

REGULAR MEETING
STATE CENTER COMMUNITY COLLEGE DISTRICT
PERSONNEL COMMISSION

Board Room
1525 East Weldon Avenue
Fresno, CA 93704

5:30 p.m. – Regular Meeting
Tuesday, July 21, 2015

AGENDA

- A. Call to Order
- B. Introduction of Guests
- C. Public Comment
- D. Approval of the Minutes of the June 16, 2015 Regular Meeting.
- E. Information Items
 - 1. Discussion of Employees Working Out-of-Classification
 - 2. Discussion of Oral Board Examination Process
 - 3. Discussion of Personnel Commission Staff Organization
- F. Action Items
 - 15-23 Consideration and Approval of Eligibility Lists
 - a. Assistant Residence Hall Supervisor-On Site, effective 6/22/15
 - b. Director of College Relations & Outreach (FCC), effective 6/25/15
 - c. Executive Director of Foundation, effective 7/13/15
 - d. Print, Media & Communications Manager, effective 7/15/15
 - e. College Center Assistant, effective 7/16/15
 - f. Early Childhood Education Associate (merged list), effective 7/16/15
 - g. Financial Aid Assistant I, effective 7/16/16
 - h. Financial Aid Assistant II, effective 7/16/15
 - i. Bookstore Sales Clerk I-Seasonal, effective 7/17/15
 - j. Bookstore Seasonal Assistant-Seasonal, effective 7/17/15
 - 15-24 Consideration and Approval to Classify New Positions at Fresno City College in Established Job Classification Specifications.
 - a. Custodians, 5 Positions
 - b. Department Secretary
 - c. Human Resources Technician
 - d. Institutional Research Coordinator
 - e. Instructional Laboratory Technician, Chemistry/Physical Science
 - f. Instructional Technician, Welding

- g. Office Assistant I/II
- h. Student Services Specialist
- i. Theatre Manager (Flexible Hour)

15-25 Consideration and Approval to Classify New Positions at Reedley College and Madera Center in Established Job Classification Specifications.

- a. Administrative Aide, Reedley College
- b. Department Secretary (PPT), Madera College Center
- c. Farm Production Supervisor, Reedley College
- d. Lead Custodian, Madera College Center
- e. Office Assistant III, Reedley College

15-26 Consideration and Approval to Classify New Positions at Clovis College in Established Job Classification Specifications.

- a. Accounting Technician II
- b. Administrative Aide
- c. College Director of Marketing & Communications
- d. Department Secretary
- e. Library/Learning Resources Assistant III
- f. Micro-Computer Resource Technician
- g. Network Coordinator
- h. Publications Specialist
- i. Research Assistant
- j. Student Services Specialist
- k. Webmaster

15-27 Consideration and Approval to Classify New Positions at District Office and District Operations in Established Job Classification Specifications.

- a. Accounting Clerk III, District Office
- b. Admissions & Records Manager, District Office
- c. Building Generalist, 5 Positions, District Operations
- d. Office Assistant III, District Operations
- e. Painter, District Operations
- f. Police Communications Dispatcher, District Operations

15-28 Consideration and Approval to Classify New Position Duties in the Classified Service and Establish New Classification Specifications

- a. Instructional Technician, Maintenance Mechanic, Fresno City College
- b. Instructional Technician, Manufacturing, Reedley College
- c. Child Development Lab School Director, Clovis College
- d. Web Portal Strategist, District Office

- 15-29 Consideration and Approval to Extend Classification of New Positions in the Classified Service

Director of Technology (50% Increase), Reedley College

Director of Technology (50% Increase), Clovis College

Research Director, Clovis College

- 15-30 Consideration and Approval of New Classification Specification for Financial Aid Systems Analyst

- 15-31 Consideration and Approval of New Classification Specification for Web Portal Administrator

- 15-32 Consideration and Approval of New Classification Specification for Child Development Lab School Manager

- 15-33 Consideration and Approval of Revised Classification Specification for Executive Director of Public and Legislative Relations

- 15-34 Consideration and Approval of Revised Classification Specification for Construction Services Manager

G. Director's Report

H. Commissioners' Reports

I. Adjournment

Commission Rule 2-14.5 limits speakers to three minutes. Speakers will be recognized by the Chairperson.

Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to Elba Gomez, Director of Classified Personnel, 1525 East Weldon Avenue, Fresno, CA 93704 (559) 244-5973, 8:00 a.m. to 5:00 p.m. at least 48 hours prior to the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 1525 E. Weldon Avenue, Fresno, CA 93704 during normal business hours.

