

Santa Monica College Personnel Commission Meetings

Regular Meetings Occur Every 3rd Wednesday of the Month

Special Meetings Scheduled As Needed

Attend in Person:

1900 Pico Blvd, Business Room 117, Santa Monica Ca 90405

Attend Virtually:

<https://smc-edu.zoom.us/j/89802168458?pwd=YUI4TUV6dkF1MnUzWlRNRnhYMWpTUT09>

Call In:

One tap mobile :

+16694449171,,89802168458#,,,,*170714# US

+13462487799,,89802168458#,,,,*170714# US (Houston)

Telephone:

Webinar ID: 898 0216 8458

Passcode: 170714

+1 669 444 9171 US

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 720 707 2699 US (Denver)

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 646 931 3860 US

+1 689 278 1000 US

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 558 8656 US (New York)

International numbers available: <https://smc-edu.zoom.us/j/k5RqknxWU>

PUBLIC PARTICIPATION DURING PERSONNEL COMMISSION MEETINGS

Members of the public may address the Commission by oral presentation concerning any subject that lies within the jurisdiction of the Personnel Commission provided the requirements and procedures herein set forth are observed.

All public comments will be subject to the general rules set forth below.

- Generally, three minutes is allotted to each speaker per topic for general public comments or per agenda item.
- Individuals wishing to speak during Public Comments or on a specific item on the Consent Agenda will be called upon during Public Comments.
- Individuals wishing to speak on a specific item in Major Items of Business will be called upon at the time that the Board reaches that item in the agenda.
- Each speaker is limited to one presentation per specific agenda item before the Commission, and to one presentation per Commission meeting on non-agenda items.

Exceptions:

This time allotment does not apply to individuals who address the Commission at the invitation or request of the Commission.

Any person who disrupts, disturbs, or otherwise impedes the orderly conduct of any meeting of the Commission by uttering loud, threatening, or abusive language or engaging in disorderly conduct shall, at the discretion of the presiding officer or majority of the Commission, be requested to be orderly and silent and/or removed from the meeting.

No action may be taken on items of business not appearing on the agenda.

Instructions for Submitting a Request to Speak at In-Person Meeting

Individuals wishing to speak to the Commissioners during the Personnel Commission meeting during Public Comments or regarding item(s) on the agenda must complete a request card with name, address, name of organization (if applicable) and the topic or item on which comment is to be made.

General Public Comments and Consent Agenda

- The request card to speak must be submitted to Tatiana Morrison, Personnel Technician, at the meeting before the Commission reaches the applicable section in the agenda.

Instructions for Submitting a Request to Speak at Zoom Webinar

The Zoom webinar format used by the Personnel Commission Zoom meetings ensure public participation and provide an opportunity for the public to directly address the legislative body.

Public participation can occur in one of two ways. Members of the public may speak during the public meeting, or they can submit written comments to be read during the public meeting.

Individuals wishing to speak directly to the Commission can do so in one of several ways:

It is recommended that individuals wishing to speak at the Personnel Commission meeting send an email to morrison_tatiana@smc.edu by 10:30 a.m. for the regular session starting at 12:00 p.m. The email should contain the subject line "Commission Meeting Comments" and include the following information in the body of the email:

- Name
- Address
- Name of organization (if applicable)
- Topic or Item: General Public Comments or Consent Agenda (indicate number/subject)

Alternatively, during the meeting and before public comments have ended, individuals may use the Q&A feature of the Zoom webinar to request to speak.

When it is time for the speakers to address the Commission, their name will be called and the microphone on their Zoom account will be activated. A speaker's Zoom Profile should match the name used to request to speak to expedite this process. After the comment has been given, the microphone for the speaker's Zoom profile will be muted.

Instructions for Submitting Written Comments

Individuals wishing to submit written comments to be read at the Personnel Commission Meeting should send an email to morrison_tatiana@smc.edu by 10:30 a.m. for the regular session starting at 12:00 p.m. The email should contain the following information:

- Name
- Address
- Name of organization (if applicable)
- Topic or Item (Item V for general comments or Consent Agenda (Item VIII)); for other items indicate the topic or specific item number
- Comment to be read

*Reference: Commission Policy Section 2350
Education Code Section 72121.5
Government Code Sections 54950 et seq*

<p>DEPARTMENTS: PLEASE POST Academic Affairs: Sharon Thomas Accounts Payable: Cherry Aquino Admissions & Records: Jackson Edwards African American Center: Sherri Bradford Athletics: Theresa Tang Auxiliary Services: Ofelia Meza Bundy: Beverly Redd-Walker Business Department: Peter Murray Campus Police Office: Jennifer Jones Campus Store: Elease Juarez Career Services: Vicky Rothman Cashier's Office: Veronica Romo Center for Media & Design: Angela Valentine Community & Academic Relations: Christina Marcial Community Education: Counseling Office: Allison Kosich Custodian Time Clock: Anthony Williams Disabled Students Center: Nathalie Laille Early Childhood Ed.: L. Manson Emeritus Department: V. Rankin-Scales English Dept.: Martha Hall EOP&S: Gina Brunell ESL Office: Jocelyn Alex Events Office: Vinnessa Cook Faculty Association: Peter Morse Financial Aid Office: Sandra Hernandez Health Sciences: Clarenda Stephens Health Office: Nancy Alfaro Human Resources: Yesenia Penate & Delia Padilla HSS: Carolyn Baugh Institutional Research: International Education Center: Ana Jara KCRW: Latino Center: Maria Martinez Madison: Gail Johnson Maintenance/Operations: Kasey Garland Malibu: Angela Bice Math Village: Kristina Fukuda Media Center: L. Nakamura Modern Language: Travis Grant Music: Lori Geller Outreach & Recruitment: Giselle Gradilla Payroll: Ian Fraser Science: Ingrid Cardwell Student Life: Amelia Trejo Superintendent/Presidents Office: L. Kilian STEM: Vanan Yahnian Theater Arts: W& ED/Bundy: Tricia Ramos</p>	<p>ADMINISTRATORS AND MANAGERS Emeritus: Guadalupe Salgado Noncredit Programs: Scott Silverman HR: Tre'Shawn Hall-Baker Info Tech: Calvin Madlock IEC: N. Pressian Instructional Technology: Maintenance: Terry Kamibayashi Operations: Dennis Biddle Darryl Gray Felicia Hudson Emily Raby Robert Villanueva Receiving: Lisa Davis Supplemental Instruction: Wendi DeMorst SMCPA: Susan Hudelson</p>	<p>SUPERINTENDENT/PRESIDENT AND SENIOR STAFF Superintendent/President: Kathryn Jeffery Executive VP: VP Academic Affairs: Jason Beardsley VP Business/Admin: Chris Bonvenuto VP Enroll. Services: T. Rodriguez VP Human Resources: Sherri Lee-Lewis VP Student Affairs: M. Tuitasi Senior Director Government Relations & Institutional Communications: Don Girard Community Relations: Kiersten Elliott Public Information: Grace Smith</p> <p>PUBLIC POSTING LOCATION Online: www.smc.edu</p> <p>EMPLOYEE ORGANIZATIONS CSEA Labor Rep.: Derek Eckstein CSEA Chapter Pres.: Cindy Ordaz CSEA Chapter 1st V.P.: Martha Romano CSEA Chapter 2nd V.P.: Kennisha Green CSEA Chief Job Steward: Jonathan Rosas CSEA Treasurer: Dagmar Gorman CSEA Secretary: Judith Mosher CSEA Chief Development Officer: Luis Martin CSEA Communications Officer: David Mendoza SMC POA President: Officer Cadena Management Association: Scott Silverman</p> <p>IF YOU NEED AN ACCOMMODATION Written requests for disability-related modifications or accommodations that are needed in order to participate in the Commission meeting are to be directed to the Personnel Commission Office as soon in advance of the meeting as possible.</p> <p>Revised 7/11/2024</p>
---	---	---

Public Session: 12:00 p.m.

A. Organizational Functions

1. Call to Order
2. Roll Call

Commissioners	Present	Absent
Dr. Joseph Metoyer Jr., Chair		
Joy Abbott, Vice Chair		
Barbara Greenstein		
Deborah Jansen		
Lawrence Leone		

B. Director's Report

C. Public Comments: Non-Actionable Items from those in attendance.

1. Longevity-July 2024

5 YEARS

Lindsay Poland, International Student Services Specialist, International Education Center

10 YEARS

Donatas Bukauskas, Instructional Tutor-Math, Supplemental Instruction

Endah Redjeki, Dance Production Specialist, Academic Affairs

15 YEARS

Matthew Wong, Network Communications Technician II, Technical Support Services

- D. Comments from the Vice President of Human Resources
- E. Comments from the President of CSEA
- F. Comments from the President of Management Association
- G. Comments from Personnel Commission Staff
- H. Comments from the Personnel Commissioners

I. Agenda Reports: Major Items of Business

Report Number	Subject	Page Number
1	Advisory Item: Update on Cyclical Classification Studies	4
2	Request for Approval of Abolishing Classification: Director of Facilities Maintenance and Operations	5
3	Classification Description Revisions and Retitle: Theatre Arts Operations Assistant to Theater Arts Operations Assistant	6
4	Classification Description Revisions: Tutoring Coordinator – Math	15
5	Classification Description Revisions: Tutoring Coordinator – English and Humanities	25
6	Classification Description Revisions: Tutoring Coordinator – Learning Disabilities	35
7	Classification Description Revisions: Tutoring Coordinator – Business	45
8	Classification Description Revisions: Tutoring Coordinator – Modern Language	54
9	Classification Description Revisions: Tutoring Coordinator – Science	63
10	Classification Description Revisions: Sign Language Interpreter III	72
11	Request for Approval of Advanced Step Placement: Database Administrator	81

J. Consent Agenda

Report Number	Subject	Page Number
12	Examination Schedule	83
13	Ratification of Eligibility Lists	84
14	Extension of Eligibility Lists	85
15	Ratification of Meeting Minutes	86
16	Ratification of Working Out of Class and Internal Limited Term Assignments	87
17	Appointments to Provisional Assignments	89
18	Ratification of Limited Term Assignments	92
19	Appointments to Limited Term Assignments	94
20	Personnel Commission Project Status Report	96

K. Public Comments on Closed Session Item

L. Moved to Closed Session: Public Employee Performance Evaluation,
pursuant to GC 54957 Director of the Personnel Commission

M. Adjournment

Agenda Report Number	1
Subject	Advisory Item: Update on Cyclical Classification Studies
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

Current Reviews

Reviews for the Instructional Assistants and Performing Arts non-management classifications have been completed. The final group of Instructional Assistants includes six Tutoring Coordinator classifications. Reviews have been completed for this group, and final recommendations are being presented at today’s meeting.

I have listed below the remaining occupational groups from our first cycle of classification reviews. Orientations have been held for these occupational groups, and fact-finding is currently in process.

- Performing Arts Management
- Health Services
- Student Services Clerks
- Student Services Assistants
- KCRW

Performing Arts Management and Health Services will move forward first. We anticipate bringing forward both of these groups within the next couple of months.

Preparation for our Second Round of Cyclical Reviews

During the past few weeks, Personnel Commission staff met with both CSEA and senior staff to review recommendations for our upcoming calendar, and to discuss some of our current processes and consider recommendations for changes prior to the start of this next round of reviews.

A few questions were raised about the upcoming calendar, asking if considerations can be made to schedule reviews around department blackout dates, and any current or upcoming department restructuring. In addition, we were asked to ensure management classifications were reviewed within the same time frame as the non-management classifications within the same occupational group. Concerns were also raised about a few individual classifications that had not been reviewed within the first cycle, or had been reviewed early in the first cycle, but were not scheduled to be reviewed again until near the end of the second cycle. All issues presented will be reviewed and responded to prior to finalizing our calendar for the upcoming fiscal year.

Agenda Report Number	2
Subject	Request for Approval of Abolishing Classification: Director of Facilities Maintenance and Operations
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

BACKGROUND

On June 21, 2023, the Personnel Commission approved the creation of multiple new management classifications in the Facilities and Operations disciplines, in response to a request from the Vice President of Business and Administration to facilitate a reorganization plan. This reorganization was designed to enhance efficiency and retention and provide potential promotional opportunities within the Facilities Maintenance and Operations management series. One of the outcomes included the creation of two new classifications: the Director of Facilities Maintenance and Director of Facilities Operations. Both of these Director positions have now been filled. The Personnel Commission is now requesting that the Director of Facilities Maintenance and Operations classification be abolished.

- The Director of Facilities Maintenance and Operations classification has been vacant since 10/1/2022.
- Duties related to oversight of both the Maintenance and Operations departments are currently performed by the Director of Facilities Maintenance and the Director of Facilities Operations.

There are currently no active eligibility lists. The recommendation to abolish this classification was sent for review to the Vice President of Business and Administration and the Vice President of Human Resources.

RECOMMENDATION

It is recommended that the Personnel Commission approve abolishing the Director of Facilities Maintenance and Operations classification.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

Agenda Report Number	3
Subject	Classification Description Revisions and Retitle: Theatre Arts Operations Assistant to Theater Arts Operations Assistant
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	August Faustino, Personnel Analyst

BACKGROUND

Attached for your approval is a revised classification description and retitle request for Theater Arts Operations Assistant. The Personnel Commission is recruiting to fill one vacancy for this classification. This classification was originally created in November 2023.

METHODOLOGY

Personnel Commission staff met with Rob Rudolph, Director, Facilities Programming to review the classification description and to determine if the duties, minimum qualifications, and knowledge, skills, and abilities listed still accurately reflect the expectations of the job. Minor changes are being requested to clarify essential duties and abilities.

RESULTS

Revisions are being recommended to the essential duties and abilities sections, in order to clarify the language. Classification revisions were sent for review to Rob Rudolph, Director of Facilities Programming, and CSEA.

RECOMMENDATION

It is recommended that the Commission approve the proposed class description revisions and retitle for Theatre Arts Operations Assistant.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

~~Theatre Arts Operations Assistant~~ Theater Arts Operations Assistant

CONCEPT OF THE CLASS

Under general supervision, this position performs a variety of specialized theatre duties to support the ~~Theatre-Theater~~ Arts department, which involves marketing and publicizing theatre events and activities, relationship building with industry partners, applying for production rights, records management, and outreach.

DISTINGUISHING CHARACTERISTICS

A ~~Theatre-Theater~~ Arts Operations Assistant performs specialized duties to support the Theatre Arts department in general operations and in theatre productions.

A ~~Theatre-Theater~~ Technical Specialist performs technical duties in a specialized area of theatre production, including audio, electrical or rigging for productions and events.

ESSENTIAL DUTIES

Compiles data related to theatrical productions, prepares informational and or descriptive statistical reports; maintains records of box office receipts, departmental requisitions, invoices, budget accounts and inventory; communicates with vendors in collaboration with procurement department; places service calls/work orders.

Performs a variety of clerical duties for the Department of ~~Theatre-Theater~~ Arts; maintains databases and spreadsheets; composes, edits and formats letters, emails, reports; proofreads and edits documents, organizes and disseminates information; creates, formats and distributes meeting agendas and minutes; attends meetings and maintains background and historical materials/documentation.

