

# 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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Joe Benidito  
Rosa Meji  
Andrea Lehalm  
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Thanh-Thao Vu  
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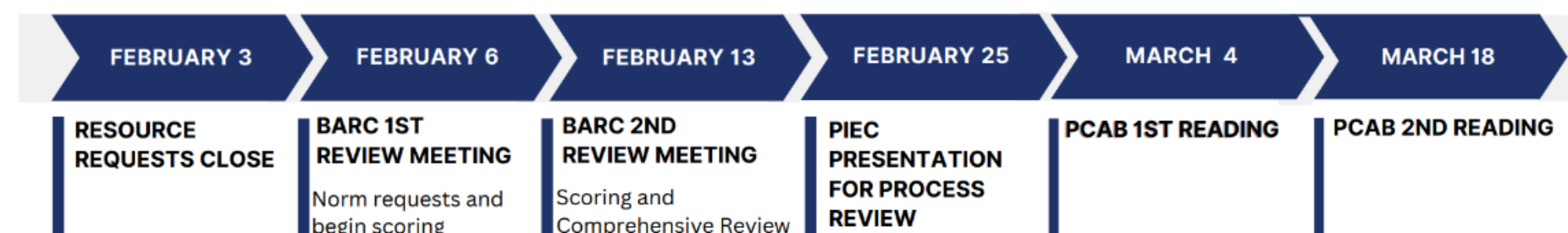






# SAN DIEGO MESA COLLEGE

## 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? (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 Ranking

1	Classified Hiring Prioritization		
2	FY 2024/25		
3			
4			
5	<b>Title</b>	<b>Avg Total Score</b>	<b>Unit</b>
6	Full-Time FASH ILT	40.43	Instructional Program - Fashion (FASH)
7	1 - Student Services Technician (SST) for Admissions and Records - CCAP, Dual Enrollment, H.S. Partnerships (Copied on 12/02/2024, 13:47:46)	38.57	Leadership - Dean, Student Development Office
8	Web Designer (Copied on 01/02/2025, 13:34:20)	38.50	Leadership - Office of Communications
9	Student Services Technician (Student Affairs - Conduct)	38.17	Student Services - Student Affairs
10	Grant Writer/Specialist (2024-2025)	35.57	Leadership - Office of Resource Development
11	Mesa Impactship Program (MIP) Program Technician- 2025 request	34.43	Academic and Learning Support - Strong Workforce
12	Administrative Technician - College Technical Analyst Support	33.57	Leadership - Vice President of Student Services Office
13	Administrative Technician 2024-2025	33.14	Leadership - Office of Communications
14	Student Services Assistant 1 2024-2025	32.67	Student Services - Basic Needs/The Stand
15	Administrative Technician (Scholarship Tech) 2024-2025	32.00	Leadership - Office of Resource Development
16	Multi-Media Technician (Copied on 01/02/2025, 13:37:45)	31.14	Leadership - Office of Communications
17	Instructional Support Supervisor; Access Technology Specialist	30.57	Student Services - DSPS
18	Instructional Assistant	30.43	Academic and Learning Support - Mesa Tutoring & Computer Center (MT2C)
19	Instructional Lab Technician - Learning Resources (2024-2025)	30.29	Academic and Learning Support - STEM Programs
20	Administrative Technician (2024-2025)	29.88	Academic and Learning Support - STEM Programs
21	Events & Operations Administrator	29.57	Administrative Services - College Events and Operations
22	Library Services Platform (LSP) Administrative Technician	29.29	Academic and Learning Support - Library Services
23	Athletics Marketing and Communication Technician	28.88	Instructional Program - Exercise Science (EXSC), Health Education (HEAL), Athletics
24	Theatre Technician part-time to full-time (Copied on 12/01/2024, 18:58:13)	28.67	Instructional Program - Dramatic Arts (DRAM)
25	Instructional Lab Technician - Support Managing the Collection	28.14	Academic Learning and Support - World Cultures Collection (WCC)
26	Research and Planning Analyst - 1 (24/25)	27.71	Leadership - Office of Institutional Effectiveness
27	Theatre Technician part-time to full-time	27.17	Instructional Program - Dramatic Arts (DRAM)
28	Student Services Assistant (Student Affairs - General)	27.00	Student Services - Student Affairs
29	Textbook Affordability Lead Administrative Technician	26.67	Academic and Learning Support - Library Services
30	Senior Student Services Assistant	26.50	Student Services - Student Health Services
31	Stockroom Clerk I (Shipping & Receiving)	25.33	Administrative Services - College Events and Operations
32	Instructional Support Supervisor (2024-2025)	24.71	Academic and Learning Support - STEM Programs
33	Part-time Garden Manager	21.29	Administrative Services - College Events and Operations
34	Athletics Communication and Marketing Technician	16.71	Leadership - Dean, Exercise Science, Health Education and Athletics Office
35	Athletics Groundskeeper	7.29	Leadership - Dean, Exercise Science, Health Education and Athletics Office



# NEXT STEPS

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



# CONSIDERATIONS

- SUPERVISOR REQUESTS
- RUBRIC WORKED!





**THANK YOU!**