Beta Annual Program Review Questions 2019

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, copy and paste from last year's review.
If it exists, feel free to copy the brief description of your program from the college catalog:
http://www.smc.edu/CollegeCatalog/Pages/default.aspx

Recruitment and Selection of Classified Staff
Personnel Commission staff manages and oversees recruitment and selection for classified positions, determines the appropriate field of competition, conducts an appropriate level of job analysis for the purpose of content validation, develops a recruitment and examination plan, plans and implements recruitment campaigns, develops and administers job-related assessments, and establishes eligibility lists consisting of candidates who were successful on all assessments, in rank order according to test scores.

Assignments
Personnel Commission staff responds to each request to fill vacant classified positions and temporary assignments, and certifies that vacancies and limited term assignments are filled from appropriate eligibility lists or employment lists, in accordance with applicable Education Code provisions and Merit Rules.

Maintenance of Classification Systems and Plan – Conducting Reclassification Studies
All classified positions are allocated to specific classifications, which are then allocated to specific salary ranges. As needed, Personnel Commission staff creates new classifications, revises existing class descriptions, ensures classification descriptions accurately reflect current job duties and qualifications, reviews minimum requirements on class descriptions to ensure they are appropriate and not unduly restrictive, establishes and maintains a plan for continuous review and update of class descriptions, and conducts external and internal salary surveys and recommends appropriate salary rates for all classified jobs based upon the principle of like pay for like work. Classification and salary studies are completed in response to requests from management or CSEA, or to prepare for upcoming recruitments. In addition, the Personnel Commission is responsible for conducting ongoing, cyclical classification studies, so that every classification at the college is reviewed at least once every five years.

II. PARTNERSHIPS:

(CTE only):

Part 1:

Industry advisory meeting dates and attendance for 2018-2019. Insert additional rows as needed:

Date of meeting	# of SMC attendees	# of non-SMC attendees
N/A		

Part 2:

Employer partnerships/collaborations in 2018-2019 (insert additional rows as needed):

Employer Name	Type of partnership or collaboration:	Optional: Additional information about partnership or collaboration
N/A		

III. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES):

Identify the original objectives from your last review as well as any new objectives that have emerged since then (if applicable).

For each objective, determine status and explanation for status.

Objective	Status (Completed, in progress, not started, no longer pursuing)	Status Explanation
Improving project cycle time for conducting recruitments and examinations, filling positions, and completing classification studies.	In progress	Recruitment cycle time from close of recruitment to production of eligibility list has been reduced over the past few years – from an average of 52 to 31 days. Further evaluation is needed to address the overall time it takes to fill positions from existing lists, overall time it takes to fill positions from PBAR approval date to conditional offer, and in general cycle time for classification projects.
Ongoing evaluation and improvement of the quality of new hires.	In progress	We are currently in the process of creating a survey for hiring managers to gather information about the quality of our lists. Additional data relating to ongoing retention patterns would be helpful, but difficult to gather with existing District-wide systems.
Continue to monitor and improve our process for conducting ongoing classification reviews.	In progress	An Administrative Review process has been added, in order to provide employees with an opportunity to request a second review of any issues of concern that are within the authority of the Personnel Commission to resolve. This review is conducted by the Director of Classified Personnel. Employees can also request a public review with our Personnel Commissioners.

		Procedures and quality of communication to stakeholders during classification studies are generally assessed by observing and documenting trends in the number and types of complaints received. Tracking of complaints can help us to identify areas where communication of our processes, criteria, and roles can be improved.
Continuing to improve college-wide understanding of the roles and functions of the Personnel Commission	In progress	In order to promote a culture of partnership, feedback and continuous improvement, Personnel Commission staff has implemented a "PC Coach Partnership" program. This partnership includes sessions we are providing to District managers to educate, advise and coach them in Commission processes, resources and deliverables necessary in managing the classified workforce. Additional coaching sessions are also being developed for classified staff. Three sessions have been provided to date. Three additional sessions are in process. We have also re-worked staff assignments so that each staff member is assigned to cover a specific group of departments for ongoing support. Personnel Commission staff is now implementing our transition plan for our "PC Coach Partnership", clarifying coaching roles and ensuring that each staff member is appropriately trained for their new role.
Continuing to monitor and improve the diversity of candidate pools, particularly in the area of classified management.	In progress	The SMC Diversity Report of 2017, produced by the Human Resources Office, noted that Classified Support Personnel remained one of the most ethnically diverse employee categories within the college. More focused data gathering is needed to assess the level of diversity within different classified job families, and identify whether lack of diversity in identified job familes, particularly Classified Management, is more reflective of a lack of diversity within the initial applicant pools, or adverse impact of the selection process.

IV. ACHIEVEMENTS:

(Optional) List any notable achievements your program accomplished in the last year.

Development and launching of the "PC Coach Program"; development and administration of three new coaching sessions for management staff, and re-alignment of staff assignments with specific departments in order to improve the level of ongoing support.

Continued retention of high quality staff that is cross-trained for all of our primary functions (recruitment and selection, classification and compensation, and assignments). The following awards have been won by our staff members within the past two years:

Olga Vasquez, Personnel Analyst - 2017 recipient of the Rising Star/Future Leader Award from Southern California Public Management Association – Human Resources (SCPMA-HR). This award will be given to the person who has has shown the initiative and dedication to be a future leader in their organization and in the human resources profession.

Amy Gurjian, Classification and Compensation Manager – 2018 recipient of the Director/Manager of the Year Award from Southern California Public Management Association – Human Resources (SCPMA-HR).

Deborah Jansen, Personnel Commissioner – 2019 recipient of the Gunther Dumalski Lifetime Membership Award from Southern California Public Management Association – Human Resources (SCPMA-HR).