Coordinates writing and design of departmental promotional materials; maintains and updates ~~Theatre-Theater~~ Arts Department website and bulletin boards, ensuring accessibility.

Develops engaging and creative content campaigns for social media accounts to showcase ~~Theatre-Theater~~ Arts Department activities and productions; responds to comments and messages from followers in a timely manner to boost engagement and drive future traffic.

Assists in developing and monitoring individual budgets for departmental productions, compiles and organizes budget information.

Identifies and locates the copyright holders for specific theatrical works to be performed; prepares and applies for theatrical license rights, follows up to ensure the college is compliant with licensing requirements.

Creates and maintains primary departmental production calendar including all presentations, productions and performance planning critical dates.

Develops and fosters relationships with industry and community partners and other educational institutions to improve aspects of performance operations and promote theatrical productions.

Provides logistical production support in the form of corresponding with organizers, scheduling, venue usage, technical support, procuring production materials and organizing travel for performances, festivals and competitions.

Participates in departmental outreach activities with youth summer camps and area high schools to increase attendance at ~~Theatre-Theater~~ for the Younger Audience events and to support college regular and dual enrollment efforts.

Participates with faculty and department management in strategy development for new innovative programs; researches and gathers related information for department planning and production meetings.

May participate in off-site ~~Theatre-Theater~~ Arts outreach and festival activities.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received

Positions in this classification receive general supervision from the Director of Facilities Programming or assigned administrator.

Level of Supervision Exercised

Positions in this classification do not supervise other classified positions.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~Theatre-Theater~~ and entertainment industry principles, practices and terminology

Rules, processes and procedures for obtaining theatrical performance rights

Current trends and practices in social media and other emerging technologies related to digital marketing

Principles of marketing, promotion and advertising

Rules, regulations, laws and policies governing community college districts

Customer service principles and techniques

Modern office procedures, practices and equipment

Records management practices and procedures including electronic filing practices

English usage, vocabulary, spelling, grammar and punctuation

Basic bookkeeping practices and procedures

Computer applications and programs that support this level of work including creating and editing documents, spreadsheet, presentation, data management, document scanning and web/video conferencing

Ability to:

Set priorities and independently manage time and work in a fast-paced and busy environment with multiple tasks and interruptions

Communicate effectively, both orally and in writing

Craft social media content and engage with online users

Operate a computer using word processing and other business software, and standard office equipment

Interpret and follow oral and written instructions

Exercise sound independent judgment within assigned areas of responsibility

Role model exceptional internal and external customer service

Travel and work within service area of the district

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

High school diploma or equivalent. An associate's degree in ~~theatre~~-theater arts, liberal arts, communication, business administration or a closely related field is preferred.

Experience Requirement:

Two years of clerical experience in an academic ~~theatre~~-theater department, performing arts center or other entertainment-oriented productions, activities, and events.

Education/Experience Equivalency:

Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job, the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is frequently required to stand, walk, and reach. The employee is regularly required to lift, carry, push, or pull up to 10 pounds. While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

<i>Job Family:</i>	Community Outreach
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	November 1, 2023
<i>Class History:</i>	New Class
<i>Revision Date(s):</i>	<u>7/17/24</u> None

**Santa Monica Community College District
Personnel Commission**

Theater Arts Operations Assistant

CONCEPT OF THE CLASS

Under general supervision, this position performs a variety of specialized theatre duties to support the Theater Arts department, which involves marketing and publicizing theatre events and activities, relationship building with industry partners, applying for production rights, records management, and outreach.

DISTINGUISHING CHARACTERISTICS

A **Theater Arts Operations Assistant** performs specialized duties to support the Theatre Arts department in general operations and in theatre productions.

A **Theater Technical Specialist** performs technical duties in a specialized area of theatre production, including audio, electrical or rigging for productions and events.

ESSENTIAL DUTIES

Compiles data related to theatrical productions, prepares informational and or descriptive statistical reports; maintains records of box office receipts, departmental requisitions, invoices, budget accounts and inventory; communicates with vendors in collaboration with procurement department; places service calls/work orders.

Performs a variety of clerical duties for the Department of Theater Arts; maintains databases and spreadsheets; composes, edits and formats letters, emails, reports; proofreads and edits documents, organizes and disseminates information; creates, formats and distributes meeting agendas and minutes; attends meetings and maintains background and historical materials/documentation.

Coordinates writing and design of departmental promotional materials; maintains and updates Theater Arts Department website and bulletin boards, ensuring accessibility.

Develops engaging and creative content campaigns for social media accounts to showcase Theater Arts Department activities and productions; responds to comments and messages from followers in a timely manner to boost engagement and drive future traffic.

Assists in developing and monitoring individual budgets for departmental productions, compiles and organizes budget information.

Identifies and locates the copyright holders for specific theatrical works to be performed; prepares and applies for theatrical license rights, follows up to ensure the college is compliant with licensing requirements.

Creates and maintains primary departmental production calendar including all presentations, productions and performance planning critical dates.

Develops and fosters relationships with industry and community partners and other educational institutions to improve aspects of performance operations and promote theatrical productions.

Provides logistical production support in the form of corresponding with organizers, scheduling, venue usage, technical support, procuring production materials and organizing travel for performances, festivals and competitions.

Participates in departmental outreach activities with youth summer camps and area high schools to increase attendance at Theater for the Younger Audience events and to support college regular and dual enrollment efforts.

Participates with faculty and department management in strategy development for new innovative programs; researches and gathers related information for department planning and production meetings.

May participate in off-site Theater Arts outreach and festival activities.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received

Positions in this classification receive general supervision from the Director of Facilities Programming or assigned administrator.

Level of Supervision Exercised

Positions in this classification do not supervise other classified positions.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Theater and entertainment industry principles, practices and terminology

Rules, processes and procedures for obtaining theatrical performance rights

Current trends and practices in social media and other emerging technologies related to digital marketing

Principles of marketing, promotion and advertising

Rules, regulations, laws and policies governing community college districts

Customer service principles and techniques

Modern office procedures, practices and equipment

Records management practices and procedures including electronic filing practices

English usage, vocabulary, spelling, grammar and punctuation

Basic bookkeeping practices and procedures

Computer applications and programs that support this level of work including creating and editing documents, spreadsheet, presentation, data management, document scanning and web/video conferencing

Ability to:

Set priorities and independently manage time and work in a fast-paced and busy environment with multiple tasks and interruptions

Communicate effectively, both orally and in writing

Craft social media content and engage with online users

Operate a computer using word processing and other business software, and standard office equipment

Interpret and follow oral and written instructions

Exercise sound independent judgment within assigned areas of responsibility

Role model exceptional internal and external customer service

Travel and work within service area of the district

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

High school diploma or equivalent. An associate's degree in theater arts, liberal arts, communication, business administration or a closely related field is preferred.

Experience Requirement:

Two years of clerical experience in an academic theater department, performing arts center or other entertainment-oriented productions, activities, and events.

Education/Experience Equivalency:

Experience and/or education of the same kind, level and amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Normal Office Environment:

While performing the duties of this job, the employee is regularly required to sit, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee is frequently required to stand, walk, and reach. The employee is regularly required to lift, carry, push, or pull up to 10 pounds. While performing the duties of this job, the noise level in the work environment is usually quiet.

CLASS DETAIL

<i>Job Family:</i>	Community Outreach
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	November 1, 2023
<i>Class History:</i>	
<i>Revision Date(s):</i>	7/17/24

Agenda Report Number	4
Subject	Classification Description Revisions: Tutoring Coordinator – Math
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Olga Gorman Vasquez, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Tutoring Coordinator — Math**.

As part of the cyclical review process, we are reviewing classifications in the Tutoring Coordinator job discipline. The Tutoring Coordinator – Math coordinates the daily operations of the Math Tutoring Center providing and promoting tutorial services to help students achieve academic success, and provides guidance and lead direction to tutors.

The Tutoring Coordinator classification was established in November 2006 as part of the Hay Study. In October 2011 it was revised and retitled into various tutoring coordinator disciplines. There is currently one permanent incumbent in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2023-24. Incumbents and CSEA were invited to participate in a class study orientation on August 23, 2023, and September 6, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by September 29, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, special requirements, and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and special requirements.

The salary survey of standard benchmark agencies was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the Tutoring Coordinator — Math. The survey resulted in five moderate to strong matches, which are identified and presented below.

AGENCY	JOB TITLE	MIN	MAX	MEDIAN	STUDENT COUNT
Santa Monica College	Tutoring Coordinator - Math	\$5,876	\$7,143	\$6,510	37,693
Contra Costa CCD	Math Laboratory Coordinator	\$5,189	\$6,322	\$5,756	41,364
Glendale College	Senior Instructional Lab Technician	\$5,289	\$6,751	\$6,020	20,762
Long Beach City College	Math Laboratory Coordinator	\$5,509	\$6,788	\$6,149	34,365
North Orange County CCD	Math Laboratory Coordinator	\$5,909	\$7,130	\$6,520	57,354
Pasadena City College	Department Laboratory Technician II - Mathematics	\$4,505	\$5,750	\$5,127	32,965
	Average	\$5,280	\$6,548	\$5,914	
	25th Percentile	\$5,189	\$6,322	\$5,756	
	50th Percentile	\$5,289	\$6,751	\$6,020	
	75th Percentile	\$5,509	\$6,788	\$6,149	
	80th Percentile	\$5,589	\$6,857	\$6,223	
	90th Percentile	\$5,749	\$6,993	\$6,371	
	SMC % RANK	97.9%	100%	99.3%	
	SMC Difference From AVG	10.1%	8.3%	9.1%	
	SMC Difference From MED	10.0%	5.5%	7.5%	

In this survey, SMC is in the 99th median percentile compared to all benchmark agencies with comparable classifications; that is, 1% of market comparables were paid higher than the SMC classification.

SALARY ALLOCATION

The current salary range for Tutoring Coordinator – Math is Range 34 on the Classified Employee Salary Schedule and is appropriately allocated compared to market data and between job discipline series, with the lower-level Instructional Tutor - Math, given the level of knowledge and complexity of work required. As such, it is recommended that the salary placement for this role remain at Range 34.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
<i>Tutoring Coordinator – Business*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – English and Humanities*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Learning Disabilities*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Math</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Modern Language*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Science*</i>	34	\$5,876	\$7,143	15.76%
Instructional Tutor - English	28	\$5,076	\$6,170	0.00%
Instructional Tutor – Math	28	\$5,076	\$6,170	0.00%
Instructional Assistant - Learning Disabilities	28	\$5,076	\$6,170	

**Proposed in a subsequent agenda item*

The following chart shows the job series and the percentage difference between levels:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
<i>Tutoring Coordinator – Math</i>	34	\$5,876	\$7,143	15.76%
Instructional Tutor - Math	28	\$5,076	\$6,170	

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions for Tutoring Coordinator – Math.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission
Tutoring Coordinator – Math**

CONCEPT OF THE CLASS

~~Under general supervision, positions in this classification plan, coordinate and lead activities of the Math Labs and provide tutorial services, input student service data, assess student needs, provide academic support services, create reports and coordinate the tutoring services of the Math Academic Resource Centers.~~

DISTINGUISHING CHARACTERISTICS

The Tutoring Coordinators independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The Instructional Tutor – Math assists students with understanding mathematical concepts, developing problem-solving skills, and improving critical thinking abilities through tutoring sessions, in order to help students achieve academic success.

ESSENTIAL DUTIES

Assesses student tutoring needs ~~and designs individual improvement programs~~ to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the tutoring program for all Math centers or other tutoring areas.

~~Recruits, hires, t~~Trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab; recruits and hires student workers.

Coordinates work schedules for student workers and tutors at all Math centers ~~by matching and matches~~ tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers-tutors.

Creates, updates, information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains ~~page(s) on~~ the college website that promotes the program and its services.

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Math tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

~~Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring. Maintains a variety of student records and files, and prepares required reports. Checks and reviews students' lab work, answers questions regarding course work, and explains lab assignments; acts as a liaison to the lab, works collaboratively with other academic support programs.~~

SUPERVISION

Level of Supervision Received:

~~Under g~~General supervision is received from an assigned Administrator. The employees receive assignments and in this classification are expected to carry them perform their job duties through to completion with substantial independence working independently in the Academic Resource Center.

Level of Supervision Exercised:

~~Positions in this classification do not supervise classified staff but P~~provides guidance and work direction to student workers and classified staff tutors. This position does not supervise other classified positions.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~college level m~~Mathematics, including arithmetic, algebra, statistics, trigonometry, and calculus, differential equations, and linear algebra sufficient to provide tutoring to and/or to identify appropriate tutors for college-level Math courses.

~~Knowledge of l~~Learning theories and principles, and various learning styles.

~~Knowledge of p~~Principles, techniques, learning strategies and ~~procedures~~ of student tutoring procedures.

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

~~Knowledge of m~~Materials and equipment used in the labs.

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

~~Knowledge of basic principles of coordinating and providing guidance and training.~~

~~Knowledge of web page design and ability to maintain web pages.~~

~~Basic knowledge of personal computers, Microsoft Office and Microsoft operating systems. Ability to communicate effectively and appropriately, both orally and in writing.~~

Ability to:

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

~~Ability to a~~Assess student needs and learning styles and design tutoring programs to improve skills.

~~Ability to A~~Assess the capabilities and strengths of student workers and tutors

~~Ability to E~~ffectively tutor students in related subject matter area

~~Ability to~~ Operate and demonstrate the use of equipment in the lab-

~~Ability to e~~ffectively train, coordinate, schedule and provide work direction to student workers and tutors-

Organize, set priorities, and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work.~~

~~organize work in order to effectively manage multiple and competing tasks and priorities.~~

~~Ability to work independently and exercise initiative in order to meet established timelines and deadlines.~~

~~Ability to learn web page program and maintain Math Center web page.~~

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

~~Possession of an Associate's of Arts~~ degree or equivalent that includes a minimum of 24 semester units in Mathematics, including calculus, differential equations, and linear algebra. A ~~B~~achelor's ~~D~~egree is desirable.

Experience Requirement:

Three ~~(3)~~ years of experience tutoring students, including ~~Experience~~ organizing, coordinating, or scheduling the work of others, is also required. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis. A Bachelor's Degree in Mathematics or a closely related field may substitute for two of the three years of experience.

Licensure and/or Certification:

None

Special Requirements:

Willingness and ability to work varied hours, including some evenings and weekends.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move ~~25~~10 pounds. Most offices are high traffic with regular interruptions (phones, students,

staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	11/09/06
<i>Class History:</i>	Tutoring Coordinator
<i>Revision Date(s):</i>	10/19/11, 7/17/24

**Santa Monica Community College District
Personnel Commission
Tutoring Coordinator – Math**

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Math Labs and provide tutorial services.

DISTINGUISHING CHARACTERISTICS

The **Tutoring Coordinators** independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The **Instructional Tutor – Math** assists students with understanding mathematical concepts, developing problem-solving skills, and improving critical thinking abilities through tutoring sessions, in order to help students achieve academic success.