MINUTES OF THE REGULAR MEETING – PERSONNEL COMMISSION
STATE CENTER COMMUNITY COLLEGE DISTRICT
June 16, 2015

- Call to Order Mr. Liermann called the meeting to order at 5:30 p.m.
- Members Present Members of the Personnel Commission present were:
Tim Liermann, Chairperson
Bradley Tahajian, Vice – Chairperson
Pamela Freeman-Fobbs
- Members of Commission staff present were:
Elba Gomez, Director of Classified Personnel
Vince Tafoya, HR Specialist
- Introduction of Guests The following guests attended:
Samerah Campbell, DO HR
Greg Taylor, DO
Jason Meyers, CSEA
Vanessa Cervantez, CSEA
Cheryl Sullivan, FCC
Eleanor Bruce, FCC
Carol Shimer, FCC
- Public Comment None
- Approval of the Minutes The minutes of the May 19, 2015 Regular Meeting were presented for approval.
- Mr. Tahajian moved to approve the minutes as presented, Ms. Freeman-Fobbs seconded the motion, and it carried unanimously.
- The motion passed as follows:
Ayes – Mr. Tahajian, Ms. Freeman-Fobbs, and Mr. Liermann
Noes – 0
- Information Items
1. Discussion of Employees Working Out-of-Classification Ms. Gomez provided an update on employees working out-of-classification.
- Mr. Meyers requested an update on the 9 completed working out-of-classification employees. Ms. Campbell responded that there had been no change since the regular meeting in May.
2. Discussion of Position Waiver Form Ms. Gomez provided an update on the position waiver form and stated that no changes were recommended.
- Mr. Meyers stated that that the term “following an interview” should be removed from the waiver form. Mr. Meyers also stated that an employee should be able to waive a job offer after an interview without being removed from the eligibility list.
- Ms. Gomez responded that other merit system districts did not allow a waiver after an interview noting that it would be a strain on resources. A brief

discussion followed regarding the topic to waive a job offer following an interview.

3. Discussion of Oral Board Examination Process

Ms. Gomez provided an update on the discussion of Oral Board Examination process providing a copy of the document that the applicant signs prior to the examination.

Mr. Liermann inquired what the process was if the candidate knew one of the panelist and preferred the panelist to not participate in the examination. Ms. Gomez responded that the panelist would be asked to be removed from the examination for the individual candidate.

Mr. Meyers inquired if the document provided to the candidate could include language informing the candidate of the option to remove a rater from the examination. Ms. Gomez responded that the proposed changes would need to be reviewed by the EEO Manager for approvals. A brief discussion followed regarding the provided form.

4. Discussion of Classification Specification Creation and Revisions

Ms. Gomez provided an update on the classification specification creation and revisions providing a copy of the minimum qualifications for faculty and administrators stating that the District abides by the provided guidelines.

5. Discussion of Neutral Commissioner Appointment

Mr. Liermann stated that the appointee of the neutral commissioner needed to be presented in September 2015 noting that Mr. Tahajian would be interested.

Mr. Taylor stated that an intended appointment should be made prior to September 30, 2015.

Action Items

[15-19] Consideration and Approval of Eligibility Lists

Eligibility Lists Presented:

- a. Associate Vice Chancellor, Business and Operations, effective 5/26/15
- b. Job Developer, effective 6/1/15
- c. Human Resources Technician - Confidential, effective 6/10/15

Mr. Liermann moved to approve item 15-19 as presented, Mr. Tahajian seconded the motion, and it carried unanimously.

The motion passed as follows:

Ayes – Mr. Tahajian, Ms. Freeman-Fobbs, and Mr. Liermann

Noes – 0

[15-20] Consideration and Approval to Classify New Positions in Established Job Classification Specifications.

Classifications Presented:

- a. Educational Advisor, Reedley College
- b. Human Resources Analyst PPT, (6 Month Limited-Term), District Office
- c. Human Resources Technician - Confidential, (6 Month Limited-Term), District Office
- d. Office Assistant III (6 Month Limited-Term), District Office

- e. Seasonal Student Advisor, Clovis Community College Center
- f. Seasonal Student Advisor, Clovis Community College Center

Ms. Gomez presented this item for consideration and approval stating that all positions presented were new positions approved at the Board of Trustee meeting in June.

