (MIP) Program Technician  | 35.85            |
| 2 - Student Services Assistant (SSA) for Admissions and Records - CCAP, Dual Enrollment, H.S. Partnerships  | 32.14            |
| Business Services Supervisor  | 32.14            |
| Instructional Lab Technician - Learning Resources   | 29.28            |
| Multi-Media Technician  | 29.14            |
| Administrative Technician (Scholarship Tech)  | 28.71            |
| Administrative Technician, Office of Communications   | 28.28            |
| Athletics Marketing and Communication Technician  | 27.71            |
| Web Designer  | 27.14            |
| Hire Textbook Affordability Lead Administrative Technician  | 26.71            |
| Fitness Center Instructional Lab Technician   | 26.57            |
| Hire Library Services Platform (LSP) Administrative Technician  | 25.57            |
| Instructional Support Supervisor; Access Technology Specialist  | 25.14            |
| Administrative Assistant, President's Office  | 23.71            |
| Administrative Technician, STEM   | 23.57            |
| Student Services Assistant 1  | 23.28            |
| Hire Library Technical Services - Media Technician  | 23.14            |
| Instructional Support Supervisor  | 22.28            |
| Student Services Assistant 2  | 22.28            |
| Instructional Assistant (Request 1 of 2)  | 21.42            |
| Instructional Assistant - (Request 2 of 2)  | 20.85            |
| Events & Operations Administrator   | 20.42            |
| ILT / Gallery Assistant   | 18.14            |
| Theatre Technician part-time to full-time   | 18.14            |
| The LOFT needs funding for New Classified Institute Program   | 16.42            |
| Dedicated IT technician for the Mesa Design Center  | 16.14            |
| Mental Health Program Technician  | 15.85            |
| Classified Professional   | 14.28            |
| Instructional Lab Technician/Computer Science #2  | 14.14            |
| Stockroom Clerk I   | 8.14             |

# CHP Ranking\_



# NEXT STEPS

- PCAB 1 AND 2
  - CONSTITUENTS GROUPS REVIEW
- RECOMMENDATIONS TO PRESIDENT



# CONSIDERATIONS

- SUPERVISORS REQUESTS
- RUBRIC WORKED!





**QUESTIONS???**