ESSENTIAL DUTIES

- Assesses student tutoring needs to help the student improve academic skills.
- Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.
- Develops and implements procedures and activities for the tutoring program for all Math centers or other tutoring areas.
- Trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab; recruits and hires student workers.
- Coordinates work schedules for student workers and tutors at all Math centers and matches tutors' abilities with the needs of the students.
- Prepares and submits payroll for student workers.
- Creates, updates information in student appointment tracking system and maintains databases to track student use of services.
- Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.
- Creates and maintains the college website that promotes the program and its services.
- Develops and provides workshops to students to support instructional programs.
- Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.
- Creates forms and flyers to publicize the tutoring program.
- Conducts orientations to classes and instructors on tutoring and other services offered by the program.
- Assists students in utilizing equipment and materials available in the Math tutoring centers at various campus locations.
- Participates in the development and assessment of program effectiveness.
- Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

General supervision is received from an assigned Administrator. The employees receive assignments and are expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise classified staff, but provides guidance and work direction to student workers and classified staff.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Mathematics, including arithmetic, algebra, statistics, trigonometry, and calculus

Learning theories and principles, and various learning styles

Principles, techniques, learning strategies and student tutoring procedures

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Materials and equipment used in the labs

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

Ability to:

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

Assess student needs and learning styles and design tutoring programs to improve skills

Assess the capabilities and strengths of student workers and tutors

Effectively tutor students in related subject matter area

Operate and demonstrate the use of equipment in the lab

Effectively train, coordinate, schedule and provide work direction to student workers and tutors

Organize, set priorities, and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

Associate's degree or equivalent that includes a minimum of 24 semester units in Mathematics, including calculus, differential equations, and linear algebra. A bachelor's degree is desirable.

Experience Requirement:

Three years of experience tutoring students, including experience organizing, coordinating, or scheduling the work of others. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

Special Requirements:

Willingness and ability to work varied hours, including some evenings and weekends.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move 10 pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	11/09/06
Class History:	Tutoring Coordinator
Revision Date(s):	10/19/11, 7/17/24

Agenda Report Number	5
Subject	Classification Description Revisions: Tutoring Coordinator – English and Humanities
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Olga Gorman Vasquez, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Tutoring Coordinator – English and Humanities**.

As part of the cyclical review process, we are reviewing classifications in the Tutoring Coordinator job discipline. The Tutoring Coordinator – English and Humanities coordinates the daily operations of the Writing & Humanities Tutoring Center providing and promoting tutorial services to help students achieve academic success, and provides guidance and lead direction to tutors.

The Tutoring Coordinator classification was established in November 2006 as part of the Hay Study. In October 2011 it was revised and retitled into various tutoring coordinator disciplines. There is currently one permanent incumbent in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2023-24. Incumbents and CSEA were invited to participate in a class study orientation on August 23, 2023, and September 6, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by September 29, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, special requirements, and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed.

Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and special requirements.

A comprehensive salary survey of 16 comparable agencies was conducted to examine industry trends and determine current salary ranking. Sufficient market data was not available to utilize the percentile ranking method of salary placement (i.e., at least 30% of surveyed jobs should be matched). As a result, salary allocation is recommended based on internal alignment.

Commission staff found variation in organizational structure at benchmark agencies that limited appropriate matches. A number of organizations housed tutoring for specific academic disciplines under academic departments managed by Faculty or had a centralized District tutoring program with fewer and broader classifications, making matching difficult.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
<i>Tutoring Coordinator – Business*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – English and Humanities</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Learning Disabilities*</i>	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Math	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Modern Language*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Science*</i>	34	\$5,876	\$7,143	15.76%
Instructional Tutor - English	28	\$5,076	\$6,170	0.00%
Instructional Tutor – Math	28	\$5,076	\$6,170	0.00%
Instructional Assistant - Learning Disabilities	28	\$5,076	\$6,170	

**Proposed in a subsequent agenda item*

SALARY ALLOCATION

The current salary range for Tutoring Coordinator – English & Humanities is Range 34 on the Classified Employee Salary Schedule and is appropriately allocated between job discipline series, with the lower-level Instructional Tutor - English, given the level of knowledge and complexity of work required. As such, it is recommended that the salary placement for this role remain at Range 34.

The following chart shows the job series and the percentage difference between levels:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
<i>Tutoring Coordinator – English and Humanities</i>	<i>34</i>	<i>\$5,876</i>	<i>\$7,143</i>	<i>15.76%</i>
Instructional Tutor - English	28	\$5,076	\$6,170	

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions for Tutoring Coordinator – English and Humanities.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**
Tutoring Coordinator – English and Humanities

CONCEPT OF THE CLASS

Under general supervision, Positions in this classification plan, coordinate and lead activities of the Writing & Humanities Tutoring Center and provide tutorial services, input student service data, assess student needs, provide academic support services, creates reports, and coordinate the tutorial services of the English and Humanities Academic Resource Centers.

DISTINGUISHING CHARACTERISTICS

The Tutoring Coordinators independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The Instructional Tutor – English assists students with understanding English language and literature, developing critical thinking skills, and improving communication skills through tutoring sessions, in order to help students achieve academic success.

ESSENTIAL DUTIES

Assesses student tutoring needs and ~~designs individual improvement programs~~ to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the tutoring program for all English Writing and Humanities ~~eCenters~~ or other tutoring areas.

Recruits, hires, trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab; recruits and hires student workers.

Coordinates work schedules for student workers and tutors at all English Writing and Humanities ~~eCenters~~ by matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers tutors.

Creates, updates, information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains ~~page(s) on~~ the college website that promotes the program and its services

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the English and Humanities tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

~~Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring. Checks and reviews students' lab work, answers questions regarding course work, and explains lab assignments; acts as a liaison to the lab, works collaboratively with other academic support programs. Maintains a variety of student records and files, and prepares required reports.~~

SUPERVISION

Level of Supervision Received:

~~Under g~~General supervision is received from an assigned Administrator. The employees receive assignments and in this classification are expected to carry them perform their job duties through to completion with substantial independence working independently in the Academic Resource Center.

Level of Supervision Exercise:

~~Positions in this classification do not supervise classified staff, but P~~provides guidance and work direction to student workers tutors and classified staff. ~~This position does not supervise other classified positions.~~

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of a

~~e~~College level English language usage rules and writing techniques, and Humanities- related course subject matter sufficient to provide tutoring to and/or to identify appropriate tutors for college-level English or Humanities courses.

~~Knowledge of l~~Learning theories and principles, and various learning styles-

~~Knowledge of p~~Principles, techniques, learning strategies and ~~procedures of~~ student tutoring procedures-

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

~~Knowledge of m~~Materials and equipment used in the labs-

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

~~Knowledge of basic principles of coordinating and providing guidance and training-~~

~~Knowledge of web page design and ability to maintain web pages-~~

~~Basic knowledge of personal computers, Microsoft Office and Microsoft operating systems-~~

Ability to a

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

~~Ability to a~~Assess student needs and learning styles and design tutoring programs to improve skills-

~~Ability to a~~Assess the capabilities and strengths of student workers and tutors-

~~Ability to e~~ffectively tutor students in related subject matter area.-

~~Ability to operate and demonstrate the use of equipment in the lab-~~

~~Ability to effectively train, coordinate, schedule and provide work direction to student workers and tutors-~~

~~Ability to organize, set priorities and exercise sound independent judgment within areas of assigned responsibility-work in order to effectively manage multiple and competing tasks and priorities-~~

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

~~Communicate effectively and appropriately, both orally and in writing-~~

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

~~Ability to work independently and exercise initiative in order to meet established timelines and deadlines-~~

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work-~~

~~Ability to learn web page program and maintain English and Humanities Center web pages-~~

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

~~Possession of an Associate's of Arts degree or equivalent~~ that includes a minimum of 24 semester units in English, including composition and grammar. A ~~B~~achelor's ~~D~~egree is desirable.

Experience Requirement:

Three ~~(3)~~-years of experience tutoring students, including ~~Experience~~ organizing, coordinating, or scheduling the work of others is also required. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.
~~A Bachelor's Degree in English, Humanities, or a closely related field may substitute for two of the three years of experience-~~

Licensure and/or Certification:

None

Special Requirements:

Willingness and ability to work varied hours, including some evenings.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard,

type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move ~~10-25~~ pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	11/09/06
<i>Class History:</i>	Tutoring Coordinator
<i>Revision Date(s):</i>	10/19/11, <u>7/17/24</u>

**Santa Monica Community College District
Personnel Commission**

Tutoring Coordinator – English and Humanities

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Writing & Humanities Tutoring Center and provide tutorial services.

DISTINGUISHING CHARACTERISTICS

The **Tutoring Coordinators** independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The **Instructional Tutor – English** assists students with understanding English language and literature, developing critical thinking skills, and improving communication skills through tutoring sessions, in order to help students achieve academic success.

ESSENTIAL DUTIES

Assesses student tutoring needs to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the tutoring program for all Writing and Humanities Center or other tutoring areas.

Trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab; recruits and hires student workers.

Coordinates work schedules for student workers and tutors at all Writing and Humanities Center by matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers .

Creates, updates, information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains the college website that promotes the program and its services

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the English and Humanities tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

General supervision is received from an assigned Administrator. The employees receive assignments and are expected to carry them through to completion with substantial independence.

Level of Supervision Exercise:

Positions in this classification do not supervise classified staff, but provides guidance and work direction to student workers and classified staff.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

College level English language usage rules and writing techniques, and Humanities- related course subject matter sufficient to provide tutoring to and/or to identify appropriate tutors for college-level English or Humanities courses

Learning theories and principles, and various learning styles

Principles, techniques, learning strategies and student tutoring procedures

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Materials and equipment used in the labs
Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

Ability to:

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

Assess student needs and learning styles and design tutoring programs to improve skills

Assess the capabilities and strengths of student workers and tutors

Effectively tutor students in related subject matter area.

Operate and demonstrate the use of equipment in the lab

Effectively train, coordinate, schedule and provide work direction to student workers and tutors

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

Associate's degree or equivalent that includes a minimum of 24 semester units in English, including composition and grammar. A bachelor's degree is desirable.

Experience Requirement:

Three years of experience tutoring students, including experience organizing, coordinating, or scheduling the work of others. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

None.

Special Requirements:

Willingness and ability to work varied hours, including some evenings.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move 10 pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	11/09/06
<i>Class History:</i>	Tutoring Coordinator
<i>Revision Date(s):</i>	10/19/11, 7/17/24

Agenda Report Number	6
Subject	Classification Description Revisions: Tutoring Coordinator – Learning Disabilities
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Olga Gorman Vasquez, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Tutoring Coordinator – Learning Disabilities**.

As part of the cyclical review process, we are reviewing classifications in the Tutoring Coordinator job discipline. The Tutoring Coordinator – Learning Disabilities coordinates the daily operations of the Learning Disabilities Tutoring Program providing and promoting tutorial services and assessing student tutoring needs to help students achieve academic success, and provides guidance and lead direction to tutors and staff.

The Tutoring Coordinator – Learning Disabilities classification was established in March 1989. As part of the Hay Study, in November 2006, it was consolidated into the Tutoring Coordinator classification. In February 2018, the Tutoring Coordinator – Learning Disabilities was re-established. There is currently one permanent incumbent in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2023-24. Incumbents and CSEA were invited to participate in a class study orientation on August 23, 2023, and September 6, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by September 29, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, special requirements, and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and special requirements.

A comprehensive salary survey of 16 comparable agencies was conducted to examine industry trends and determine current salary ranking. Sufficient market data was not available to utilize the percentile ranking method of salary placement (i.e., at least 30% of surveyed jobs should be matched). As a result, salary allocation is recommended based on internal alignment.

Commission staff found variation in organizational structure at benchmark agencies that limited appropriate matches. A number of organizations reviewed housed tutoring for specific academic discipline under academic departments managed by Faculty or had a centralized District tutoring program with fewer and broader classifications, making matching difficult.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
<i>Tutoring Coordinator – Business*</i>	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – English and Humanities	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Learning Disabilities</i>	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Math	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Modern Language*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Science*</i>	34	\$5,876	\$7,143	15.76%
Instructional Tutor - English	28	\$5,076	\$6,170	0.00%
Instructional Tutor – Math	28	\$5,076	\$6,170	0.00%
Instructional Assistant - Learning Disabilities	28	\$5,076	\$6,170	

**Proposed in a subsequent agenda item*

SALARY ALLOCATION

The current salary range for Tutoring Coordinator – Learning Disabilities is Range 34 on the Classified Employee Salary Schedule and is appropriately allocated between job discipline series, with the lower-level Instructional Assistant – Learning Disabilities, given the level of knowledge and complexity of work required. As such, it is recommended that the salary placement for this role remain at Range 34.

The following chart shows the job series and the percentage difference between levels:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
<i>Tutoring Coordinator – Learning Disabilities</i>	34	\$5,876	\$7,143	15.76%
Instructional Assistant – Learning Disabilities	28	\$5,076	\$6,170	

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions for Tutoring Coordinator – Learning Disabilities.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Tutoring Coordinator – Learning Disabilities

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Learning Disabilities Tutoring Program and provide tutorial services, input student service data, assess student needs, provide academic support services, create reports and coordinate the tutoring services of the Learning Disabilities Tutoring Center.

DISTINGUISHING CHARACTERISTICS

The Tutoring Coordinator - Learning Disabilities independently coordinates the tutorial services of the Learning Disabilities Program, by assessing the individual student tutoring needs, assigning tutors, scheduling tutoring sessions, recruiting, and selecting tutors, and providing guidance and direction to tutors and staff.

The Instructional Assistant – Learning Disabilities assists in the Learning Disabilities Program by testing, tutoring, and arranging support services to students with documented learning disabilities in order to help them achieve academic success.

ESSENTIAL DUTIES

Assesses student tutoring needs and designs individual improvement programs to help the student improve academic skills.

Provides tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the Learning Disabilities Tutoring Program, for the Learning Disabilities Center.

Recruits, hires, trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab; recruits and hires student workers.

Coordinates work schedules for student workers and tutors at the Learning Disabilities Tutoring Program Center by matching tutors abilities with the needs of the students.

Prepares and submits payroll for student workers/tutors.

Creates, updates, information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains page(s) on the college website that promotes the program and its services.

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring programs.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Learning Disabilities Tutoring Program Center.

Participates in the development and assessment of program effectiveness.

Maintains a variety of student records and files and prepares required reports.

Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring.

Checks and reviews students' lab work, answers questions regarding course work, and explains lab assignments; acts as a liaison to the lab, works collaboratively with other academic support programs.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

~~Under a~~ General supervision is received from ~~an assigned, this classification, Administrator.~~ The employees receive assignments and are expected to ~~carry them~~ perform their job duties through to completion with substantial independence, working independently in the Learning Disabilities Tutoring Center.