V. ASSESSMENT AND EVALUATION

Part 1: Outcomes and Evaluation Results

A. Reflect on the outcome assessment (PLO, SLO, UO) data that your program reviewed in the current year (2018-2019) that have yielded *notable* or *actionable* findings. Insert additional rows as needed.

Note: It is not required that you mention every outcome assessed in your program.

What outcome were you assessing?	How was the outcome assessed?	What were the results of the assessments?	Describe any changes that are planned or in progress to address the results
Hiring managers will be satisfied with the quality of lists and new employees	This outcome is currently measured through individual interviews with hiring managers, and an ongoing evaluation of the number of hires from each eligibility list that successfully pass probation.	More positive outcomes have been seen in the hiring of student services and instructional assistant staff. More challenges were seen within our administrative departments.	More focus on identifying and addressing issues specific to each department
Overall timeliness of filling positions will show continuous improvement	This outcome is currently evaluated through our project tracking system, and through our applicant tracking system (NeoGov).	Significant improvements in some phases of the hiring process that most directly impact candidate retention. More attention needs to be made in addressing the full recruitment and assessment cycle.	We are currently reviewing phases of the hiring process that tend to have the most bottlenecks, so we can better identify appropriate next steps that will have the greatest impact.

B. Reflect on other effectiveness data you collected and analyzed for the program this year.

3: Additional Data Demonstrating Effectiveness (If applicable)
If available, describe the results of other data indicating the effectiveness of the program and discuss any planned changes or actions your program plans to take to address the results.

Examples of other data include: surveys, document reviews, observations, performance indicators, focus groups/interviews, advisory committees, labor market demand, license exam pass rates

Part 2: Analyses of Results

This question is designed to bridge the results of your evaluation and outcomes assessment with next year's objectives (VI).

In one or two paragraphs, describe what you have learned about your program and how this knowledge will inform your plans for next year.

The primary areas I would like to focus on for the next fiscal year include:
*   Continuous improvement in time it takes to establish eligibility lists
*   Continuous improvement of cycle time for classification studies
*   Continue to improve college-wide understanding of the roles and processes of the Personnel Commission.
*   Continue to evaluate and address quality of candidates on our eligibility lists.
*   Improve ongoing evaluation and documentation of diversity of applicant pools, qualified candidate pools, and eligibility lists.

VI. NEXT YEAR'S OBJECTIVES:

Itemize any specific strategies or projects you plan to accomplish next year to improve the effectiveness of your program. *Limit 3 objectives.*

Objective	Rationale for Setting Objective *Link to data, if applicable.*
Develop broad-based tests at an overall higher difficulty level for Administrative Assistant and Student Services classifications. Ensure current content validation documentation exists to support any changes in test content and level of difficulty.	Addresses issues with quality of hire and efficiency/ speed of recruitment; improves the validity of cut scores for the first test part, thereby allowing for more flexible pass-point setting with more valid cut-offs. This also improves the efficiency of subsequent test parts.
Revise web site to be more user-friendly to managers, employees, and job applicants; continue PC Coach training program for SMC management and classified staff.	Addresses efforts to improve college-wide understanding of Personnel Commission roles and processes
Identify primary obstacles with overall cycle time for establishing eligibility lists and finalizing the conditional offers; and conducting classification studies. Identify and implement solutions linked to specific obstacles.	Addresses efforts to improve cycle time for classification studies and filling positions.

Develop a more formal training presentation for hiring panels in order to improve standardization of the structured interview process, and address potential biases in hiring.	Addresses quality of hire and improving diversity of candidate pools.

VII. CURRENT PLANNING AND RESOURCE NEEDS:

Part 1: Narrative

Broadly discuss issue or needs impacting program effectiveness for which institutional support or resources will be needed for the coming year.

During the 2013-14 Fiscal Year, our workload in the areas of both recruitment and classification studies almost tripled. In early 2015, we added four full-time staff members, resulting in an overall 10% increase to salary and benefits. Since that time, we have seen minor, but steady increases in our recruitment workload. Our classification workload has continued to increase significantly each year, due primarily to our ongoing administration of the cyclical studies as required by our Merit Rules.

We have taken a number of steps to evaluate and revise processes in order to ensure we were utilizing our staff in the most efficient manner possible. We have been managing spikes in workload during the past few years by bringing in temporary help at the level of Personnel Specialist. While the Personnel Commission is not currently requesting any additional permanent positions for the 2019-20 Fiscal Year, I am still evaluating our long-term trends and the adequacy of current staffing levels for optimal service efficiency.

Part 2: List of Resources Needed

Itemize the specific resources you will to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives.

While this information will be reviewed and considered in institutional planning, this information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resources Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources		
Facilities *(information inputted here will be provided to DPAC Facilitates)*		
Equipment, Technology, Supplies *(information inputted here will be provided to TPC)*		
Professional Development		

VII. CHALLENGES:

(Optional) List significant challenges your program faced in the past year (optional)

One of our greatest challenges this past year involved addressing a large number of separations in key areas which occurred during the past year and a half, due to a Supplemental Retirement Package and additional restructuring of departments which were facing ongoing performance challenges. There has been a need to redefine management competencies and level of skills needed to adequately address our more problematic departments. Recruitment efforts have needed to be expanded to target appropriate applicant pools. These challenges also include facilitating more effective structures through our classification process.

Our cyclical classification studies are now focused on the Student Services Job Family. The classification structure established after the Hay Study is less applicable to many of the current departments, particularly the smaller, grant-funded programs in which classified staff carry more independent responsibilities for day-to-day operations. These types of programs are expected to increase with the growth of our Guided Pathways and Student Equity Initiatives. As we recommend changes to a greater degree than what we have previously recommended in other areas we have evaluated, we have to be prepared to effectively manage more challenges from the different stakeholders.