Mr. Tahajian moved to approve item 15-20 as presented, Ms. Freeman-Fobbs seconded the motion, and it carried unanimously.

The motion passed as follows:

Ayes – Mr. Tahajian, Ms. Freeman-Fobbs, and Mr. Liermann

Noes – 0

[15-21] Consideration and Approval to Classify New Position in New Job Classification Specification.

Classifications Presented:

- a. Financial Aid Systems Analyst, District Office

Ms. Gomez presented this item for consideration and approval. Ms. Gomez stated that this would be a new position located at the District Office and did not have a current classification.

Ms. Freeman-Fobbs moved to approve item 15-21 as presented, Mr. Tahajian seconded the motion, and it carried unanimously.

The motion passed as follows:

Ayes – Mr. Tahajian, Ms. Freeman-Fobbs, and Mr. Liermann

Noes – 0

[15-22] Consideration and Approval to Exempt Academic Position from the Classified Service.

Classifications Presented:

- a. Student Equity Coordinator, Reedley College
- b. Tutorial Center Coordinator, Clovis Community College Center

Ms. Gomez presented this item for consideration and approval for exemption from the Classified Service.

Mr. Liermann moved to approve item 15-22 as presented, Mr. Tahajian seconded the motion, and it carried unanimously.

The motion passed as follows:

Ayes – Mr. Tahajian, Ms. Freeman-Fobbs, and Mr. Liermann

Noes – 0

Director's Report

Ms. Gomez provided an update on recruitment and testing.

Ms. Gomez also stated that Commission and Human Resources staff would be attending a Job Analysis training held in July.

Ms. Gomez requested that a regular meeting be scheduled for July to review revisions to classification specifications.

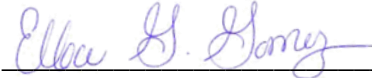
Mr. Liermann confirmed that a regular meeting would be scheduled for July 21, 2015 at 5:30 PM.

Commissioner's Report Ms. Freeman-Fobbs stated that she had a new grandson.

Mr. Tahajian had nothing to report.

Mr. Liermann stated that he attended his granddaughter's high school graduation in Idaho.

Adjournment Mr. Liermann adjourned the meeting at 6:10 p.m.



Elba Gomez, Director of Classified Personnel
EG:vt

DRAFT

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Discussion of Employees Working Out-of-
Classification

ENCLOSURE(S):
List of Employees
Working Out of Class
and Number
Employees Pending
Working Out of Class
Review (same
spreadsheet)

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Information

ITEM NO: 1

Background:

The Employees Working Out-of-Classification is being presented as an informational item for discussion purposes and to provide an update to the Personnel Commission.

**List of Current Employees
Working out of Class**

BACK TO AGENDA

Start	End	First Name	Last Name	Current Position No.	Current Position	Wg Out of Class Position No.	Wg out of Class Position	Status
7/8/2015		Robert	Kim	1125	Webmaster	1125	Programmer Analyst	Pending Recruitment
11/1/2013		Frances	Lippmann	2165	Admissions & Records Manager	2165	Director Level Range 59	Pending Classification Study

Number Employees Pending Working Out of Class Review

6

Number Employees Working Out of Class Review Completed

9

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Discussion of Oral Board Examination
Process

ENCLOSURE(S):
PC Rule 5-8, Oral
Board Disclosure
Form - Revised

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Information

ITEM NO: 2

Background:

The Oral Board Examination Process is being presented as an informational item for discussion purposes at the request of CSEA and to provide an update to the Personnel Commission.

STATE CENTER COMMUNITY COLLEGE DISTRICT

CLASSIFICATION TITLE

Oral Board Examination – DATE

The oral board examination you are participating in today will be electronically recorded. The audio recording of this examination is required by Education Code Section 88092. This will be a TIME minute interview.

The panelists do not have a copy of your resume or application. (They will not accept copies today.) Please be as descriptive as possible in formulating your responses. The panel will only ask you the questions you have been given; they will not ask follow-up questions and are not available to answer any questions you might have. Please contact your test proctor or another Personnel Commission staff person for any inquiry. A copy of the questions will be present in the interview room. **Please let the test proctor know if you know any of the oral board members listed below and if you are comfortable with them conducting the interview.**

The oral board members for today are:

RATER NAME, Title, Organization/Company

RATER NAME, Title, Organization/Company

RATER NAME, Title, Organization/Company

The proctor is **STAFF NAME**, Title, State Center Community College District Personnel Commission.