Level of Supervision Exercised:

Positions in this classification do not supervise classified staff, but ~~provide~~ provide guidance and work direction to student worker/tutors and classified staff. ~~This position does not supervise other classified positions.~~

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Educational support services for students with learning disabilities

Psychological learning theory, principles, as it applies to individual differences in the learning process ~~Learning theories and principles,~~ and various learning styles

Principles, techniques, learning strategies and student tutoring procedures ~~of student tutoring~~

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Materials and equipment used in the labs

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to Disabled Student Services & Programs

Basic record-keeping techniques

~~Basic principles of coordinating and providing guidance and training~~

~~Web page design and ability to maintain web pages~~

~~Personal computers, Microsoft Office and related computer systems~~

Ability to:

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

Assess student needs and learning styles and design individualized educational and tutoring programs, using special materials and modalities to improve skills

Assess the capabilities and strengths of student workers and tutors

Effectively tutor students in related subject matter area

Operate and demonstrate the use of equipment in the lab

Effectively train, coordinate, schedule and provide work direction to student ~~workers and tutors-~~

~~Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility-work in order to effectively manage multiple and competing tasks and priorities~~

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively, ~~and appropriately~~, both orally and in writing

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

~~Work independently and exercise initiative in order to meet established timelines and deadlines~~

~~Learn web page program and maintain Learning Disabilities Center web page~~

MINIMUM QUALIFICATIONS

Education Requirement:

~~Possession of an~~ Associate's ~~of Arts~~ degree or equivalent that includes a minimum of 24 semester units in learning theory, special education, learning disabilities, developmental psychology, or closely related courses. A ~~B~~achelor's degree is desirable.

Experience Requirement:

Three ~~(3)~~ years of experience tutoring students, including ~~Ex~~perience organizing, coordinating, or scheduling the work of others, ~~is also required~~. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis. A Bachelor's degree in Liberal Arts or a closely related field may substitute for two of the three years of experience.

Licensure and/or Certification:

None.

Special Requirements:

Willingness and ability to work varied hours, including some evenings.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move 10-25 pounds. Most offices are high traffic with regular interruptions (phone, students, staff,

other personnel, the public, etc.). The noise level can be moderate to high.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	2/21/2018
Class History:	Tutoring Coordinator
Revision Date(s):	3/15/89; Hay Study abolished 11/9/06; re-established 2/21/18; <u>7/17/24</u>

**Santa Monica Community College District
Personnel Commission**

Tutoring Coordinator – Learning Disabilities

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Learning Disabilities Tutoring Program and provide tutorial services.

DISTINGUISHING CHARACTERISTICS

The **Tutoring Coordinator - Learning Disabilities** independently coordinates the tutorial services of the Learning Disabilities Program, by assessing the individual student tutoring needs, assigning tutors, scheduling tutoring sessions, recruiting, and selecting tutors, and providing guidance and direction to tutors and staff.

The **Instructional Assistant – Learning Disabilities** assists in the Learning Disabilities Program by testing, tutoring, and arranging support services to students with documented learning disabilities in order to help them achieve academic success.

ESSENTIAL DUTIES

Assesses student tutoring needs and designs individual improvement programs to help the student improve academic skills.

Provides tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the Learning Disabilities Tutoring Program.

Trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab; recruits and hires student workers.

Coordinates work schedules for student workers and tutors at the Learning Disabilities Tutoring Program by matching tutors abilities with the needs of the students.

Prepares and submits payroll for student workers.

Creates, updates information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains the college website that promotes the program and its services.

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring programs.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Learning Disabilities tutoring Program.

Participates in the development and assessment of program effectiveness.

Maintains a variety of student records and files and prepares required reports.

Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring.

Checks and reviews students' lab work, answers questions regarding course work, and explains lab assignments; acts as a liaison to the lab, works collaboratively with other academic support programs.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

General supervision is received from an assigned Administrator. The employees receive assignments and are expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise classified staff, but provide guidance and work direction to student workers and classified staff.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Educational support services for students with learning disabilities

Psychological learning theory, principles, and various learning styles

Principles, techniques, learning strategies and student tutoring procedures

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Materials and equipment used in the labs

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to Disabled Student Services & Programs

Basic record-keeping techniques

Ability to:

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

Assess student needs and learning styles and design individualized educational and tutoring programs, using special materials and modalities to improve skills

Assess the capabilities and strengths of student workers and tutors
Effectively tutor students in related subject matter area

Operate and demonstrate the use of equipment in the lab

Effectively train, coordinate, schedule and provide work direction to student workers and tutors

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

- Operate a computer using computer applications, programs and standard office equipment
- Organize and maintain specialized files and confidentiality of employee and student information
- Communicate effectively,, both orally and in writing
- Stay updated on technology changes and adapt to new technologies
- Role model exceptional internal and external customer service
- Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training
- Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent that includes a minimum of 24 semester units in learning theory, special education, learning disabilities, developmental psychology, or closely related courses. A bachelor's degree is desirable.

Experience Requirement:

Three years of experience tutoring students, including experience organizing, coordinating, or scheduling the work of others.. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification: None.

Special Requirements:

Willingness and ability to work varied hours, including some evenings.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk, use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move 10 pounds. Most offices are high traffic with regular interruptions (phone, students, staff, other personnel, the public, etc.). The noise level can be moderate to high.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	2/21/2018
Class History:	Tutoring Coordinator
Revision Date(s):	3/15/89; Hay Study abolished 11/9/06; re-established 2/21/18; 7/17/24

Agenda Report Number	7
Subject	Classification Description Revisions: Tutoring Coordinator – Business
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Olga Gorman Vasquez, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Tutoring Coordinator — Business**.

As part of the cyclical review process, we are reviewing classifications in the Tutoring Coordinator job discipline. The Tutoring Coordinator – Business coordinates the daily operations of the Business and Computer Science and Information Systems (CSIS) Tutoring Centers providing and promoting tutorial services to help students achieve academic success, and provides guidance and lead direction to student workers.

The Tutoring Coordinator classification was established in November 2006 as part of the Hay Study. In October 2011 it was revised and retitled into various tutoring coordinator disciplines. There is currently one permanent incumbent in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2023-24. Incumbents and CSEA were invited to participate in a class study orientation on August 23, 2023, and September 6, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by September 29, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, and KSAs (knowledge, skills and abilities).

A comprehensive salary survey of 16 comparable agencies was conducted to examine industry trends and determine current salary ranking. Sufficient market data was not available to utilize the percentile ranking method of salary placement (i.e., at least 30% of surveyed jobs should be matched). As a result, salary allocation is recommended based on internal alignment. Commission staff found variation in organizational structure at benchmark agencies that limited appropriate matches. A number of organizations reviewed housed tutoring for specific academic disciplines under academic departments managed by Faculty or had a centralized District tutoring program with fewer and broader classifications, making matching difficult.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
<i>Tutoring Coordinator – Business</i>	<i>34</i>	<i>\$5,876</i>	<i>\$7,143</i>	<i>0.00%</i>
Tutoring Coordinator – English and Humanities	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Learning Disabilities	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Math	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Modern Language*</i>	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Science*</i>	34	\$5,876	\$7,143	15.76%
Instructional Tutor - English	28	\$5,076	\$6,170	0.00%
Instructional Tutor – Math	28	\$5,076	\$6,170	0.00%
Instructional Assistant - Learning Disabilities	28	\$5,076	\$6,170	

**Proposed in a subsequent agenda item*

SALARY ALLOCATION

The current salary range for Tutoring Coordinator – Business is Range 34 on the Classified Employee Salary Schedule and is appropriately allocated between job discipline series, with the lower-level Instructional Tutors, given the level of knowledge and complexity of work required. As such, it is recommended that the salary placement for this role remain at Range 34.

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions for Tutoring Coordinator – Business.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Tutoring Coordinator – Business

CONCEPT OF THE CLASS

Under general supervision, Positions in this classification plan, coordinate and lead activities of the Business and Computer Science and Information Systems (CSIS) Tutoring Centers and provide tutorial services, input student service data, assess student needs, provide academic support services, create reports and coordinate the tutoring services of the Business and Computer Science and Information Systems (CSIS) Academic Resource Centers.

DISTINGUISHING CHARACTERISTICS

The Tutoring Coordinator - Business independently coordinates the tutorial services of the Business and Computer Science and Information Systems (CSIS) tutoring centers, by assessing the student tutoring needs, assigning tutors, scheduling tutoring sessions, recruiting, and selecting student workers, and providing guidance and direction to student workers.

The Supplemental Instruction Coordinator independently oversees the Supplemental Instruction (SI) program by identifying, planning and scheduling the SI course offerings, in addition to recruiting, selecting, training and providing work direction to the SI leaders (student workers).

ESSENTIAL DUTIES

Assesses student tutoring needs ~~and designs individual improvement programs~~ to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, understanding course content, and completing assignments.

Develops and implements procedures and activities for the tutoring program for all Business and Computer Science and Information Systems (CSIS) centers or other tutoring areas.

Recruits, hires, trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab.

Coordinates work schedules for student workers and tutors at all Business and Computer Science and Information Systems (CSIS) centers matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workerstutors.

Creates, updates, information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains ~~page(s) on~~ the college website that promotes the program and its services.

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Business and Computer Science and Information Systems (CSIS) tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Performs other related duties as requested or assigned.

~~(Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.)~~

~~Maintains a variety of student records and files, and prepares required reports
Checks and reviews students' lab work, answers questions regarding course work, and explains lab assignments; acts as a liaison to the lab, works collaboratively with other academic support programs.
Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring.~~

SUPERVISION

Level of Supervision Received:

~~Under gGeneral supervision is received from an assigned Administrator. The employees receive assignments and in this classification are expected to carry them perform their job duties through to completion with substantial independence, working independently in the Academic Resource Centers.~~

Level of Supervision Exercised:

~~Positions in this classification do not supervise classified staff, but provides guidance and work direction to student workers/tutors. This position does not supervise other classified positions.~~

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~subject matter in~~ Business and Computer Science and Information Systems sufficient to provide tutoring to and/or to identify appropriate tutors for college-level courses in Accounting, Marketing, Business, Computer Programming, Application Software, and related courses.

~~Knowledge of learning theories and principles, and various learning styles.~~

~~Knowledge of pprinciples, techniques, learning strategies and procedures of student tutoring procedures.~~

~~Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program~~

~~Knowledge of materials and equipment used in the labs.~~

~~Principles, practices and procedures of effective recruitment, selection, training, and motivation~~

~~Related computer programs, systems and database development~~

~~Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program~~

~~Basic record-keeping techniques~~

~~Knowledge of basic principles of coordinating and providing guidance and training.~~

~~Knowledge of webpage design and ability to maintain web pages.~~

~~Knowledge of current versions of Microsoft Office Suite and Windows Operating Systems.~~

Ability to:

~~Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program~~

~~Ability to assess student needs and learning styles and design tutoring programs to improve skills.~~

~~Ability to assess the capabilities and strengths of student workers/tutors.~~

~~Ability to Effectively tutor students in related subject matter.~~

~~Ability to operate and demonstrate the use of equipment in the lab.~~

~~Ability to effectively train, coordinate, schedule and provide work direction to student workers/tutors.~~

~~Ability to organize, set priorities and exercise sound independent judgment within areas of assigned responsibility, work in order to effectively manage multiple and competing tasks and priorities.~~

~~Interpret, apply, and explain applicable laws and regulations, and District policies and procedures~~

~~Operate a computer using computer applications, programs and standard office equipment~~

~~Organize and maintain specialized files and confidentiality of employee and student information~~

~~Communicate effectively and appropriately, both orally and in writing.~~

~~Stay updated on technology changes and adapt to new technologies~~

~~Role model exceptional internal and external customer service~~

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

~~Ability to work independently and exercise initiative in order to meet established timelines and deadlines.~~

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work.~~

~~Ability to learn web page program and maintain Business Center web pages.~~

MINIMUM QUALIFICATIONS

Education Requirement:

~~Possession of an Associate's of Arts degree or equivalent~~ that includes a minimum of 24 semester units in two or more of the following subjects: Accounting, Marketing, Business, Computer Programming, Application Software, or very closely related courses. A ~~B~~achelor's degree is desirable.

Experience Requirement:

Three ~~(3)~~ years of experience tutoring students, ~~including~~ ~~Experience~~ organizing, coordinating, or scheduling the work of others ~~is also required~~. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

~~Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.~~

~~A Bachelor's Degree in Accounting, Business, Computer Programming, or a closely related field may substitute for two of the three years of experience.~~

Licensure and/or Certification:

None.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move ~~1026~~ pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	11/09/06
Class History:	Tutoring Coordinator
Revision Date(s):	12/03/99, 3/16/11, 10/19/11, <u>7/17/24</u>

**Santa Monica Community College District
Personnel Commission**

Tutoring Coordinator – Business

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Business and Computer Science and Information Systems (CSIS) Tutoring Centers and provide tutorial services.

DISTINGUISHING CHARACTERISTICS

The **Tutoring Coordinator - Business** independently coordinates the tutorial services of the Business and Computer Science and Information Systems (CSIS) tutoring centers, by assessing the student tutoring needs, assigning tutors, scheduling tutoring sessions, recruiting, and selecting student workers, and providing guidance and direction to student workers.

The **Supplemental Instruction Coordinator** independently oversees the Supplemental Instruction (SI) program by identifying, planning and scheduling the SI course offerings, in addition to recruiting, selecting, training and providing work direction to the SI leaders (student workers).

ESSENTIAL DUTIES

Assesses student tutoring needs to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, understanding course content, and completing assignments.

Develops and implements procedures and activities for the tutoring program for all Business and Computer Science and Information Systems (CSIS) centers or other tutoring areas.

Recruits, hires, trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab.

Coordinates work schedules for student workers and tutors at all Business and Computer Science and Information Systems (CSIS) centers matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers.

Creates, updates information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains the college website that promotes the program and its services.

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Business and Computer Science and Information Systems (CSIS) tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

General supervision is received from an assigned Administrator. The employees receive assignments and are expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise classified staff, but provides guidance and work direction to student workers.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Business and Computer Science and Information Systems sufficient to provide tutoring to and/or to identify appropriate tutors for college-level courses in Accounting, Marketing, Business, Computer Programming, Application Software, and related courses

Learning theories and principles, and various learning styles

Principles, techniques, learning strategies and student tutoring procedures

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Materials and equipment used in the labs

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

Ability to:

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

Assess student needs and learning styles and design tutoring programs to improve skills

Assess the capabilities and strengths of student workers

Effectively tutor students in related subject matter

Operate and demonstrate the use of equipment in the lab

Effectively train, coordinate, schedule and provide work direction to student workers

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Communicate effectively both orally and in writing.

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent that includes a minimum of 24 semester units in two or more of the following subjects: Accounting, Marketing, Business, Computer Programming, Application Software, or very closely related courses. A bachelor's degree is desirable.

Experience Requirement:

Three years of experience tutoring students, including experience organizing, coordinating, or scheduling the work of others.. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification: None.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move 10 pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	11/09/06
Class History:	Tutoring Coordinator
Revision Date(s):	12/03/99, 3/16/11, 10/19/11, 7/17/24

Agenda Report Number	8
Subject	Classification Description Revisions: Tutoring Coordinator – Modern Language
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Olga Gorman Vasquez, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Tutoring Coordinator – Modern Language**.

