All Fields Report

Program	Personnel Commission
Does this program have a CTE component?	Yes
Academic Year	2015/2016
Review Period	6 Year
Service Areas	

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Merit System was first adopted at Santa Monica College on May 9, 1938. At that time, the College was a part of Santa Monica City Schools. A Merit System is defined as a system for employing, promoting, rewarding, and disciplining employees in the public sector, based strictly on competency and performance.

Basic principles of a merit system are as follows:

- Recruitment from all segments of society
- Advancement on the basis of relative ability, knowledge, and skill under fair and open competition
- Retention and promotion on the basis of merit, as measured by the adequacy of employee performance and professional achievement
- Protection of employees from arbitrary action, personal favoritism, or political coercion
- Protection of employees against reprisal for lawful disclosures of information
- Fair and equitable treatment in all personnel management matters without regard to politics or protected status and with proper regard for individual privacy and constitutional rights
- Efficient and effective use of the workforce
- Like pay for like work
- Correction of the performance of those whose work is inadequate and separation of those who cannot or will not meet required standards
- High standards of integrity and conduct, and concern for the public interest

The legal parameters which define how a merit system is to be run within a community college in California are put forth in the California State Education Code, Sections 88050 through 88139. Our Merit Rules outline how these sections of the Education Code are operationalized at Santa Monica College. Title V of the Administrative Code of Regulations outlines appropriate recruitment practices for improving diversity of the workforce.

The Uniform Guidelines for Employee Selection are also utilized as a reference for conducting job analysis and developing employment tests. These Guidelines were developed by the Department of Labor, US Civil Service Commission, Department of Justice, and the Equal Employment Opportunity Commission (EEOC) to provide guidance assisting organizations to comply with requirements of Federal law prohibiting employment practices which discriminate on the

grounds of race, color, religion, sex, and national origin. They are designed to provide a framework for determining the proper use of tests and other selection procedures.

The Personnel Commission is responsible for the administration of the merit system for classified employees at Santa Monica College. The current staff consists of a Director, seven full-time staff members, and one part-time staff member. Personnel Commission staff reports to five Personnel Commissioners. Each Commissioner must be a registered voter, a resident within the boundaries of the District, and a "known adherent to the principle of the Merit System". Two of the Commissioners are appointed by the Board of Trustees, two are appointed by the California School Employees Association (CSEA), and the fifth member is appointed by the other four Commissioners. *(EC 88064-88065; Merit Rule 2.1)*

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

In addition to ensuring the principles of merit are followed in all activities, the major functions and responsibilities of the Personnel Commission are as follows:

Recruitment and Selection of Classified Staff

Personnel Commission staff manages recruitments for classified positions, determines the appropriate field of competition, conducts an appropriate level of job analysis, 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. *(Merit Rules, Chapter V; Uniform Guidelines for Employee Selection; Education Code Sections 88091, 88092, 88093, 88096, 88097, 88100, 88103, 88111, 88113, 88114, 88115)*

Assignments

Personnel Commission staff responds to each request to fill vacant positions, and certifies that vacancies are filled from appropriate eligibility lists or employment lists (i.e., transfers, re-instatements) in accordance with applicable Education Code provisions and Merit Rules. *(Merit Rule 6.1, 6.2.1, 6.2.2; Education Code 88119)*

Maintenance of Systems for Classification and Salary Administration

All classified positions are allocated to specific classifications, which are then allocated to specific salary ranges. Personnel Commission staff allocates new positions to existing classifications, creates new classifications and class descriptions as needed, ensures classification descriptions accurately reflect current job duties and qualifications, reviews minimum requirements on classification descriptions to ensure they are appropriate and not unduly restrictive, establishes and maintains a plan for continuous review and update of class descriptions and salary allocations, and conducts external and internal salary surveys and recommends appropriate salary rates for all job classifications based upon the principle of like pay for like work. (*Merit Rules, Chapter III; Education Code Sections 88004, 88009, 88076, 88081, 88095, 88104,88104.5)*

Merit Rules

The Personnel Commission establishes and maintains a set of rules that outline our operational activities in accordance with applicable Education Code provisions, and enforces these rules in all personnel activities. *(Education Code 88080)*

Discipline

The Personnel Commission conducts impartial hearings of appeals from disciplinary actions such as demotions, suspensions, and dismissals. A hearing officer will generally be appointed by the Commissioners to hear the appeals and provide recommendations to the Commission for appropriate action. The findings of the Personnel Commission in these matters are binding to the Board of Trustees. *(Merit Rules, Chapter XIV)*

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The Personnel Commission will work to hire and promote individuals whose skills and experience reflect what is needed to support the Vision, Mission, and Institutional Learning Outcomes of Santa Monica College.