You will complete a skills exam after your oral board exam has concluded. Your overall score will determine your rank on the eligibility list. Your scores from each test will be emailed to you along with your ranking on the eligibility list within the next two weeks. The eligibility list will be used to fill full-time vacancies in this classification for at least one year. Passing candidates will be forwarded to the hiring manager for interviews for any vacancy in this classification during the life of the list.

Good Luck!

Signature

Print Name

Date

5-8 ORAL BOARD EXAMINATION: If an examination requires the use of an Oral Board interview panel, the Director of Classified Personnel shall assure that the following rules are followed:

(a) The oral board panel shall consist of two or more members. The majority of the oral board panel should be from outside the District for a lead position or above.

(b) An employee of the District or of the Commission may serve on an oral board panel if that employee is not at the first or second level of supervision over a vacant position in the class for which the examination is being held.

(c) Unless specifically directed to evaluate candidates' technical knowledge and skills, the oral board panel shall confine itself to evaluating general fitness for employment in the class.

(d) When the oral board panel is directed to evaluate technical knowledge and skills, at least two members of the oral board panel shall be technically qualified in the specified occupational areas under examination.

(e) Members of the Board of Trustees or Personnel Commission shall not serve on an oral board panel.

(f) Oral board proceedings shall be electronically recorded and retained in the Commission Office.

(g) Scores achieved by the candidate on other parts of the examination shall not be made available to the oral board panel.

(h) In no case will an oral or performance examination board be provided with confidential references on employees of the District who are competing in examinations.

(i) In oral board panel examinations, ratings accorded competitors shall be expressed in percentages with 75% being the minimum qualifying rating. Ratings shall be made independently by each oral board member either before or after discussion with other oral board members. Ratings shall be made independently on forms prescribed by the Director of Classified Personnel, which shall be signed by the oral board member and be delivered to the Director of Classified Personnel or his/her representative. All final markings shall be made in pen. When a competitor is disqualified by a member of the Oral Board Panel, the interviewer shall make a record of the reason(s) on the rating sheet.

(j) The ratings of the members of the Oral Board shall be averaged to determine each candidate's final rating. An average score of 75% or higher is required to pass the oral board.

REFERENCE: Education Code Sections 88080, 88092

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Discussion of Personnel Commission Staff
Organization

ENCLOSURE(S):

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Information

ITEM NO: 3

Background:

The Personnel Commission Staff Organization is being presented as an informational item for discussion purposes and to provide an update to the Personnel Commission.

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval of Eligibility
 Lists

ENCLOSURES:
Eligibility Lists

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Action

ITEM NO: 15-23

Background:

Eligibility lists have been placed on the agenda as an action item. If for some reason any Commissioner would like to remove a list, it can be done.

Recommendation:

It is recommended the Personnel Commission approve the eligibility lists.

ASSISTANT RESIDENCE HALL SUPERVISOR

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Competency	Took Oral	Eligible
ARH – 001	28	10	2	16	7	5

Oral Board Exam Raters

Nathan Saari, Director, Student Success, Equity & Outreach, Reedley College
 Tyler Miller, Residence Director, Fresno State University

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	2	0	0	8	4	1	0	0	15
Male	3	0	2	5	2	0	0	0	12
No Answer	0	0	0	0	1	0	0	0	1
Total	5	0	2	13	7	1	0	0	28

** Failed MQ: 8 - Experience; 1 – Education, 1 – Incomplete application



State Center Community College District



FRESNO CITY
COLLEGE

REEDLEY
COLLEGE

CLOVIS
CENTER

MADERA
CENTER

OAKHURST
CENTER

Announcing The Search For
**ASSISTANT RESIDENCE HALL
SUPERVISOR—ON-SITE**

REEDLEY COLLEGE

Application Deadline

Friday, May 29, 2015, 4:30 PM

Salary Information

Classified Management Range 24

Starting Annual Salary

\$52,033.00—\$65,414.00

Apply Online

<http://agency.governmentjobs.com/scccd>





Definition

Under direction supervises the operation of the residence halls, maintains order and discipline in the Residence Hall, and assures the well-being of the students residing there. The Assistant Residence Hall Supervisor – On-site is a live-in professional who shall be responsible for helping to build and support a community that encourages a diverse group of students to grow and develop individually and collectively.

Special Conditions

Live on-site in a one bedroom furnished apartment, single occupancy only, no pets allowed.

