



CLASSIFIED POSITION REQUESTS

Submitting requests as part of the Program Review process

Presented by Classified Hiring Priorities (CHP) Committee

October 2021



TODAY'S AGENDA

- ❑ Process Overview
- ❑ Points to Consider
- ❑ Accessing Request in Taskstream & Portal
- ❑ Completing the Request Form in Portal
- ❑ Scoring Rubric
- ❑ Q & A



PROCESS OVERVIEW

1. The department identifies the need for classified staff as part of the Program Review process. (through 2/22)
2. Writer completes the Classified Position Request Form through Portal. (through 2/22)
3. CHP reviews/scores the requests based on the scoring rubric and develops a prioritized list of request. (February through April)
4. CHP presents the prioritized list to Classified Senate to ensure the process is followed and the Senate is informed. (April)
5. CHP forwards the prioritized list to Planning and Institutional Effectiveness (PIE) for review. (April)
6. The prioritized list is presented at the President's Cabinet for review and approval. (April)



POINTS TO CONSIDER

- ❑ Only one position request per form.
- ❑ This process cannot be used for position reclassification.
- ❑ This process can be used to increase positions.
(e.g.; .50 FTE to 1.0 FTE or a 10 month to a 12 month.)
- ❑ Positions that are approved and funded on campus must follow the District approval process.
- ❑ Administration may also fill vacated positions as necessary.
- ❑ Shared position requests are first reviewed/scored individually and then combined for a final average.
- ❑ Utilize the scoring rubric to help guide the depth of information that you will provide in your responses.



WHERE TO FIND THE FORM

1. Access to Taskstream ☐ <https://login.taskstream.com/signon/>
2. Click on the 2021/2022 Program Review for your area

WHERE TO FIND THE FORM (CONTINUED)

4. Click *“Requests Form Portal”* under Web Links and review scoring rubric under File Attachments

**Request Form
Portal**



.....
2. [Request Form Portal](#)

Scoring Rubric



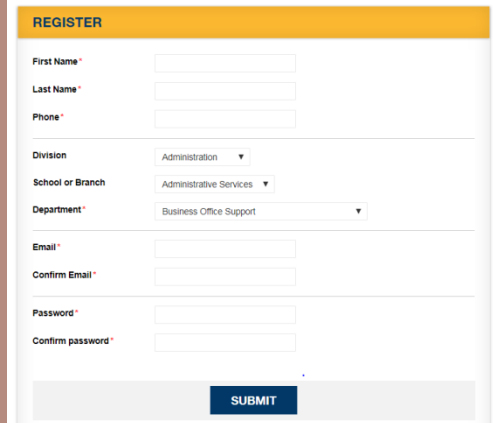
.....
2. [Classified Position Request Rubric](#)

Notes:

- ☐ Above links are outside of Taskstream.
- ☐ Review scoring rubric to help guide the depth of information that you will provide in your responses.

HOW TO ACCESS TO PORTAL

5. Register to create login to access to the Portal



The screenshot shows a 'REGISTER' form with the following fields: First Name, Last Name, Phone, Division (dropdown menu), School or Branch (dropdown menu), Department (dropdown menu), Email, Confirm Email, Password, and Confirm password. A blue 'SUBMIT' button is at the bottom right of the form.

6. Login to the Portal

LOGIN

Already have an account?
Login here.

Email

Password

LOGIN

7. Click “CHP” under Enter request

Enter your requests

BARC

CHP

FHP

View/Edit your requests

BARC

CHP

FHP



ENTER REQUEST

8. Enter CHP Request

Program Name

Please select your program name

Accelerated College Programs (MATH ACP)



- ☐ Select your program name from pull-down menu

Classified Position Title

Please enter the official title of the requested position

[View List of All Positions](#)

Account Clerk



- ☐ Official Classified Position is available at:

<http://hr.sdccd.edu/classification/offtech.cfm>

- ☐ If the position that you want does not currently exist in the classification descriptions, choose position that most closely relates to what you are looking for.

Shared Position

Will this position be shared with another department?

☐ Yes

☐ No

Position Increase

In this an increased position?

☐ Yes

☐ No

CTE

Is your Program classified as Career Technical Education (CTE)?

☐ Yes

☐ No

ENTER REQUEST (CONTINUED)

9. Answer Question 1

1) Describe in detail the current substantiated need for this position. Need is based on current capacity/productivity and increasing demands/growth and addressing equity gaps (10,000 character limit).

Examples of types of data to include:

Staffing:

Number of contract positions and classifications

Number NANCE hours and budget

Workstudy hours

Volunteer hours

Participation in professional learning opportunities

Instructional:

Number of courses

Number of sections

Number of students enrolled

Number of hours faculty spend on classified related tasks

Hours of operations of computer labs

Student Services:

Student contact hours

Program enrollment

Number of activities (workshops, tours, events, etc.)