As part of the cyclical review process, we are reviewing classifications in the Tutoring Coordinator job discipline. The Tutoring Coordinator – Modern Language coordinates the daily operations of the Modern Language Tutoring Center providing and promoting tutorial services to help students achieve academic success, and provides guidance and lead direction to student workers.

The Tutoring Coordinator classification was established in November 2006 as part of the Hay Study. In October 2011 it was revised and retitled into various tutoring coordinator disciplines. There is currently one permanent incumbent in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2023-24. Incumbents and CSEA were invited to participate in a class study orientation on August 23, 2023, and September 6, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by September 29, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed.

Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities).

A comprehensive salary survey of 16 comparable agencies was conducted to examine industry trends and determine current salary ranking. Sufficient market data was not available to utilize the percentile ranking method of salary placement (i.e., at least 30% of surveyed jobs should be matched). As a result, salary allocation is recommended based on internal alignment. Commission staff found variation in organizational structure at benchmark agencies that limited appropriate matches. A number of organizations reviewed housed tutoring for specific academic discipline under academic departments managed by Faculty or had a centralized District tutoring program with fewer and broader classifications, making matching difficult.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
Tutoring Coordinator – Business	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – English and Humanities	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Learning Disabilities	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Math	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Modern Language</i>	<i>34</i>	<i>\$5,876</i>	<i>\$7,143</i>	<i>0.00%</i>
<i>Tutoring Coordinator – Science*</i>	34	\$5,876	\$7,143	15.76%
Instructional Tutor - English	28	\$5,076	\$6,170	0.00%
Instructional Tutor – Math	28	\$5,076	\$6,170	0.00%
Instructional Assistant - Learning Disabilities	28	\$5,076	\$6,170	

**Proposed in a subsequent agenda item*

SALARY ALLOCATION

The current salary range for Tutoring Coordinator – Modern Language is Range 34 on the Classified Employee Salary Schedule and is appropriately allocated between job discipline series, with the lower-level Instructional Tutors, given the level of knowledge and complexity of work required. As such, it is recommended that the salary placement for this role remain at Range 34.

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions for Tutoring Coordinator – Modern Language.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Tutoring Coordinator – Modern Language

CONCEPT OF THE CLASS

Under general supervision, Positions in this classification plan, coordinate and lead activities of the Modern Language Tutoring Center and provide tutorial services, input student service data, assess student needs, provide academic support services, create reports and coordinate the tutoring services of the Modern Language Academic Resource Centers.

DISTINGUISHING CHARACTERISTICS

The Tutoring Coordinators independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The Supplemental Instruction Coordinator independently oversees the Supplemental Instruction (SI) program by identifying, planning and scheduling the SI course offerings, in addition to recruiting, selecting, training and providing work direction to the SI leaders (student workers).

ESSENTIAL DUTIES

Assesses student tutoring needs ~~and designs individual improvement programs~~ to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the tutoring program for all Modern Language Tutoring eCenters or other tutoring areas.

Recruits, hires, trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab.

Coordinates work schedules for student workers and tutors at all Modern Language Tutoring eCenters by matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers, tutors.

Creates, updates, information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains ~~page(s) on~~ the college website that promotes the program and its services.

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Modern Language tutoring centers at various

campus locations.

Participates in the development and assessment of program effectiveness.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

~~Maintains a variety of student records and files, and prepares required reports.
Checks and reviews students' lab work, answers questions regarding course work, and explains lab assignments; acts as a liaison to the lab, works collaboratively with other academic support programs.~~

SUPERVISION

Supervision Received:

~~Under gGeneral supervision is received from an assigned Administrator. The employee in this classification receives assignments and are expected to carry themperform their job duties through to completion with substantial independenceworking independently in the Academic Resource Center.~~

Supervision Exercise:

~~Positions in this classification do not supervise classified staff, but Provides guidance and work direction to student workerstutors. This position does not supervise other classified positions.~~

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~gGrammar, syntax, and conversational usage of Spanish and any one of the other languages taught at Santa Monica College sufficient to provide tutoring to and/or to identify appropriate tutors for college-level Modern Language courses.~~

~~Knowledge of bBasic linguistics.~~

~~Knowledge of lLearning theories and principles, and various learning styles.~~

~~Knowledge of pPrinciples, techniques, learning strategies and ~~procedures~~ of student tutoring procedures.~~

~~Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program~~

~~Knowledge of mMaterials and equipment used in the labs.~~

~~Principles, practices and procedures of effective recruitment, selection, training, and motivation~~

~~Related computer programs, systems and database development~~

~~Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program~~

~~Basic record-keeping techniques~~

~~Knowledge of basic principles of coordinating and providing guidance and training.~~

~~Knowledge of web page design and ability to maintain web pages.~~

~~Basic knowledge of personal computers, Microsoft Office and Microsoft operating systems.~~

Ability to:

~~Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program~~

~~Ability to assess student needs and learning styles and design tutoring programs to improve skills-~~

~~Ability to assess the capabilities and strengths of student workers and tutors-~~

~~Ability to effectively tutor students in related subject matter area-~~

~~Ability to operate and demonstrate the use of equipment in the lab-~~

~~Ability to effectively train, coordinate, schedule and provide work direction to student workers and tutors-~~

~~Ability to organize, set priorities and exercise sound independent judgment within areas of assigned responsibility, work in order to effectively manage multiple and competing tasks and priorities-~~

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

~~eCommunicate effectively and appropriately, both orally and in writing-~~

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

~~Ability to work independently and exercise initiative in order to meet established timelines and deadlines-~~

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work-~~

~~Ability to learn web page program and maintain Modern Language Center web pages-~~

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

~~Possession of an Associate's of Arts degree or equivalent~~ that includes a minimum of 24 semester units in Foreign Languages, preferably in Spanish and one other language taught at Santa Monica College. A ~~B~~achelor's ~~D~~egree is desirable.

Experience Requirement:

Three ~~(3)~~ years of experience tutoring students, ~~including—E~~ experience organizing, coordinating, or scheduling the work of others, ~~is also required—~~ Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

~~Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis. A Bachelor's Degree in Spanish or a closely related degree may substitute for two of the three years of experience-~~

Licensure and/or Certification:

None_

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of

those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move ~~25~~10 pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	1/1986
<i>Class History:</i>	Tutoring Coordinator
<i>Revision Date(s):</i>	11/09/06, 10/19/11, 2/19/20, <u>7/17/24</u>

**Santa Monica Community College District
Personnel Commission**

Tutoring Coordinator – Modern Language

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Modern Language Tutoring Center and provide tutorial services.

DISTINGUISHING CHARACTERISTICS

The **Tutoring Coordinators** independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The **Supplemental Instruction Coordinator** independently oversees the Supplemental Instruction (SI) program by identifying, planning and scheduling the SI course offerings, in addition to recruiting, selecting, training and providing work direction to the SI leaders (student workers).

ESSENTIAL DUTIES

Assesses student tutoring needs to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the tutoring program for all Modern Language Tutoring Center or other tutoring areas.

Recruits, hires, trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab.

Coordinates work schedules for student workers and tutors at all Modern Language Tutoring Center by matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers.

Creates, updates information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains the college website that promotes the program and its services.

Develops and provides workshops to students to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies and develops instructional resources to support the tutoring program.

Creates forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Modern Language tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Supervision Received:

General supervision is received from an assigned Administrator. The employee receives assignments and are expected to carry them through to completion with substantial independence.

Supervision Exercise:

Positions in this classification do not supervise classified staff, but provide guidance and work direction to student workers.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Grammar, syntax, and conversational usage of Spanish and any one of the other languages taught at Santa Monica College sufficient to provide tutoring to and/or to identify appropriate tutors for college-level Modern Language courses

Basic linguistics

Learning theories and principles, and various learning styles

Principles, techniques, learning strategies and student tutoring procedures

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Materials and equipment used in the labs

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

Ability to:

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

Assess student needs and learning styles and design tutoring programs to improve skills

Assess the capabilities and strengths of student workers and tutors

Effectively tutor students in related subject matter area

Operate and demonstrate the use of equipment in the lab

Effectively train, coordinate, schedule and provide work direction to student workers and tutors

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

- Interpret, apply, and explain applicable laws and regulations, and District policies and procedures
- Operate a computer using computer applications, programs and standard office equipment
- Organize and maintain specialized files and confidentiality of employee and student information
- Communicate effectively both orally and in writing
- Stay updated on technology changes and adapt to new technologies
- Role model exceptional internal and external customer service
- Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training
- Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

Associate's degree or equivalent that includes a minimum of 24 semester units in Foreign Languages, preferably in Spanish and one other language taught at Santa Monica College. A bachelor's degree is desirable.

Experience Requirement:

Three years of experience tutoring students, including experience organizing, coordinating, or scheduling the work of others. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification: None.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move 10 pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	1/1986
<i>Class History:</i>	Tutoring Coordinator
<i>Revision Date(s):</i>	11/09/06, 10/19/11, 2/19/20, 7/17/24

Agenda Report Number	9
Subject	Classification Description Revisions: Tutoring Coordinator – Science
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Olga Gorman Vasquez, Personnel Analyst

BACKGROUND

Attached for your approval are the classification revisions for **Tutoring Coordinator – Science**.

As part of the cyclical review process, we are reviewing classifications in the Tutoring Coordinator job discipline. The Tutoring Coordinator – Science coordinates the daily operations of the Science Tutoring Center providing and promoting tutorial services to help students achieve academic success, and provides guidance and lead direction to student workers.

The Tutoring Coordinator classification was established in November 2006 as part of the Hay Study. In October 2011 it was revised and retitled into various tutoring coordinator disciplines. There is currently one permanent incumbent in this classification.

METHODOLOGY

This study was scheduled in the cyclical review calendar for Fiscal Year 2023-24. Incumbents and CSEA were invited to participate in a class study orientation on August 23, 2023, and September 6, 2023, to discuss the purpose of the study, methodology, timelines, possible outcomes, implications, and frequently asked questions. Incumbents were asked to complete a Position Description Questionnaire by September 29, 2023.

Personnel Commission staff consulted with department management to discuss the classification description. A duty analysis worksheet which rated the frequency and criticality of each duty in the current class description was completed. Additionally, revisions are proposed to clarify essential duties, distinguishing characteristics, concept of the class, special requirements, and KSAs (knowledge, skills and abilities) required for the job to more accurately reflect the nature of the work required.

Additionally, a job evaluation and an external salary survey of public agencies with positions that have comparable duties and responsibilities was conducted. Salary data was gathered based on the comparison of positions with the level of duties and responsibilities most similar to the subject position.

RESULTS

Based on data gathered, class description revisions are being proposed, to include a more accurate description of the work performed. Additional changes serve to clarify the concept of the class, essential duties, KSAs (knowledge, skills and abilities) and special requirements.

A comprehensive salary survey of 16 comparable agencies was conducted to examine industry trends and determine current salary ranking. Sufficient market data was not available to utilize the percentile ranking method of salary placement (i.e., at least 30% of surveyed jobs should be matched). As a result, salary allocation is recommended based on internal alignment. Commission staff found variation in organizational structure at benchmark agencies that limited appropriate matches. A number of organizations reviewed housed tutoring for specific academic discipline under academic departments managed by Faculty or had a centralized District tutoring program with fewer and broader classifications, making matching difficult.

The following chart shows related classifications in this job discipline and salary allocation for each classification:

JOB TITLE	RANGE	MIN	MAX	% DIFF BETWEEN LEVELS
Tutoring Coordinator – Business	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – English and Humanities	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Learning Disabilities	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Math	34	\$5,876	\$7,143	0.00%
Tutoring Coordinator – Modern Language	34	\$5,876	\$7,143	0.00%
<i>Tutoring Coordinator – Science</i>	<i>34</i>	<i>\$5,876</i>	<i>\$7,143</i>	<i>15.76%</i>
Instructional Tutor - English	28	\$5,076	\$6,170	0.00%
Instructional Tutor – Math	28	\$5,076	\$6,170	0.00%
Instructional Assistant - Learning Disabilities	28	\$5,076	\$6,170	

SALARY ALLOCATION

The current salary range for Tutoring Coordinator – Science is Range 34 on the Classified Employee Salary Schedule and is appropriately allocated between job discipline series, with the lower-level Instructional Tutors, given the level of knowledge and complexity of work required. As such, it is recommended that the salary placement for this role remain at Range 34.

Cyclical review results have been sent to the incumbents, CSEA, Department Management, Business Services, Human Resources, and executive leadership.

RECOMMENDATION

It is recommended that the Commission approve the proposed classification description revisions for Tutoring Coordinator – Science.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission
Tutoring Coordinator – Science**

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Science Tutoring Center and provide tutorial services, input student service data, assess student needs, provide academic support services, create reports and coordinate the tutoring services of the Science Academic Resource Centers.

DISTINGUISHING CHARACTERISTICS

The Tutoring Coordinators independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The Student Services Specialist—Supplemental Instruction Coordinator independently oversees the Supplemental Instruction (SI) program by identifying, planning and scheduling the SI course offerings, in addition to recruiting, selecting, training and providing work direction to the SI leaders (student workers), class is distinguished from the Tutoring Coordinator—Science class description in that it performs complex and specialized duties relating to the administration of the Supplemental Instruction (SI) program. Incumbent coordinates and provides extensive training to SI leaders, provides feedback, establishes goals for improvement, and assists SI leaders plan for sessions.

The Tutoring Coordinator—Science provides tutorial services, inputs student service data, assess student need, provides academic support services, creates reports, and coordinates the tutoring services of the Science Academic Resource Centers.

The Tutoring Coordinator—Business provides tutorial services, inputs student service data, assesses student needs, provides academic support services, creates reports and coordinates the tutoring services of the Business and Computer Science and Information Systems (CSIS) Academic Resource Centers.

ESSENTIAL DUTIES

Assesses student tutoring needs and designs individualized programs to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the tutoring program for all Science centers or other tutoring areas.

Recruits, hires, trains and oversees the work of student workers and tutors; trains tutors on best practices to provide effective assistance to students in the lab.

Coordinates work schedules for student workers and tutors at all Science centers by matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers, tutors.

Creates, updates information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and Maintains page(s) on the college website that promotes the program and its services.

Develops and provides workshops to students and tutors to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies instructional resources to support the tutoring program.

Creates and distributes forms and flyers to publicize the tutoring program.

Conducts orientations ~~to for students in~~ classes and ~~regularly informs~~ instructors on tutoring ~~programs~~ and ~~promotes~~ other services offered by the program Learning Resources Center.