Distinguishing Characteristics

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for implementation of district policies, regulations, budget decisions, and supervision of staff including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

Example of Duties

- Providing supervision for the residence hall and surrounding property
- Supervising student activities and official functions.
- Providing guidance to students with immediate personal problems.
- Referring students to the Counseling and Guidance department.
- Handling disciplinary cases or referring them to the Vice President of Student Services.
- Working closely with Health Services and College Police particularly in emergency situations.
- Assisting with directing and supervising the training and performance of classified staff, student Resident Advisors and College work study students.
- Assisting with the development of department and program goals and objectives.
- Assisting with the preparation and presentation of recommendations on facilities, staffing and other needs that will enhance the program, financial performance and student life.
- Assisting with weekly staff meetings to problem solve, discuss recent discipline, upcoming events, continue training and staff development.
- Preparing oral and written reports.
- Maintaining established procedures, policies, and records.

- Assisting in making budget recommendations and administration of budget during the year.
- Recommending changes to procedures and policies.
- Assigning rooms, inspecting living quarters, reporting needed maintenance and repairs.
- Supervising the distribution of student mail/messages.
- Assisting with the summer camp/conference program.
- Assist with overseeing the renovation and maintenance of the dormitories.
- Performs other duties as assigned.

Employment Standards

Education

- Bachelor's Degree

Experience

- Successful experience supervising and working with young adults, preferably in a residential setting.

Knowledge of

- principles and practices of residence hall management.
- health and safety regulations.
- privacy laws.
- the college age individual, behavior and control.
- record keeping procedures.
- interviewing and investigation techniques.
- budgeting, financial management, and cost analysis.

Skill to

- assist in planning, organizing and supervising the daily operation of the Residence Hall.
- supervise and schedule staff.

Ability to

- read and interpret highly technical materials for students and staff members.
- write and prepare reports and handbooks.
- deal calmly and rationally with irate or upset individuals.
- learn medical facilities available to students and first aid procedures.
- assign, monitor, and evaluate the work of others.
- operate standard office machines and equipment.
- appropriately interact with a diverse population to include students, staff, faculty and the public.
- effectively communicate with individuals for whom English is not a primary language.
- learn and apply college, district, and residence hall

policies and procedures.

Working Conditions Which May Occur

- Work inside protected from weather more than 6 hrs/day
- Work outside exposed to the weather less than 2 hr/day
- Work in temperatures between 35 - 44 degrees F. less than 2 hr/day
- Work in temperatures above 104 degrees F. less than 2 hr/day
- Work in humidity between 30% and 60% less than 1 hr/day
- Noise exposure under 105 decibels 3 - 5 hrs/day
- Work on surfaces that are flat and stable more than 7 hrs/day
- Exposed to direct sunlight less than 2 hr/day
- Contact with electrical hazards less than once or twice a month.
- Supervise or control combative persons less than 1 hr/day
- Tasks performed while objects are lifted out of or put into cramped spaces once or twice a month
- Tasks performed involve leaning, bending forward, kneeling or squatting once or twice a month
- Tasks performed involve working with the wrists in a bent or twisted position once or twice a month
- Tasks performed with the hands below the waist once or twice a week
- Tasks performed while standing for most of the shift without anti-fatigue mats once or twice a month
- Tasks performed with arms or hands in the same position for long periods of time without changing positions or resting once or twice a week
- Extended evening hours, being on-call, and/or schedule changes occur once or twice a week

Examples of physical ability requirements necessary to perform the above job duties:

- Have muscular effort (or strength) needed to lift, push, pull or carry objects such as helium tanks weighing up to 50 pounds. (Muscular Tension)
- Resist fatigue to work through the night. (Muscular Endurance)
- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Hear and understand human speech in a relatively

quiet environment such as hearing someone speak in quiet office or where others are sleeping. (Speech Intelligibility in Quiet)

- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)
- To tell from what direction a sound is coming from such as hear when someone is calling for help. (Sound Localization)
- Bend, stretch, twist, or reach out with the body, arms, and/or legs to perform a task as well as continuous and repeating of these functions such as decorating for special events. (Flexibility)

Examples of mental ability requirements necessary to perform the above job duties:

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely

- to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
 - Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
 - Read and understand information and ideas presented in writing. (Written Comprehension)
 - Communicate information and ideas in writing so others will understand. (Written Expression)

Recruitment (Examination) Process

The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of Supplemental Questions to evaluate your education, training and experience relative to the required knowledge and abilities for the position. Answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a competency test (50% weight) and an oral interview examination (50% weight).