Hours of department

Administrative Services:

Number of transactions

Number of service calls

Number of employees served

Hours of office

Utilize rubric to answer:

☐ **Use of data in response**

⇒ Articulate why the position is needed and relate it to data

☐ **Current capacity** (volume: how much) & **Productivity** (speed: how fast)

☐ **Demands / Growth Address Equity**

10,000 character limit (1300 words)

ENTER REQUEST (CONTINUED)

10. Answer Question 2

2) As the leading college of equity and excellence, if this requested position existed in the department /program, how would this impact the department, program, and/or college outcomes (SLO's), goals, mission, strategic direction? (10000 character limit)

☐ Impact on Outcomes

☐ References:


Mission/Vision/Values:

http://bit.ly/SDMESA_MISSION

Strategic Directions and Goals:

http://bit.ly/SDMESA_SDG

☐ 10,000 character limit

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- ⦿ Answer question 3:
 - ⦿ **3) What role will this position have in addressing, supporting or improving equity in the department/program/service area? (5000 character limit)**
 - ⦿ **Utilize the rubric**

ENTER REQUEST (CONTINUED)

11. Answer Question 4

3) Does this program have the following legal requirements? The legal requirement must be documented with a link. Note this section is not part of the rated criteria.

Please provide the following, if applicable:

- Health and Safety: Link to external verification, internal policy or compliance/law
- Accreditation and Licensure: Link to external documentation for specialized accreditation or licensure requirement.



- ☐ This question is not part of scoring
- ☐ Answer Yes or No
- ☐ If Yes, explain and provide a link

SCORING

- ❑ **Review Criteria and Scoring Rubric for guidance on levels of response.**
- ❑ **Responses are judged by their thoroughness in addressing the five criteria in the rubric**
- ❑ **There are 25 maximum points for the overall request (5 maximum points per each criterion)**

Response Level	Example
Highest Level (5 points)	Specific rationale are articulated and clearly linked details are supported by data.
Mid –Level (3 points)	Data provided but not analyzed and/or not linked to rationale.
Minimum Level (1 point)	Passionately written but does not provide rationale or data.
Not Addressed (0 points)	No response or only refers to “see program review”.

RUBRIC

CRITERIA	HIGHEST LEVEL – 5 POINTS	MID-LEVEL – 3 POINTS	MINIMUM LEVEL – 1 POINT	NOT ADDRESSED – 0 POINTS
Use of data in response	The response has relevant data that is integrated in a meaningful manner that supports the substantiated need.	The response has some data in support of the substantiated need.	The response has very little data and/or is not connected to the substantiated need.	The response does not include any data.
Current: Capacity (volume–how much) Productivity (speed–how fast)	The response clearly defines current productivity/capacity issues and addresses current methods that attempt to meet the substantiated need.	The response somewhat defines current productivity/capacity issues and addresses current methods that attempt to meet the substantiated need. Response may be missing some key information.	Response is not clear, or no explanation of information is provided to understand capacity / productivity issues and current methods that attempt to meet substantiated needs. Response is missing key information.	The response does not address the question.
Increasing Demands/ Growth	The response clearly defines how the requested position will affect the department/program's increasing demands/growth. The response also identifies the impacts if the position is not provided.	The response somewhat defines how the requested position will affect the department/program's increasing demands/growth. The response somewhat identifies the impacts if the position is not provided.	The response is not clear and is lacking sufficient information to determine the department/program's increased demands/growth. The response does not identify the impacts if the position is not provided.	The response does not address the question.
Address Equity	The response clearly indicates in detail what role the position will have in regards to equity.	The response indicates what role the position will have in regards to equity.	The response slightly indicates what role the position will have in regards to equity.	The response does not address the question.
Impact on Outcomes	The response clearly links the position request any of the following department, program, and/or College: <ul style="list-style-type: none"> • Outcomes (SLOs) • Goals • Mission • Strategic Direction • Equity • Excellence 	The response somewhat links the position request any of the following department, program, and/or College: <ul style="list-style-type: none"> • Outcomes (SLOs) • Goals • Mission • Strategic Direction • Equity • Excellence The response does not include enough details.	The response does not link the position request to any of the following department, program, and/or College: <ul style="list-style-type: none"> • Outcomes (SLOs) • Goals • Mission • Strategic Direction • Equity • Excellence The response does not provide details.	The response does not address the question.

THANK YOU & QUESTIONS

❑ **CHP Website:** http://bit.ly/SDMESA_CHP

❑ **Classified Hiring Priority Committee**

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❑ **Contact the Chair with Questions**

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