In addition, the Personnel Commission will support maintenance of a stable fiscal environment by conducting a thorough analysis of all requests which may have a fiscal impact, and communicating all recommendations for salary increases with Fiscal Services prior to the time we bring these forward for Personnel Commission approval.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

All funding for the Personnel Commission is supplied through the District general funds.

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

Area/Discipline Information Pertains To

Personnel Commission

1. Describe who your area serves (students, staff, etc.) – both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.

The Personnel Commission serves all departments and operations within the District that utilize classified employees by providing professional, timely, efficient, and effective service in attracting the best qualified employees who will effectively support an environment dedicated to improving student success.

The Personnel Commission serves the classified employees of the District (including Confidential and Management staff) by providing protections from arbitrary decisions related to promotions and hiring, and reviewing and monitoring internal salary alignment in order to promote a culture of "like pay for like work".

2. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

Since the previous Program Review in 2009, there has been a decline of approximately 5% in the numbers both classified support staff and classified management. The numbers of Police Officers and classified confidential employees have been relatively stable.

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Area/Discipline Information Pertains To

Personnel Commission

1. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

1. Hiring managers will be satisfied with the quality of hired employees.

2. Overall timeliness of processes involved in filling positions will show continuous improvement.

2. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

The first unit 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.

The second unit outcome is currently measured through a tracking system in Excel. Our applicant tracking system (NeoGov) has means for collecting data to measure timeliness in each phase of our selection process.

3. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.

While we are currently using both Excel and NeoGov to measure project cycle time, we are planning to purchase a tracking system which is more specific to recruitment, selection, and classification studies, and will provide more user-friendly means for collecting, organizing, and reporting data.

We are also developing a survey to provide to hiring managers which will assess and quantify satisfaction levels. However, I plan to supplement this data with more objective measures relating to hiring and retention from our eligibility lists.

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

<u>Objective:</u> Improving project cycle time for conducting recruitment and examinations, filling positions, and completing classification studies. <u>Status:</u> In Progress <u>Comments:</u> Many process improvements have already been made, but more work is needed in this area. We have attached a chart outlining workload increases which have occurred in different areas of our services over the past six years. The chart titled "Examinations" shows a significant increase in the number of examinations announced in 2013-14. We received requests for 24 examinations in 2012-13, and this number increased to 73 in 2013-14. In previous years, the Personnel Commission produced approximately the same number of eligibility lists as examinations requested. The number of eligibility lists produced significantly declined in 2013-14. However, this	

past fiscal year we showed much improvement in keeping up with the number of examination requests received. We have created a number of standardized instructions and rating sheets for our interviews, and a dictionary for interview competencies. We are working to establish a dictionary for further defining competency benchmarks. In addition, we are establishing more formal processes for tracking and measuring the timelines for each of these major functions.	
Objective: Implementing a plan for ongoing classification review. Status: In Progress Comments: We are finalizing internal guidelines for defining new processes for studies of positions, classifications, and salary allocations. These guidelines include procedures for developing appropriate job analysis documentation; communication plans for informing employees, hiring managers, senior staff (when appropriate) and union representatives of study outcomes; and providing for review and possible appeals of outcomes. Presentations have been developed which are regularly provided to union representatives and employees prior to the start of our larger studies which impact multiple groups of employees. Our next priorities involve establishing a review plan for the next two years, and developing factor evaluation criteria within each job family as a guideline for comparing internal alignment of classifications. We will also be creating a system for tracking classification and salary studies, including study outcomes.	
Objective: Ongoing evaluation and improvement of the quality of new hires Status: In Progress Comments: We are currently working to expand recruitment for hard-to-fill positions, and improve the marketability of our job announcements.	
Objective: Continuing to improve college-wide understanding of the roles and functions of the Personnel Commission Status: In Progress Comments: In all hiring and classification/compensation activities, both the Personnel Commission and the District have specific roles. We strive to work closely	