Assists students in utilizing equipment and materials available in the Science tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness and prepares required reports.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Collaborates with Learning Resource Center and tutoring coordinators, participates in common activities and contributes to departmental initiatives.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

~~Maintains a variety of tutor records and files.~~

~~Administers assessment tests designed to assess student skills and improvement; facilitates special test proctoring. Checks and reviews students' work, answers questions regarding course work, and explains assignments; acts as liaison to the instructors, works collaboratively with other academic support programs.~~

SUPERVISION

Level of Supervision Received:

~~Under g~~General supervision is received from an assigned administrator. ~~direction,~~ The employee receives assignments and is expected to carry them through to completion with substantial independence while working independently in the Learning Resource Center.

Level of Supervision Exercised:

~~Positions in this classification do not supervise classified staff, but p~~provide guidance and work direction to student workerstutors. ~~This position does not supervise other classified positions.~~

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

~~College-level science material, including life science, chemistry, physics and Earth science sufficient to provide tutoring to and/or to identify appropriate tutors for college-level science courses.~~

~~Knowledge of Learning theories and principles, and various learning styles.~~

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

~~Knowledge of principles, techniques and procedures of student tutoring.~~

~~Knowledge of materials and equipment used in the labs.~~

~~Knowledge of basic principles of coordinating and providing guidance and training.~~

~~Basic knowledge of personal computers, Microsoft Office, Microsoft operating systems and web design software~~

Ability to:

~~Communicate effectively and appropriately, both orally and in writing.~~

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

~~Ability to organize, set priorities and exercise sound independent judgment within areas of assigned responsibility work in order to effectively manage multiple and competing tasks and priorities.~~

~~Ability to assess student needs and learning styles and design tutoring programs to improve skills. Ability to assess the capabilities and strengths of tutors.~~

~~Ability to effectively tutor students in related subject matter area.~~

~~Ability to operate and demonstrate the use of equipment in the lab.~~

~~Ability to effectively train, coordinate, schedule and provide work direction to tutors.~~

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

~~Ability to establish and maintain cooperative working relationships with those contacted in the course of work.~~

~~Ability to maintain web pages and learn new web page programs.~~

~~Ability to work independently and exercise initiative in order to meet established timelines and deadlines.~~

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

~~Possession of an Associate's degree~~ or equivalent that includes a minimum of 24 semester units in two or more of the following subjects: biology, chemistry, physics, and Earth science. A Bachelor's ~~D~~degree is desirable.

Experience Requirement:

Three ~~(3)~~ years of experience tutoring students, including ~~Experience~~ organizing, coordinating, or scheduling the work of others, is also required. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

~~Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be.~~ Bachelor's Degree in Biology, Chemistry, Physics, an Earth science or a closely related field may substitute for two of the three years of experience.

Licensure and/or Certification:

None.

Special Requirements:

Willingness and ability to work varied hours, including some evenings.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move ~~1025~~ pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

Job Family:	Instructional Support (Student Services/Classroom)
FLSA Status:	Non-exempt
Personnel Commission Approval Date:	11/09/06
Class History:	Tutoring Coordinator
Revision Date(s):	10/19/11, 6/15/16, 7/17/24

**Santa Monica Community College District
Personnel Commission
Tutoring Coordinator – Science**

CONCEPT OF THE CLASS

Under general supervision, positions in this classification plan, coordinate and lead activities of the Science Tutoring Center and provide tutorial services.

DISTINGUISHING CHARACTERISTICS

The **Tutoring Coordinators** independently coordinate the daily operations of tutoring centers including assigning, scheduling, and providing guidance and lead direction to tutors, hiring, training and overseeing student workers, publicizing services, and preparing and maintaining related data and reports.

The **Supplemental Instruction Coordinator** independently oversees the Supplemental Instruction (SI) program by identifying, planning and scheduling the SI course offerings, in addition to recruiting, selecting, training and providing work direction to the SI leaders (student workers).

ESSENTIAL DUTIES

Assesses student tutoring needs to help the student improve academic skills.

Provides on-ground and synchronous online tutoring services to students by assisting students in improving study skills, in understanding course content, and in completing assignments.

Develops and implements procedures and activities for the tutoring program for all Science centers or other tutoring areas.

Recruits, hires, trains and oversees the work of student workers and tutors to provide effective assistance to students in the lab.

Coordinates work schedules for student workers and tutors at all Science centers by matching tutors' abilities with the needs of the students.

Prepares and submits payroll for student workers.

Creates, updates information in student appointment tracking system and maintains databases to track student use of services.

Monitors the tutoring budget as assigned; provides input concerning related expenditures; assists in assuring expenditures do not exceed established limitations.

Creates and maintains the college website that promotes the program and its services.

Develops and provides workshops to students and tutors to support instructional programs.

Consults with faculty and other campus staff to ensure the program is meeting the needs of students and identifies instructional resources to support the tutoring program.

Creates and distributes forms and flyers to publicize the tutoring program.

Conducts orientations to classes and instructors on tutoring and other services offered by the program.

Assists students in utilizing equipment and materials available in the Science tutoring centers at various campus locations.

Participates in the development and assessment of program effectiveness and prepares required reports.

Utilize educational resources, software, and technology to supplement tutoring sessions and enhance student learning.

Collaborates with Learning Resource Center and tutoring coordinators, participates in common activities and contributes to departmental initiatives.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Level of Supervision Received:

General supervision is received from an assigned administrator. The employee receives assignments and is expected to carry them through to completion with substantial independence.

Level of Supervision Exercised:

Positions in this classification do not supervise classified staff, but provide guidance and work direction to student workers.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

College-level science material, including life science, chemistry, physics and Earth science sufficient to provide tutoring to and/or to identify appropriate tutors for college-level science courses

Learning theories and principles, and various learning styles

Principles and practices involved in planning, resource allocation, basic budgeting, coordination, marketing, and implementation of assigned tutoring program

Principles, practices and procedures of effective recruitment, selection, training, and motivation

Related computer programs, systems and database development

Federal and State laws, regulations, requirements and procedural guidelines pertaining to student programs as it relates to assigned program

Basic record-keeping techniques

Ability to:

Communicate effectively both orally and in writing

Plan, coordinate, implement, and evaluate daily operations, activities and services of assigned tutorial program

Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility

Assess student needs and learning styles and design tutoring programs to improve skills. Ability to assess the capabilities and strengths of tutors

Effectively tutor students in related subject matter area

Operate and demonstrate the use of equipment in the lab

Effectively train, coordinate, schedule and provide work direction to tutors

Interpret, apply, and explain applicable laws and regulations, and District policies and procedures

Operate a computer using computer applications, programs and standard office equipment

Organize and maintain specialized files and confidentiality of employee and student information

Stay updated on technology changes and adapt to new technologies

Role model exceptional internal and external customer service

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

MINIMUM QUALIFICATIONS

Education and Experience Requirement:

Associate's degree or equivalent that includes a minimum of 24 semester units in two or more of the following subjects: biology, chemistry, physics, and Earth science. A Bachelor's degree is desirable.

Experience Requirement:

Three years of experience tutoring students, including experience organizing, coordinating, or scheduling the work of others. Experience leading student workers and/or experience working in a community college or university setting providing academic support services to students is desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be.

Licensure and/or Certification: None.

Special Requirements:

Willingness and ability to work varied hours, including some evenings.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Busy Office Environment:

While performing the duties of this job the employee is regularly required to sit, stand and walk use hands to keyboard, type, or handle materials, and talk and/or hear. The employee frequently lifts and or moves up to 10 pounds and must occasionally lift and/or move 10 pounds. Most offices are high traffic with regular interruptions (phones, students, staff, other personnel, the public, etc). The noise level can be moderate to high.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-exempt
<i>Personnel Commission Approval Date:</i>	11/09/06
<i>Class History:</i>	Tutoring Coordinator
<i>Revision Date(s):</i>	10/19/11, 6/15/16, 7/17/24

Agenda Report Number	10
Subject	Classification Description Revisions: Sign Language Interpreter III
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	John Linke, Supervising Personnel Analyst

BACKGROUND

Attached for your approval is a revised classification description for Sign Language Interpreter III. This classification was created in November 1981, and was last revised as part of the cyclical classification study in September 2020. The Personnel Commission will be recruiting to fill one vacancy for this classification. The Department requested minor changes to clarify the duties and scope of responsibility for this role. Additional minor changes are also being proposed to the knowledge, skills and abilities to better capture the abilities of the role and incorporate established diversity, equity, and inclusion statements.

METHODOLOGY

Personnel Commission staff met with department leadership to review the current classification description and determine if the duties, minimum qualifications, and knowledge, skills, and abilities listed still accurately reflect the expectations of the job.

RESULTS

Revisions to job duties and knowledge, skills and abilities are being recommended to refine the scope of work performed by this role. Description changes will not warrant salary reallocation. Revisions were sent for review to the incumbents, CSEA, Department Leadership, Business Services, Human Resources, and the Superintendent/President.

RECOMMENDATIONS

It is recommended that the Commission approve the attached revisions to the classification description for Sign Language Interpreter III.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

**Santa Monica Community College District
Personnel Commission**

Sign Language Interpreter III

CONCEPT OF THE CLASS

Under general supervision, positions in this classification apply advanced knowledge of American Sign Language/Signed English to interpret and transliterate in classes and related college activities with highly technical content for deaf and hard of hearing students registered with the Center for Students with Disabilities.

DISTINGUISHING CHARACTERISTICS

The **Sign Language Interpreter III** is responsible for interpreting highly technical ~~lecture~~ content requiring more specialized signs, such as Science, History, and Psychology and can interpret for any course or event offered by the College.

The **Sign Language Interpreter II** is responsible for interpreting moderately technical ~~lecture~~ content in classes such as Business, Mathematics, Science and upper-level English and can interpret for all moderate and lower-level courses, as well as events requiring comparable levels of knowledge.

The **Sign Language Interpreter I** classification is responsible for interpreting non-technical to moderately technical ~~lecture~~ content in classes such as lower-level Computer courses, lower-level English, Physical Education, and first-year Cosmetology and can interpret for all lower-level courses, as well as events requiring comparable levels of knowledge.

ESSENTIAL DUTIES

Interprets ~~and translates classroom lectures simultaneously~~ and facilitates communication between deaf and hard of hearing students and hearing faculty, staff and students in ~~classrooms~~, meetings, activities, campus events, and emergencies on campus; participates in team interpreting situations.

Conveys the meaning and spirit of the hearing speaker using American Sign Language or signed English and conveys verbally the meaning and spirit of the deaf or hard of hearing signer, ~~using correct English grammar.~~

Adheres to Registry of Interpreters for the Deaf (RID) Code of Professional Conduct in the performance of all duties.

Observes and teams with other interpreters; mentors and provides technical sign support and ethical advisement to Sign Language Interpreters I and II.

Maintains harmonious operating conditions at all times while servicing a multicultural and multiethnic student population.

Responds to student difficulties and concerns with understanding and sensitivity.

Assists the Deaf and Hard of Hearing Services Supervisor with scheduling, payroll, activity planning for deaf and hard of hearing students, and related program functions.

Provides technical sign support and ethical advisement.

Reads text, handouts, ~~and~~ dictionaries, and online materials to gain familiarity with and understanding of course content; prepares translation of difficult to interpret words and phrases.

Researches and collects existing technical signs and establishes special signs and/or vocabulary for uncommon scientific/technical terms or concepts in order to consistently update and maintain the office dictionary of technical signs.

Utilizes resources to increase knowledge of American Sign Language, proper interpreting procedures, Deaf Culture, and specialized vocabulary.

Proctors exams as necessary.

May perform routine clerical duties when not assigned to perform interpreting work, such as reception, answering phones, scheduling student appointments, responding to emails, filing, and photocopying.

May attend workshops and conferences to improve and maintain interpreting skill level and keeps abreast of interpreting trends by studying specialized ASL vocabulary and other materials.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Supervision Exercised:

Positions in this classification do not supervise other classified positions. Mentoring is provided to lower level Sign Language Interpreters.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Highly technical American Sign Language (ASL), Pidgin Signed English (PSE), and interpreting techniques

Appropriate roles, ethical considerations and individual responsibilities relating to interpreting for deaf and hard of hearing persons

Applicable Federal, State, and local laws and procedures, and code of professional conduct for interpreting

Deaf cultural values and general issues

Resources available to sign language interpreters/transliterators in order to improve knowledge and skills

Current trends and developments in the field of interpreting

Effective oral and non-verbal communication including facial, eye, lip-reading and body language

Modern office practices and procedures

Ability to:

Use effective interpersonal skills to respond to people and situations with tact, patience, and courtesy

Communicate effectively orally, manually, and in writing

Interpret and transliterate messages spoken by hearing people into ASL or PSE

Interpret higher-level technical academic material requiring specialized Sign Language vocabulary utilizing highly proficient English and ASL/PSE for all types and levels of courses offered by a community college

Voice messages signed by deaf or hard of hearing people into ~~grammatically correct~~ conceptually accurate English ~~sentences~~

Research and establish special signs for highly technical terms or concepts

Interpret, apply, explain, and reach sound decisions in accordance with applicable laws, regulations, code of conduct and District policies and procedures

Assess individual situations to determine the needs of each deaf or hard of hearing student

Organize and track multiple assignments to ensure completion, and adapt to sudden changes in scheduling and work assignments

Receive and provide training and mentorship and attend various workshops in order to improve interpreting/transliterating skill

Operate a computer using computer applications, programs, and standard office equipment

Learn a variety of routine reception and clerical procedures

Stay abreast of technology changes and adapt to new technologies

Learn to use a variety of office equipment to assist students with disabilities

Work successfully and collaboratively as part of an interpreting team in the classroom or other campus settings

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

~~Establish and maintain effective working relationships with District management, staff, students, the public and others encountered in the course of work, in a diverse, multicultural and multi-ethnic educational environment~~

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent and graduation from an Interpreter Training Program (ITP) or equivalent.

Experience Requirement:

Three years (3) of paid work experience interpreting for the deaf and hard of hearing using oral and manual forms of communication in a variety of settings. Experience interpreting in an academic setting is highly desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

The following professional certifications are considered highly desirable:
Proof of the National Association of the Deaf (NAD)/Registry of Interpreters for the Deaf (RID) certification at Level 3 or higher; American Consortium of Certified Interpreters (ACCI) certification at Level 3 or higher; Registry of Interpreters for the Deaf (RID) Certificate of Transliteration (CT), Certificate of Interpretation (CI), or National Interpreter Certification (NIC); or Educational Interpreter Performance Assessment at Level 4.0 or higher.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Working Environment and Physical Demands:

While performing the duties of this job the employee repeatedly uses hands to sign and is regularly required to sit, stand, walk, talk, and hear. The employee is occasionally required to keyboard, type, or handle materials. The employee is occasionally required to lift, carry, push, or pull up to 25 pounds. While performing the duties of this job, the noise level in the work environment is often loud and can vary greatly.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-Exempt
<i>Personnel Commission Approval Date:</i>	11/19/81
<i>Class History:</i>	None
<i>Revision Date(s):</i>	01/86, 01/23/91, 06/13/01, 11/09/06, 10/17/07, 12/15/10, 09/16/20, 7/17/24

**Santa Monica Community College District
Personnel Commission**

Sign Language Interpreter III

CONCEPT OF THE CLASS

Under general supervision, positions in this classification apply advanced knowledge of American Sign Language/Signed English to interpret and transliterate in classes and related college activities with highly technical content for deaf and hard of hearing students registered with the Center for Students with Disabilities.