Of those achieving a passing score on the Education, Training & Experience Supplemental Questions Competitive Rating, only the 20 highest scoring candidates, plus ties, will be invited to the competency exam. Of those achieving a passing score on the competency exam, only the 10 highest scoring candidates, plus ties, from the competency exam will be invited to the oral board exam. Passing score is 75% out of 100% on each testing section.

TESTING TENTATIVELY SCHEDULED FOR TUESDAY, JUNE 9, 2015

To move forward in the selection process, you must complete an online application through our web site at <http://agency.governmentjobs.com/scccd> Please attach a copy of your degree or transcripts (including when degree was awarded) or your application may be considered in-

complete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

The eligibility list, which will be valid for at least one year, will be used to fill full-time positions in this classification. This vacancy is at Reedley College.

State Center Community College District Personnel Commission Office

1525 E. Weldon Avenue
Fresno, CA 93704
(559) 244-0720
jobs@scccd.edu
www.scccd.edu

DIRECTOR OF COLLEGE RELATIONS & OUTREACH - FCC

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Competency	Took Oral	Eligible
2014000312	65	30	24	11	11	7

Oral Board Raters

Pedro Avila, Associate Vice Chancellor of Information Systems, Enrollment Services, Admissions & Records, SCCC
 Christina Espinosa, Director of College and Career Readiness, Fresno Unified School District
 Frances Peña-Olsen, University Outreach Director, Fresno State University

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	5	0	5	16	13	2	0	0	41
Male	5	1	1	10	4	2	0	1	24
No Answer	0	0	0	0	0	0	0	0	0
Total	10	1	6	26	17	4	0	1	65

** Failed MQ: 25 Experience, 5 Incomplete (missing info or wrong attachment)



State Center Community College District



FRESNO CITY
COLLEGE

REEDLEY
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Announcing The Search For
**DIRECTOR OF
COLLEGE RELATIONS &
OUTREACH**