with employee representatives, apply principles of participatory governance to fully support the goals of a merit system, and conduct effective collaboration with District management to ensure a well-qualified workforce and responsible compensation decisions, which thereby support responsible fiscal policies and encourage healthy retention and career growth of existing classified staff. The Personnel Commission's role is dictated to some extent by the relevant sections of the State Education Code, and also by the guiding principles of merit. In the past, the role of the Personnel Commission in hiring and in classification/compensation studies has been unclear throughout the District. Attached you will find a chart outlining the different roles between the Commission and the District as they apply in the hiring process, and in classification/compensation studies. This chart was included as part a training conducted by the Personnel Commission on Flex Day in August 2014. These two trainings included: 1) Understanding the Merit System; and 2) Getting that Promotion.	
Objective: Providing ongoing training for staff to ensure continuing improvements of functions and services Status: In Progress Comments: The Personnel Commission has hired three new Personnel Technicians since January 2015. All three Personnel Technicians have completed outside training from CPS-HR in job analysis, classification and compensation studies, examination development, and recruitment. In-house training is also being conducted by our Classification and Compensation Manager, in order to continue building on what was learned in the CPS-HR training. Similar training is being planned in the areas of job analysis and examination development.	

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Recruitment Initiatives

We are preparing a realistic job preview video for an upcoming Custodian recruitment, an area in which we have experienced the highest staffing turnover. This video is designed to provide applicants with information about the benefits of working for Santa Monica College, and to also provide a realistic picture of the work load and performance expectations.

Commission staff is planning a one-stop recruitment and testing process for Police Recruit, which will take place at the Rio Hondo Police Academy. While past recruitments have initially brought in a number of qualified candidates, the retention rate of candidates in this area is very poor.

We are planning to participate in the upcoming Santa Monica College job fair on October 22, which is hosted by the Career Center. Additional outreach is in progress to identify other local job fairs in which our participation may be valuable.

Personnel Commission staff is continuing to be trained in evaluating previous recruitment and examination processes, and targeting areas where improvement can be made.

Classification and Compensation Process Development

Process guidelines for Understanding Classification and Compensation have been developed and published on our web site. Links to forms requesting working out of class assignments and position reviews are also included in our web site.

The following additional guidelines have been developed, but are not yet displayed on our web site:

* Conducting Position Studies for Reclassification

* Differentiating Confidential Positions

Additional guidelines are in process related to conducting salary studies.

Increase in number and complexity of classification studies

A chart is attached showing annual increases in workload related to classification and compensation studies. Since 2009, the Personnel Commission has received a large increase in the number of studies, and the complexity of studies requested. In the past, most of the requests involved revisions to current classifications. During the past two years, we have seen an increase in the requests for new classifications, individual position studies, and requests requiring multiple types of studies (i.e., development of new classifications, position studies, class revisions, and salary studies).

Development of New Examination Content

As we see an increase in the number and types of new classications, we see an equivalent increase in the need for developing new examination content. Approximately 73% of examinations completed in 2014-15 required development of new content, as compared to approximately 36% in 2009-10.

Merit Rule Revision

Since September 2013, the Personnel Commission has finalized the revision of ten merit rules.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

1. Provide on-going training for staff to ensure continuing improvements of functions and services.

The Personnel Commission has hired three new Personnel Technicians since January 2015. All three Personnel Technicians have completed outside training from CPS-HR, a public sector human resources consulting company in

California. Training classes have included job analysis, classification and compensation studies, examination development, and recruitment.

After completing this training, Personnel Technicians have been provided with projects to complete which require application of knowledge learned in these classes. In addition, in-house training is being conducted on an ongoing basis by our Classification and Compensation Manager, in order to continue building on what was learned in the classroom environment. Similar training is being planned in the areas of job analysis and examination development.