DISTINGUISHING CHARACTERISTICS

The **Sign Language Interpreter III** is responsible for interpreting highly technical content requiring more specialized signs, such as Science, History, and Psychology and can interpret for any course or event offered by the College.

The **Sign Language Interpreter II** is responsible for interpreting moderately technical content in classes such as Business, Mathematics, Science and upper-level English and can interpret for all moderate and lower-level courses, as well as events requiring comparable levels of knowledge.

The **Sign Language Interpreter I** classification is responsible for interpreting non-technical to moderately technical content in classes such as lower-level Computer courses, lower-level English, Physical Education, and first-year Cosmetology and can interpret for all lower-level courses, as well as events requiring comparable levels of knowledge.

ESSENTIAL DUTIES

Interprets and facilitates communication between deaf and hard of hearing students and hearing faculty, staff and students in classes, meetings, activities, campus events, and emergencies on campus; participates in team interpreting situations.

Conveys the meaning and spirit of the hearing speaker using American Sign Language or signed English and conveys verbally the meaning and spirit of the deaf or hard of hearing signer..

Adheres to Registry of Interpreters for the Deaf (RID) Code of Professional Conduct in the performance of all duties.

Observes and teams with other interpreters; mentors and provides technical sign support and ethical advisement to Sign Language Interpreters I and II.

Maintains harmonious operating conditions at all times while servicing a multicultural and multiethnic student population.

Responds to student difficulties and concerns with understanding and sensitivity.

Assists the Deaf and Hard of Hearing Services Supervisor with scheduling, payroll, activity planning for deaf and hard of hearing students, and related program functions.

Provides technical sign support and ethical advisement.

Reads text, handouts, dictionaries, and online materials to gain familiarity with and understanding of course content; prepares translation of difficult to interpret words and phrases.

Researches and collects existing technical signs and establishes special signs and/or vocabulary for uncommon scientific/technical terms or concepts in order to consistently update and maintain the office dictionary of technical signs.

Utilizes resources to increase knowledge of American Sign Language, proper interpreting procedures, Deaf Culture, and specialized vocabulary.

Proctors exams as necessary.

May perform routine clerical duties when not assigned to perform interpreting work, such as reception, answering phones, scheduling student appointments, responding to emails, filing, and photocopying.

May attend workshops and conferences to improve and maintain interpreting skill level and keeps abreast of interpreting trends by studying specialized ASL vocabulary and other materials.

Performs other related duties as requested or assigned.

Examples of essential duties are descriptive and not restrictive in nature and are generally listed in descending order of importance.

SUPERVISION

Supervision Received:

Under general supervision, the employee receives assignments and is expected to carry them through to completion with substantial independence.

Supervision Exercised:

Positions in this classification do not supervise other classified positions. Mentoring is provided to lower level Sign Language Interpreters.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Highly technical American Sign Language (ASL), Pidgin Signed English (PSE), and interpreting techniques

Appropriate roles, ethical considerations and individual responsibilities relating to interpreting for deaf and hard of hearing persons

Applicable Federal, State, and local laws and procedures, and code of professional conduct for interpreting

Deaf cultural values and general issues

Resources available to sign language interpreters/transliterators in order to improve knowledge and skills

Current trends and developments in the field of interpreting

Effective oral and non-verbal communication including facial, eye, lip-reading and body language

Modern office practices and procedures

Ability to:

Use effective interpersonal skills to respond to people and situations with tact, patience, and courtesy

Communicate effectively orally, manually, and in writing

Interpret and transliterate messages spoken by hearing people into ASL or PSE

Interpret higher-level technical academic material requiring specialized Sign Language vocabulary utilizing highly proficient English and ASL/PSE for all types and levels of courses offered by a community college

Voice messages signed by deaf or hard of hearing people into conceptually accurate English

Research and establish special signs for highly technical terms or concepts

Interpret, apply, explain, and reach sound decisions in accordance with applicable laws, regulations, code of conduct and District policies and procedures

Assess individual situations to determine the needs of each deaf or hard of hearing student

Organize and track multiple assignments to ensure completion, and adapt to sudden changes in scheduling and work assignments

Receive and provide training and mentorship and attend various workshops in order to improve interpreting/transliterating skill

Operate a computer using computer applications, programs, and standard office equipment

Learn a variety of routine reception and clerical procedures

Stay abreast of technology changes and adapt to new technologies

Learn to use a variety of office equipment to assist students with disabilities

Work successfully and collaboratively as part of an interpreting team in the classroom or other campus settings

Establish and maintain effective working relationships with others, supporting a climate of anti-racism and mutual respect that values people of all backgrounds, demographics, and experiences

Demonstrate knowledge of diversity, equity, inclusion, and accessibility principles and participate in related training

MINIMUM QUALIFICATIONS

Education Requirement:

Associate's degree or equivalent and graduation from an Interpreter Training Program (ITP) or equivalent.

Experience Requirement:

Three years (3) of paid work experience interpreting for the deaf and hard of hearing using oral and manual forms of communication in a variety of settings. Experience interpreting in an academic setting is highly desirable.

Education/Experience Equivalency:

Experience and/or education of the same kind, level or amount as required in the minimum qualifications may be substituted on a year-for-year basis.

Licensure and/or Certification:

The following professional certifications are considered highly desirable:

Proof of the National Association of the Deaf (NAD)/Registry of Interpreters for the Deaf (RID) certification at Level 3 or higher; American Consortium of Certified Interpreters (ACCI) certification at Level 3 or higher; Registry of Interpreters for the Deaf (RID) Certificate of Transliteration (CT), Certificate of Interpretation (CI), or National Interpreter Certification (NIC); or Educational Interpreter Performance Assessment at Level 4.0 or higher.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

Disclosure:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Working Environment and Physical Demands:

While performing the duties of this job the employee repeatedly uses hands to sign and is regularly required to sit, stand, walk, talk, and hear. The employee is occasionally required to keyboard, type, or handle materials. The employee is occasionally required to lift, carry, push, or pull up to 25 pounds.

While performing the duties of this job, the noise level in the work environment is often loud and can vary greatly.

CLASS DETAIL

<i>Job Family:</i>	Instructional Support (Student Services/Classroom)
<i>FLSA Status:</i>	Non-Exempt
<i>Personnel Commission Approval Date:</i>	11/19/81
<i>Class History:</i>	None
<i>Revision Date(s):</i>	01/86, 01/23/91, 06/13/01, 11/09/06, 10/17/07, 12/15/10, 09/16/20, 7/17/24

Agenda Report Number	11
Subject	Request for Approval of Advanced Step Placement: Database Administrator
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	John Linke, Supervising Personnel Analyst

It is requested that the Personnel Commission approve an initial salary placement for Devender Narula, Database Administrator, at Range 58, Step D on the Classified Employees Salary Schedule.

The Minimum Qualifications for this position include a Bachelor’s degree in a related field, and at least four years of increasingly responsible experience with databases, database application servers, web application services, and n-tier systems architecture administration in a large-scale Oracle environment.

This candidate possesses a Master’s degree in Computer Science, and over 20 years of experience with Oracle database administration.

Merit Rule 12.2.4 B (4) Salary on Employment

The maximum initial salary placement is the third step on the salary schedule, unless approval for higher initial salary placement is granted by the Personnel Commission, Superintendent/President, and the appropriate appointing authority. In order to be considered for initial salary placement above Step C, candidates must have more than four (4) additional years of training and experience beyond the years indicated in the class qualifications, and two or more of the criteria listed in 12.2.4.B.3. must be present.

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

J. Consent Agenda

Report Number	Subject	Page Number
12	Examination Schedule	83
13	Ratification of Eligibility Lists	84
14	Extension of Eligibility Lists	85
15	Ratification of Meeting Minutes	86
16	Ratification of Working Out of Class and Internal Limited Term Assignments	87
17	Appointments to Provisional Assignments	89
18	Ratification of Limited Term Assignments	92
19	Appointments to Limited Term Assignments	94
20	Personnel Commission Project Status Report	96

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

Agenda Report Number	12
Subject	Examination Schedule
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is recommended that the Personnel Commission approve the following Examination Schedule.

Class Title	Field of Competition	Time
Administrative Assistant I	Promotional	3 Weeks
Administrative Assistant II	Promotional	3 Weeks
EOPS/CARE Supervisor	Promotional	3 Weeks
Laboratory Technician- Photography	Promotional and Open Competitive	3 Weeks

Agenda Report Number	13
Subject	Ratification of Eligibility Lists
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is recommended that the Personnel Commission approve the following Eligibility Lists.

Classification	Number of Promotional Candidates	Total Number of Candidates	Expiration Date
Database Administrator	0	5	7/1/25
International Student Services Specialist (Promo)	2	2	1/7/25

Agenda Report Number	14
Subject	Extension of Eligibility Lists
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

The Personnel Commission Office is requesting that the following eligibility list(s) be extended as listed below:

Classification	Original Expiration Date	Current Expiration Date	Number of Candidates on List	Number of Ranks on List	Proposed Expiration Date
Administrative Assistant II	7/16/2024	7/16/2024	15	8	9/16/2024
Instructional Assistant – Learning Disabilities	5/18/2024	8/18/2024	5	4	5/18/2025
Plumber	5/16/2024	8/16/2024	8	4	9/16/2024
Program Specialist	8/7/2024	8/7/2024	2	2	8/7/2025

The Personnel Commission staff believes there are a sufficient number of available eligibles remaining to fill any future vacancies anticipated for the next six months.

Merit Rule 6.2.3 (C) Duration of Eligibility List

6.2.3 (C)

A. An eligibility list may be extended by the Personnel Commission for one or more periods, not to exceed a total of two years from the time the list was first established. The personnel Director shall base his/her recommendation for extension of an eligibility list on the following factors:

1. a sufficient number of available eligibles remain to fill expected future vacancies;
2. the composition of the list reflects appropriate representation of ethnic minorities,
3. underrepresented groups, or non-traditional candidates;
4. the field of competition in the occupational area has not changed dramatically.

RECOMMENDATION

It is recommended that the Personnel Commission approve extending the eligibility lists as indicated above.

Agenda Report Number	15
Subject	Ratification of Meeting Minutes
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is recommended that the Personnel Commission approve the following Minutes:

1. Regular Meeting Minutes- June 20, 2024
2. Special Meeting Minutes-June 26, 2024

Agenda Report Number	16
Subject	Ratification of Working Out of Class and Internal Limited Term Assignments
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

It is recommended that the Personnel Commission approve the following provisional working out of class assignments.

I. **Provisional Working out of Class Assignment**

Name/Permanent Class	Provisional WOC Assignment*	Dates of Current Assignment
Anisha DiGrigorio, Human Resources Specialist	Human Resources Technician	8/1/2024 to 12/4/2024
Dawn Noguera, Human Resources Specialist	Human Resources Technician	8/1/2024 to 12/4/2024
Debra Willoughby, Human Resources Specialist	Human Resources Technician	8/1/2024 to 12/4/2024
Yesenia Penate, Human Resources Specialist	Human Resources Technician	8/1/2024 to 12/4/2024
Demi Rodriguez, Human Resources Specialist	Employee Benefits Coordinator (Substitute Assignment)	7/16/2024 to 11/19/2024
Jonathan Rosas, Campus Safety Officer	Senior Campus Safety Officer	8/5/2024 to 10/10/2024

**Unless otherwise noted, WOC assignments are paid at 100%.*

3.2.10

A. CONCEPT OF WORKING OUT OF CLASSIFICATION

1. Each classified employee shall be required to perform the duties of the position approved by the Board and classified by the Personnel Commission for the class to which he or she is assigned. An employee may be required to perform other related duties consistent with the concept of the classification to which the position is assigned.
2. Classified employees shall not be required to perform duties and responsibilities which are not fixed and prescribed for their positions or are not consistent with the concept of the classification of their current position for any period of time which exceeds five (5) working days within a fifteen (15) calendar day period, or equivalent (i.e., four 10-hour working days within a fifteen (15) calendar day period) except as provided by this rule.
3. Working out of class assignments are designed for temporary situations and shall not be used to place an employee in a long-term or permanent assignment in a higher or different classification.

No employee shall be assigned to work out of class beyond the time limits specified in Merit Rule 7.2 (Provisional Appointments) and Merit Rule 7.4 (Limited Term Appointments).

B. Procedure for Supervisor Requesting Approval for Working Out of Class

3. The Director of Classified Personnel will advise the Office of Human Resources of the findings and shall present those findings, including the recommended pay differential, to the Personnel Commission for approval. Confirmation of this approval shall then be sent by the Personnel Commission to the Supervisor and the employee, and forwarded to the Board of Trustees for final approval.

Agreement between Santa Monica Community College and CSEA, Chapter 36, Article 11

11.7 Work out of Classification

11.7.1 Definition:

Working out of classification assignments shall not exceed a period of ninety (90) working days per fiscal year and no more than ninety (90) days in any one hundred eighty (180) day period.

11.7.3 Compensation:

- a. In the event that an employee is assigned duties at a higher classification as defined above and those duties make up at least fifty percent (50%) of the employee's daily assignments, the employee salary shall be adjusted as set forth in Section 11.4.1.
- b. If those duties make up less than fifty percent (50%) of the employee's daily assignment, the District shall pay the employee equal to one half (1/2) of the stipend that would have been paid under sub division a (above)

11.4 Salary on Promotion

- 11.4.1 When an employee is promoted to a position in a higher salary range, he/she shall receive the next higher dollar amount above his/her present rate of pay, but not less than the minimum of the new salary range. If that amount is less than a one-step (5%) increase, the employee shall be placed at the next higher step over that authorized above.

RECOMMENDATION

It is recommended that the Personnel Commission approve the requests for working out-of-class for the appropriate stipend as indicated under subdivision a of CSEA, Chapter 36, Article 11.7.3.b. (above).

Agenda Report Number	17
Subject	Appointments to Provisional Assignments
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Tatiana Morrison, Personnel Technician

The Personnel Commission is advised that the following persons have been appointed to the following provisional assignments, not to exceed 90 working days pursuant to Section 7.2 of the Rules and Regulations of the Classified Service of the Santa Monica Community College District.