FRESNO CITY COLLEGE

Application Deadline

Monday, June 1, 2015, 4:30 PM

Salary Information

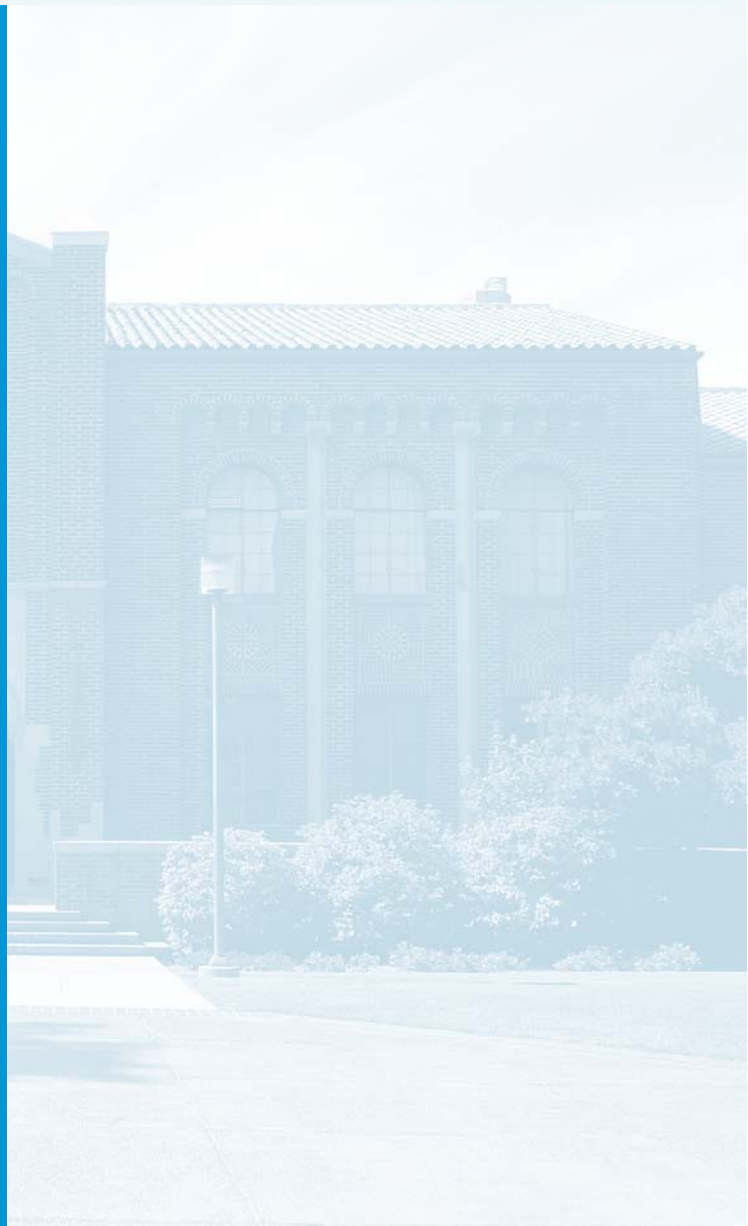
Classified Management Range 59

Starting Annual Salary

\$103,847.00—\$130,861.00

Apply Online

<http://agency.governmentjobs.com/scccd>





Definition

Under administrative direction, the Director is responsible for planning, directing, managing, evaluating and overseeing activities, services, and staff associated with college relations and outreach.

Distinguishing Characteristics

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

The **Director of College Relations and Outreach** supervises the College Relations and Outreach Office that is responsible for generating applicants to the college, supports matriculation efforts such as assessment/testing, advising, and orientation associated with Registration-To-Go (RTG), and other services that focus on student transition from local schools and the community to the college. Duties are carried out with considerable independence within a framework of policies, administrative guidelines and state laws/codes. The incumbent must utilize excellent communication skills to effectively facilitate and interact with a wide range of schools, management, administrators, faculty, staff and students while maintaining day to day management of outreach and student programs and services. The incumbent must also possess strong organizational and leadership skills.

Supervision Received

Administrative direction is received from the Dean of Student Services, Counseling.

Supervision Exercised

Direct supervision is exercised over professional, technical, and clerical staff assigned to the department.

Essential Job Functions

- Provide leadership to the campus outreach program and College Relations regarding outreach efforts and support for students in transition from schools to the community college including Registration-to-Go Program.
- Collaborate with local service area K-12 administrators and staff to develop, implement and/or sustain projects that generate applicants and support students in transition from schools and the community to the college.
- Develop, monitor, and implement an outreach calendar that systematically coordinates all outreach activities between the college and local K-12 schools and community agencies.
- Collaborate closely with the Matriculation Coordinator and other staff with all programming designed to assist students in being fully matriculated to the college.
- Work closely with student equity program faculty and staff to assist various programs in achieving enrollment and student success targets.
- Oversee and coordinate all campus tours and campus visits.
- Supervises the Student Ambassador Program.
- Provide leadership to reporting staff in developing, monitoring, evaluating and assessing annual unit goals and priorities, to include Student Learning Outcomes (SLOs) and Service Unit Outcomes (SUOs) for College Relations and Outreach.
- Develop and monitor budgets and expenditures for outreach, student equity and student success programs under the direction of the Dean of Students, Counseling.
- Develop and implement a training plan in collaboration with appropriate staff for matriculation and student equity.
- Work collaboratively with institutional research and program offices in the collection of annual data for reporting purposes.
- Collaborate closely with K-12 service area high schools to arrange outreach events and college fairs, with a particular emphasis on student equity and outreach.
- Collaborate with Public Information Office to market and communicate outreach and student success efforts.
- Lead department planning and implementation meetings
- Attend professional seminars/conferences related to student success, student equity, and faculty/staff development.
- Provide data and information as necessary for program review
- Supervise and evaluate the effectiveness of Registration-to-Go.
- Ensure the evaluations of reporting staff are conducted on a regular and systematic basis in accordance with collective bargaining agreements and board policies and regulations.
- Participate in the coordination of dual enrollment efforts.
- Serve on standing and ad hoc committees as assigned.
- Participate in the coordination of community based pathway programs.
- **Perform other duties as assigned.**

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or logical assignment to this classification.

Minimum Qualifications

Education & Experience

Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Bachelor's degree from an accredited college or university, and 2 years or more of increasingly responsible experience working in a student services program, including at least one year of lead or supervisory experience.

Licenses & Certificates

Valid Driver's License

Knowledge of:

- Senate Bill 1456 (Student Success Act of 2012), Student Success and Support Program, Student Equity Plan, and other related student success initiatives and/or legislation.
- Educational institutions, news media, and community groups in the college's service area.
- Methods and practices of public communication, outreach and involvement including marketing techniques.
- Recruitment techniques used in educational institutions.
- Principles of public relations, publicity, and marketing.
- Budget preparation and control.
- Student activities and services at the college.
- Record keeping and report preparation techniques to ensure information is accurately presented and reported.
- Basic math including addition, subtraction, multiplication, and division.
- Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
- Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs.