2. Strengthen the relationship and collaboration between the Offices of Human Resources and the Personnel Commission.

Much improvement has been made on both sides in this area. Areas of improvement include clarifying the different roles both sides play in the hiring process. Joint meetings have been set up on occasions when processes need more in-depth discussion (i.e. tracking temporary hires, workforce planning).

3. Look for ways to improve college-wide understanding of the roles and functions of the Personnel Commission.

Personnel Commission staff conducted two trainings for Professional Development Days in 2014: Understanding the Merit System, and Getting that Promotion. In addition, Personnel Commission staff is a regular presenter for the New Hire Orientations which are coordinated by the Office of Human Resources. We have added information to our web site to clarify processes for classification and compensation studies, including links for submitting requests.

We are currently planning additional related training focused on the information which would be most useful to hiring managers.

4. Take advantage of system capabilities and track both broad and specific data such as applicant numbers, time for positions to be filled, etc.

NeoGov, our current applicant tracking system, allows for collection of data which can be used to measure numbers of applicants, pass/fail rates for different test components, item statistics for evaluating the effectiveness of previously administered written tests, score distributions, diversity of applicant pools and successful candidates, and time for recruitment and testing processes to be completed. In addition, the Personnel Commission is planning to purchase a recruitment and examination tracking system, which will allow for more efficient reporting, and more immediate identification of obstacles which impact the momentum of our projects.

5. Develop a long range plan for future classification studieds that are realistic in scope and time frame.

Personnel Commission staff is finalizing plans for carrying out future classification studies. However, we have been focusing on addressing more immediate needs which impact our ability to carry out more complex studies of this nature.

A Classification and Compensation Manager was hired as a permanent employee to oversee professional and analytical work in areas pertaining to classification and compensation studies, and to perform the more complex projects which may impact a broad area of services throughout the organization. Primary areas of responsibility include the following:

- Overseeing and conducting complex classification, position, and salary studies
- Designing and implementing job evaluation standards and systems for defining and monitoring internal equity of

salary allocation
- Participating in the development of standardized processes relating to classification and compensation studies, including communication of status and outcomes of studies to all stakeholders
- Training and development of Personnel Commission staff in areas related to classification and compensation

Standardized processes have been created, and are currently being formalized in our own internal guidelines. Some of these processes are now available on our web site. Staff training is taking place on an ongoing basis.

Our next project will involve developing job evaluation criteria within each job family to use as a guidline for comparing internal alignment of classifications.

6. Ensure Merit Rule review and updates address inconsistencies between the classified contract, District processes and current practices. Provide Merit Rule training for managers, faculty, and staff.

The Merit Rules Advisory Committee was established in January 2012. Committee members include representatives from CSEA, the Management Association, Personnel Commission staff, and Personnel Commissioners. The Committee is scheduled to discuss, review, and recommend changes to the Merit Rules in a public meeting format once a month. Recommendations for changes have to go through two readings with the Personnel Commission before they can be finalized.

The first Merit Rule change went before the Personnel Commission on August 21, 2013 for a first reading. The revision to Merit Rule 12.2.4 regarding Advanced Placement was finalized in a second and final reading at the Personnel Commission meeting on September 18, 2013. Since that time, nine additional rules have been revised. The Committee has completed a review of Chapter VII (Appointments), and Chapter V (Examinations). We are now moving forward with completing a review of Chapter VI (Eligibility and Employment Lists).

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

None at this time

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Not applicable. The Personnel Commission receives ongoing funding through the District's general funds.

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Formal measures of project cycle timelines and quality of hires have not been initiated until recently. Informal measures of project cycle time show mixed results which are easily impacted by staffing turnover and sudden increases in workload. Over the past two years, examinations with large applicant pools (n>100) and multiple test parts have taken

anywhere from one to four months to complete. Reviews of similar types of examinations completed in 2009 show timeilnes between 2 - 3 1/2 months.

We have seen a lot of process improvement in the area of classification and compensation studies over the past two years, and a significant increase in the volume of work we are able to handle. More focus on similar improvements in the areas of test development and administration can hopefully bring about similar results.