Candidate	Position	Department	Duration*
Morales Perez, Jazmin	Administrative Clerk	Learning Resources Center	7/1/24-8/22/24
Aninyei, Paul	Customer Services Assistant	Campus Store	7/1/24-12/23/24
Trujeque, Angelic	Customer Services Assistant	Campus Store	7/1/24-12/23/24
Chan, Oliver	Accompanist-Music	Music	7/1/24-12/31/24
Fritzen, Gary	Accompanist-Music	Music	7/1/24-12/31/24
McNaughton, Joellen	Accompanist-Music	Music	7/1/24-12/31/24
Nesteruk, Gary	Accompanist-Music	Music	7/1/24-12/31/24
Russell, Regan	Accompanist-Music	Music	7/1/24-12/31/24
Tan, Barry	Accompanist-Music	Music	7/1/24-12/31/24
McNaughton, Joellen	Accompanist-Music Performance	Music	7/1/24-12/31/24
Nesteruk, Gary	Accompanist-Music Performance	Music	7/1/24-12/31/24
Carbone, John	Accompanist-Dance	Dance	7/1/24-12/31/24
Mallinger, Matthew	Accompanist-Dance	Dance	7/1/24-12/31/24
Plotkin, Alla	Accompanist-Dance	Dance	7/1/24-12/31/24
Soro, Gnenemon	Accompanist-Dance	Dance	7/1/24-12/31/24
Sow, Malick	Accompanist-Dance	Dance	7/1/24-12/31/24
Ter-Avanesova	Accompanist-Dance	Dance	7/1/24-12/31/24
Martinez, Paul	Theater Arts Operations Assistant	Theatre Arts	7/1/24-9/30/24
Avila Galeana, Denise	Student Services Clerk	Welcome Center	7/1/24-6/30/25
Hart, Rome	Student Services Clerk	Welcome Center	7/1/24-6/30/25
Jimenez Oporto, Gabriella	Student Services Clerk	International Student Center	7/1/24-1/2/25
Schallert, Jennifer	Costume Designer	Theatre Arts	7/1/24-12/31/24
Berney, Andrew	Laboratory Technician-Art	Art	7/1/24-12/31/24
Frable, Darren	Laboratory Technician-Art	Art	7/1/24-12/31/24
Freedman, Myles	Laboratory Technician-Art	Art	7/1/24-12/31/24
Haskell, Susan	Laboratory Technician-Art	Art	7/1/24-12/31/24
Kobashi, Todd	Laboratory Technician-Art	Art	7/1/24-12/31/24

Buzzell, Kevin	Laboratory Technician- Photography	Academic Affairs	7/1/24-12/31/24
Payne, Ariel	Laboratory Technician- Photography	Academic Affairs	7/1/24-12/31/24
Britt, Julia	Personnel Analyst	Personnel Commission	7/1/24-9/15/24
Agolsove, Alexis	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Alvarez, Sonia	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Amerman, Thomas	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Amurrio-Bravo, Ricardo	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Barondeau, Shannon	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Bittencourt, Rafael	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Brewer, Jeremy	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Deuel, Sean	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Dionne, Chris	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Fernandez, Daniel	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Forsyth, Myckinnon	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Fraire, Josemanuel	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Gasparich, Christina	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Geller, Frances	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Gibbons, Amelia	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Hidalgo, Michael	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Ibarra, Jacob	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Jaja, Nicole	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Johnson, Edward	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Ju, Vincent	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Kessel, Mark	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Koelle, Martha	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Lansdown, Sonya	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Linde, Adam	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Mayer, Justin	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Mori, Marika	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Nelson, Sean	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Palomino, Eden	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Petriello, Andrew	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Pineda, Johnnyangel	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Postley, Colin	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Reyes-Flores, Jonathan	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Rios, David	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Shea, Teresa	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Snyder, John	Theater Technical Specialist	Facilities	7/1/24-6/30/25

Sperry, Adam	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Stancliff, Shelby	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Storniolo, Anthony	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Tittle, Toby	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Tuttle, Daniel	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Vancura, Andrea	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Watanabe, Atsushi	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Weber, Angelea	Theater Technical Specialist	Facilities	7/1/24-6/30/25
Aninyei, Paul	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Beatty, Jennifer	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Belcher, Patricia	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Carey, Daniel	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Emadi Estarabad, Seyedeh Sarvena	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Haque, Farrah	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Irumva, Landry	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Juarez, Tina	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Kang, Christopher	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Maclean, James	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Marcial, Anthony	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Mott, Danielle	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Nwonwu, Vergie	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Ogle, Cynthia	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Postolova, Ester	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Profitt, Steven	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Rodriguez, Andrea	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Smith, Kyle	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Tuller, Susan	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Viggiani, Frances	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25
Ward, Patrice	Events Assistant	SMC Performing Arts Center	7/1/24-6/30/25

*Assignment ending dates may be adjusted as not to exceed 90 working days in a fiscal year

Agenda Report Number	18
Subject	Ratification of Limited Term Assignments
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Tatiana Morrison, Personnel Technician

The Personnel Commission is requested to ratify the classification of the following Limited Term positions pursuant to Section [7.4.2(C)] of the Rules and Regulations of the Classified Service of the Santa Monica Community College District:

Classification	Department	Effective Dates
Administrative Assistant II	Emeritus	7/1/24-12/31/24
Enterprise Business Services Clerk	Auxiliary Services	7/1/24-6/30/25
Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Customer Services Assistant	Campus Store	7/1/24-12/23/24
Customer Services Assistant	Campus Store	7/1/24-12/23/24
Customer Services Assistant	Campus Store	7/1/24-12/23/24
Customer Services Assistant	Campus Store	7/1/24-12/23/24
Instructional Tutor-ESL	ESL	7/1/24-6/30/25
Accompanist-Music Performance	Music	7/1/24-12/31/24
Accompanist-Music Performance	Music	7/1/24-12/31/24
Accompanist-Music Performance	Music	7/1/24-12/31/24
Accompanist-Music Performance	Emeritus	7/1/24-12/31/24
Accompanist-Music Performance	Music	7/1/24-12/3-1/24
Stage Technician-Scenery	Theatre Arts	7/1/24-12/31/24
Student Services Clerk	Admissions & Records	7/1/24-6/30/25
Student Services Clerk	Admissions & Records	7/1/24-6/30/25
Student Services Clerk	Welcome Center	7/1/24-6/30/25

Student Services Clerk	Welcome Center	7/1/24-6/30/25
Student Services Clerk	Basic Needs Center	7/1/24-6/30/25
Student Services Clerk	Financial Aid	7/1/24-6/30/25
Laboratory Technician-Life Science	Life Science	7/1/24-12/31/24

Agenda Report Number	19
Subject	Appointment to Limited Term Assignments
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission
By	Tatiana Morrison, Personnel Technician

The Personnel Commission is requested to ratify the classification of the following Limited Term positions pursuant to Section [7.4.2(C)] of the Rules and Regulations of the Classified Service of the Santa Monica Community College District:

Candidate	Classification	Department	Effective Dates
Wilson, Lindsay	Administrative Assistant II	Emeritus	7/1/24-12/31/24
Abdulhafiz, Meymuna	Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Chang, Tony	Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Garcia, Lucy	Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Lopez, Jose	Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Micas, Donna	Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Pabst, Ester	Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Thielking, Alan	Bookstore Clerk/Cashier	Campus Store	7/1/24-12/23/24
Beck, Michael	Customer Services Assistant	Campus Store	7/1/24-12/23/24
Carter, Ashlie	Customer Services Assistant	Campus Store	7/1/24-12/23/24
English, Kara	Customer Services Assistant	Campus Store	7/1/24-12/23/24
Nwonwu, Vergie	Customer Services Assistant	Campus Store	7/1/24-12/23/24
Brown, Thomas	Instructional Tutor-ESL	ESL	7/1/24-6/30/25
Chan, Oliver	Accompanist-Music Performance	Music	7/1/24-12/31/24
McNaughton, Joellen	Accompanist-Music Performance	Music	7/1/24-12/31/24
Nesteruk, Gary	Accompanist-Music Performance	Music	7/1/24-12/31/24
Nesteruk, Gary	Accompanist-Music Performance	Emeritus	7/1/24-12/31/24
Tan, Barry	Accompanist-Music Performance	Music	7/1/24-12/31/24
Martin, Matthew	Stage Technician-Scenery	Theatre Arts	7/1/24-12/31/24
Fujita, Kurtis	Student Services Clerk	Admissions & Records	7/1/24-6/30/25

Milano, David	Student Services Clerk	Admissions & Records	7/1/24-6/30/25
Munnee, Aamna	Student Services Clerk	Welcome Center	7/1/24-6/30/25
Olivares, Mario	Student Services Clerk	Welcome Center	7/1/24-6/30/25
Ashby, Deanna	Student Services Clerk	Basic Needs Center	7/1/24-6/30/25
Padilla, Juliana	Student Services Clerk	Financial Aid	7/1/24-6/30/25
Pang, Mabel	Laboratory Technician-Life Science	Life Science	7/1/24-12/31/24

Agenda Report Number	20
Subject	Personnel Commission Project Status Report
Date	July 17, 2024
To	Members of the Personnel Commission
From	Carol Long, Director of the Personnel Commission

Recruitment

Title	Assigned to	Open Date	Close Date	Agenda Date
Laboratory Technician - Life Science	AF	3/20/2024	4/10/2024	
Theatre Arts Program Assistant	AF	12/4/2023	1/2/2024	
Sign Language Interpreter III	JB	7/2/2024	7/23/2024	
Campus Safety Officer	JG	1/27/2023	9/12/2023	6/21/2023
Community College Police - Lateral	JG	10/30/2023		
Instructional Tutor - Math	JG	5/8/2024	5/29/2024	
Laboratory Technician - Photography	JG			
Database Administrator	JL	3/4/2024	3/22/2024	
Personnel Specialist	JL	6/20/2024	7/12/2024	
Personnel Technician	JL	6/20/2024	7/12/2024	
Disabled Student Services Assistant	OV	6/25/2024	7/16/2024	
International Student Services Specialist	OV	5/30/2024	6/20/2024	7/17/2024
Theatre Technical Specialist (Cont.)	TM	10/15/2021		

Classification and Compensation

Title	Type of Request	Progress	Assigned to	PDQ	Date Completed
Disabled Student Services Assistant	Cyclical Review	Stakeholder Review	JB	6/2/2023	12/13/2023
Instructional Assistant - English	Cyclical Review	Post Approval	JB	6/2/2023	2/15/2024
KCRW Radio Programming Assistant	Cyclical Review	Research & Planning	JB	6/7/2024	
KCRW Radio Station Assistant Engineer	Cyclical Review	Research & Planning	JB	6/7/2024	
KCRW Radio Station Engineer	Cyclical Review	Research & Planning	JB	6/7/2024	
KCRW Radio Station Recording Engineer	Cyclical Review	Research & Planning	JB	6/7/2024	
Student Services Assistant	Cyclical Review	Research & Planning	AF	6/7/2024	
Student Services Clerk	Cyclical Review	Research & Planning	AF	6/7/2024	
Director of Facilities Programming	Cyclical Review	Research & Planning	JG	12/20/2023	
Planetarium Staff Administrator	Cyclical Review	Research & Planning	JG	12/20/2023	
Production Manager	Cyclical Review	Research & Planning	JG	12/20/2023	
Theatre Technical Director	Cyclical Review	Research & Planning	JG	12/20/2023	
Senior Technology User Support Specialist	Cyclical Review	Upcoming	JL	11/3/2023	
Dance Production Specialist	Cyclical Review	Research & Planning	TM	12/20/2023	
Career Education Specialist	Cyclical Review	Hold	OV	11/15/2022	2/1/2023
Health Assistant	Cyclical Review	Research & Planning	OV	3/13/2024	
Health Center Supervisor	Cyclical Review	Research & Planning	OV		
Nurse Practitioner	Cyclical Review	Research & Planning	OV	2/2/2024	
Registered Nurse - Health Services	Cyclical Review	Research & Planning	OV	2/2/2024	
Tutoring Coordinator - Business	Cyclical Review	PC Agenda	OV	10/13/2023	6/26/2024
Tutoring Coordinator - English & Humanities	Cyclical Review	PC Agenda	OV	10/13/2023	6/26/2024
Tutoring Coordinator - Learning Disabilities	Cyclical Review	PC Agenda	OV	7/20/2023	6/26/2024
Tutoring Coordinator - Math	Cyclical Review	PC Agenda	OV	10/13/2023	6/26/2024
Tutoring Coordinator - Modern Language	Cyclical Review	PC Agenda	OV	10/13/2023	6/26/2024
Tutoring Coordinator - Science	Cyclical Review	PC Agenda	OV	10/13/2023	6/26/2024
KCRW Radio Media and Public Relations Officer	Cyclical Review	Upcoming		6/7/2024	
KCRW Radio Programming Technician	Cyclical Review	Upcoming		6/7/2024	
KCRW Radio Services Assistant	Cyclical Review	Upcoming		6/7/2024	
KCRW Radio Station Assistant Director	Cyclical Review	Upcoming		6/7/2024	
KCRW Radio Station Director	Cyclical Review	Upcoming		6/7/2024	
KCRW Radio Station Operations Manager	Cyclical Review	Upcoming		6/7/2024	
KCRW Radio Subscription Services Senior Specialist	Cyclical Review	Upcoming		6/7/2024	
KCRW Radio Website News Producer	Cyclical Review	Upcoming		6/7/2024	
Radio Engineer Manager	Cyclical Review	Upcoming		6/7/2024	
Theater Arts Operations Assistant	Description Revision	PC Agenda	AF		6/25/2024
Campus Store Operations Assistant	Description Revision	Stakeholder Review	AG		4/2/2024
Course Materials Buyer	Description Revision	Stakeholder Review	AG		
Customer Service Assistant	Description Revision	Stakeholder Review	AG		
DSPS Specialist	Description Revision	Stakeholder Review	JL		11/25/2022
Digital Marketing Coordinator	New Class	Research & Planning	JB	2/8/2024	
Basic Needs Case Manager	New Class	Upcoming	OV	3/26/2024	
Senior Graphics Designer	Position Review	Research & Planning	JB		
Administrative Assistant II	Position Review	Stakeholder Review	AF	2/2/2022	3/6/2024
Curriculum Specialist	Position Review	Research & Planning	AF	11/20/2023	
Senior Career Services Advisor	Position Review	Upcoming	AF	6/11/2024	
Human Resources Specialist	Position Review	Research & Planning	JL	5/30/2024	
Audio-Visual Equipment Technician	Salary Reallocation	Development	JL		
Human Resources Specialist	Salary Reallocation	Upcoming	JL		
Instructional Media Specialist	Salary Reallocation	Upcoming	OV	10/11/2023	
Senior Veterans Resource Specialist	Salary Reallocation	Research & Planning	OV	1/17/2023	2/9/2023

K. Public Comments on Closed Session

- L. Moved to Closed Session: Public Employee Performance Evaluation,
pursuant to GC 54957,
Director of the Personnel Commission

Open Time:

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

Closed Time:

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

M. Adjournment

Disposition by the Commission	
Motion Made By	
Seconded By	
Ayes	
Nays	
Abstentions	
Amendments/Comments	

Day	Month	Date	Year	Time	Venue
Wednesday	August	21	2024	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	September	18	2024	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	October	16	2024	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	November	20	2024	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	December	18	2024	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	January	15	2025	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	February	19	2025	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	March	19	2025	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	April	16	2025	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	May	21	2025	12:00 p.m.	Board Room/Business Bldg. Room 117
Wednesday	June	18	2025	12:00 p.m.	Board Room/Business Bldg. Room 117

As required by law, the agenda for the July 17, 2024 Regular Meeting of the Santa Monica College Personnel Commission was posted on the Official District Website no later than 72 hours prior to the date and time of this meeting.