Objective #1
Objective: Improving project cycle time for conducting recruitment and examinations, filling positions, and completing classification studies.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #2
Objective: Implementing a plan for ongoing classification review.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #3
Objective: Ongoing evaluation and improvement of the quality of new hires

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #4

Objective: Continuing to improve college-wide understanding of the roles and functions of the Personnel Commission

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #5

Objective: Providing ongoing training for staff to ensure continuing improvements of functions and services

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Two of our Personnel Commission staff members participate on the DPAC HR Committee. One additional staff member has assumed responsibility as an Officer within CSEA.

Multiple staff members have participated in presentations for New Hire Orientations, and for Classified Employees Professional Development Day.

Two of our staff members (besides myself) oversee a team responsible for department-wide improvements. One member oversees training and process improvements for Classification and Compensation, and another just started overseeing process improvements for filling positions and test administration.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Personnel Commission staff holds membership in each of the following professional organizations (either as a group, or on an individual basis):

* Personnel Testing Council of Southern California (PTC-SC)

* WRIPAC (Western Regional Intergovernmental Personnel Assessment Council)

* CSPCA (California Schools Personnel Commissioners Association)

* PCASC (Personnel Commissioners Association of Southern California)

* Society of Human Resources Management (SHRM)

3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.

Appropriate collaboration with hiring managers and other identified subject matter experts is essential when developing and revising examinations, in order to identify the most critical knowledge, skills, abilities, and competencies to assess. In some cases, disclosure of actual test items to hiring managers may be limited, particularly if there are a number of internal candidates competing. However, efforts are made to allow as much input as possible relating to the general make-up and level of the test content.

Collaboration is also essential in conducting classification/compensation studies. The hiring managers or other appropriate District representatives will dictate appropriate duties for each class, we determine appropriate minimum requirements (with input from the hiring manager), and the remaining parts of the class description are developed as a team effort. Salary allocations are recommended by the Personnel Commission, but District representatives have the primary say when determining the appropriate competitiveness of our salaries with the outside market. Most recommendations related to classifications or salary allocations are discussed with union representatives, District management, impacted employees, and Fiscal Services prior to the time the Commission makes a public recommendation.

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Climate and Challenges

Since the last Program Review in 2009, there have been a number of changes within the Personnel Commission, including an extensive workload increase, significant staffing turnover, departmental restructuring, and a net increase in the number of staff members. In addition to these changes, ongoing challenges exist related to limited space for test administrations.

Staffing and Workload Changes

During the 2013-14 fiscal year, the Personnel Commission experienced a significant increase in requests for examinations, and in requests for classification and/or compensation studies.

Only two of the six staff members from 2009 are still with the Personnel Commission. The previous Director of Classified Personnel left the District in March 2013. The Commission continued operations with five permanent staff members and occasional temporary assistance for approximately two years, until department restructuring had taken place and selections of new personnel were completed. The Commission now has a total of nine positions, including the addition of a part-time Classification and Compensation Manager, and an additional full-time Administrative Assistant. The Personnel Commission had deferred hiring for one Personnel Analyst position for the two previous fiscal years. This position was re-activated, and downgraded to a Personnel Technician. The Personnel Specialist position was up-graded to a third Personnel Technician position. All of these changes resulted in an overall 10% increase to salary and benefits.

Our previous Supervising Personnel Analyst, Michael Cool, accepted a position as a Director of Classified Personnel for Santa Monica-Malibu Unified School District, effective September 1, 2015. We are now preparing to run a recruitment to back-fill this vacancy.

Classification Issues

Over ten years ago, an outside contractor was brought in to complete a District-wide classification and salary study. When the contractor ended their services at the end of 2006, outcomes of many of the studies had not been finalized.   There were a number of challenges still present in 2013, when I assumed the role of Director of Classified Personnel.

Documentation of classification work and compensation studies completed prior to 2007 is often incomplete or non-existent. Levels within some of our classification series were not clearly defined and appropriately distinguished, which brought about many challenges when studying positions for allocation and/or reclassification. Processes for performing classification, salary, and position studies were not clearly defined, including processes for communicating the outcomes to employees, managers, and employee representatives. The appropriate roles between the Commission and the District were unclear when it came to establishing and/or re-allocating salaries for classified positions.

Ongoing classification system maintenance is required by our Merit Rules (Merit Rule 3.2.9), but this had not been a regular, pro-active, internal practice since 2006.

Physical Accommodations

With the increase in the volume of testing and interviewing during the past two years, we are experiencing ongoing challenges with securing physical locations for all scheduled events. Personnel Commission staff currently utilizes two interview rooms, and two computers designated for testing purposes. The two computers are set up in one of our interview rooms, meaning that we cannot perform computer testing and interviews at the same time without borrowing other rooms from Human Resources.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional computers (or laptops), and additional space for computerized testing would be helpful, but not essential. Our resources in this area are very limited; therefore, computerized testing for large candidate pools can take up to one week to complete, since we can only have the resources to test 3 - 4 candidates at the same time.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

At this time, we are not considering additional staffing increases for the Personnel Commission. Before I can make an accurate evaluation of our ability to effectively handle the current workload, I would like to gather further data related to our project cycle timelines, and continue focusing on process improvement and staff training.

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

As the economy improves, increases in hiring, and in the number and types of classification studies are anticipated. Significant increases are anticipated within Information Technology, as the District increases the use of virtual technology (and other similar changes). Competition for candidates will likely increase, which challenges us to find more innovative ways to attract and retain well-qualified candidates.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None at this time

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None at this time

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

None at this time

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Recommendations for ongoing program improvements can be summarized as follows:

1. Continue developing more innovative means for recruiting, including expanding the use of social media. Track all recruitment sources on an ongoing basis in order to provide staff with lists of the most effective sites for each type of job.

2. Consistently track timelines for completing examinations. Establish baseline data, and set goals and timelines for improvement.

3. Finalize procedures for studying classifications and positions, including processes for documenting job analysis work, communicating with all impacted parties and employee representatives, and providing a process and timeline for reviewing outcomes. Post processes on our web site which are most relevant to needs and concerns of both management and

employees.

4. Establish processes for assessing and monitoring the quality of our hires on an ongoing basis.

5. Continue providing ongoing staff development, to enable all technical staff members to:

a. Determine the most appropriate level and type of job analysis to conduct prior to opening recruitments.

b. Conduct job analysis and utilize data gathered to determine examination plans, test parts and weights, and general content and level of examination materials.

c. In collaboration with subject matter experts, revise or develop examination materials.

d. Independently conduct desk audits for position studies, and develop recommendations for classification of positions.

e. Conduct salary surveys among appropriate outside agencies.

f. Create and revise the content of our class descriptions.

g. Respond to requests to fill both temporary and permanent positions in a timely manner. Ensure all approval processes have been completed, and provide hiring managers with candidates from appropriate employment and eligibility lists.

6. Please use this field to share any information the program feels is not covered under any other questions.

I have held the role of Director for almost two years, but I still consider myself to be a new manager. At the time I was selected into this position, my primary focus was on rebuilding more positive relationships with union representatives, Human Resources, District management, Commissioners, District employees, and among our own staff members. Problematic relationships were impacting our ability to move forward in much of the work which was a part of our core responsibilities, particulary in the area of classification and compensation studies.

At the time I was selected into this role, the Personnel Commission was understaffed. The next step was determining the optimal number and make-up of staffing needed to accomplish our objectives, and requesting budget increases to pay for additional personnel. Once we became fully staffed, the focus has been on providing initial and ongoing staff development.

While relationship management and staff development will always be an ongoing process, we are now in a position to set more aggressive goals, and challenge ourselves to continually assess progress.

Please comment on the effectiveness of the Program Review process in focusing program planning.

I found the Program Review Process to be extremely valuable. This process has provided me with an opportunity to identify areas of strength, areas in need of further development, and areas in which our progress needs to be measured on an ongoing basis to ensure continued improvement.

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Program Evaluation	
Commendations	
Recommendations for Program Strengthening	
Recommendations for Institutional Support	

Attached Files	
Organizational Chart	
Overview of Roles	
Workload Increases	