Skill to:

- Independently plan and implement a comprehensive and innovative student outreach program, student success and support program plan, student equity plan and other recruitment programs.
- Coordinate complex and diverse recruitment activities in support of student success programs.

- Analyze a variety of administrative problems to make sound policy and procedural recommendations for their solutions.
- Make effective oral presentations to a variety of audiences with differing levels of knowledge regarding student services.
- Effectively communicate with individuals for whom English is not a primary language.
- Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Plan and organize work to meet established timelines and department schedules.
- Operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
- Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Rapidly learn and acquire skills in areas and technologies not previously assigned.
- Type at a sufficient speed to maintain workflow.

Ability to:

- Develop and direct a comprehensive Student Success and Support Program, Student Equity Plan, and Outreach program founded upon enrollment management principles.
- Effectively represent the District and campus at community events and present clear, concise, comprehensive reports to all in attendance.
- Establish and maintain effective working relationships with District and campus administrators, management, staff, students, diverse community, collaborative partner contacts, independent programs consultant/trainers, and the public.
- Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Promote workplace diversity and a positive work environment.
- Analyze problems, develop sound problem-solving models, and propose logical solutions to problems.
- Research, evaluate data, and prepare comprehensive, concise reports and recommendations.
- Prepare and monitor a budget.
- Learn Title 5, California Education Code, Merit System Rules, Board Policy, Administrative Regulations and collective bargaining agreements in the District.
- Maintain confidentiality of sensitive information and records.
- Supervise, train, and evaluate personnel.

- Operate computers and their peripherals.
- Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment weighing up to 25 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, Personnel Commissioners, board members, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 deci-

bels, roughly that of a normal conversation or a ringing telephone.

Recruitment (Examination) Process

The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of Supplemental Questions to evaluate your education, training and experience relative to the required knowledge and abilities for the position. Answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a competency exam (40% weight) and an oral interview examination (60% weight).

Only the 10 highest scoring applicants, plus ties, achieving a passing score on the Education, Training & Experience Supplemental Questions Competitive Rating will be invited to the competency exam and oral appraisal board interview. Passing score is 75% out of 100% on each testing section

**TESTING TENTATIVELY SCHEDULED FOR
WEDNESDAY, JUNE 10, 2015**

To move forward in the selection process, you must complete an online application through our web site at <http://agency.governmentjobs.com/scccd> Please attach a copy of your degree or transcripts (including when degree was awarded) or your application may be considered incomplete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

The eligibility list, which will be valid for at least one year, will be used to fill full-time positions in this classification.

**State Center Community College District
Personnel Commission Office**
1525 E. Weldon Avenue
Fresno, CA 93704
(559) 244-0720
jobs@scccd.edu
www.scccd.edu

EXECUTIVE DIRECTOR OF FOUNDATION

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Oral	Eligible
EDF-2015	16	4	1	9	5

Oral Board Raters

Teri Amerine, Vice President, Saint Agnes Medical Center Foundation
 Jesse Arreguin, Community Leader, Development Officer, Grid Alternatives
 Sandra Caldwell, President, Reedley College
 Gina Cuttone, President SCCC Foundation & CEO of Barthuli & Associates
 Carolyn Drake, (Retired) Dean of Instruction, Fresno City College
 Paul Duckworth, Member-at-Large, SCCC Foundation, President, Duckworth Environmental Services, Inc.
 Deborah Ikeda, President, Clovis Community College
 James Meinert, Interim Executive Director of Foundation, SCCC Foundation
 Steve Spriggs, Director of Planned Giving, Fresno State

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter, CASBO

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN, Universities and Colleges in the United States.

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	0	0	0	3	4	0	0	1	8
Male	0	0	0	2	3	2	0	1	8
No Answer	0	0	0	0	0	0	0	0	0
Total	0	0	0	5	7	2	0	2	16

** Failed MQ: 2 Experience, 1 Incomplete (missing info or wrong attachment), 1 Education



State Center Community College District



FRESNO CITY
COLLEGE

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CENTER

MADERA
CENTER

OAKHURST
CENTER

Announcing The Search For **EXECUTIVE DIRECTOR OF FOUNDATION**

Application Deadline

Tuesday, June 30, 2015, 4:30 PM

Salary Information

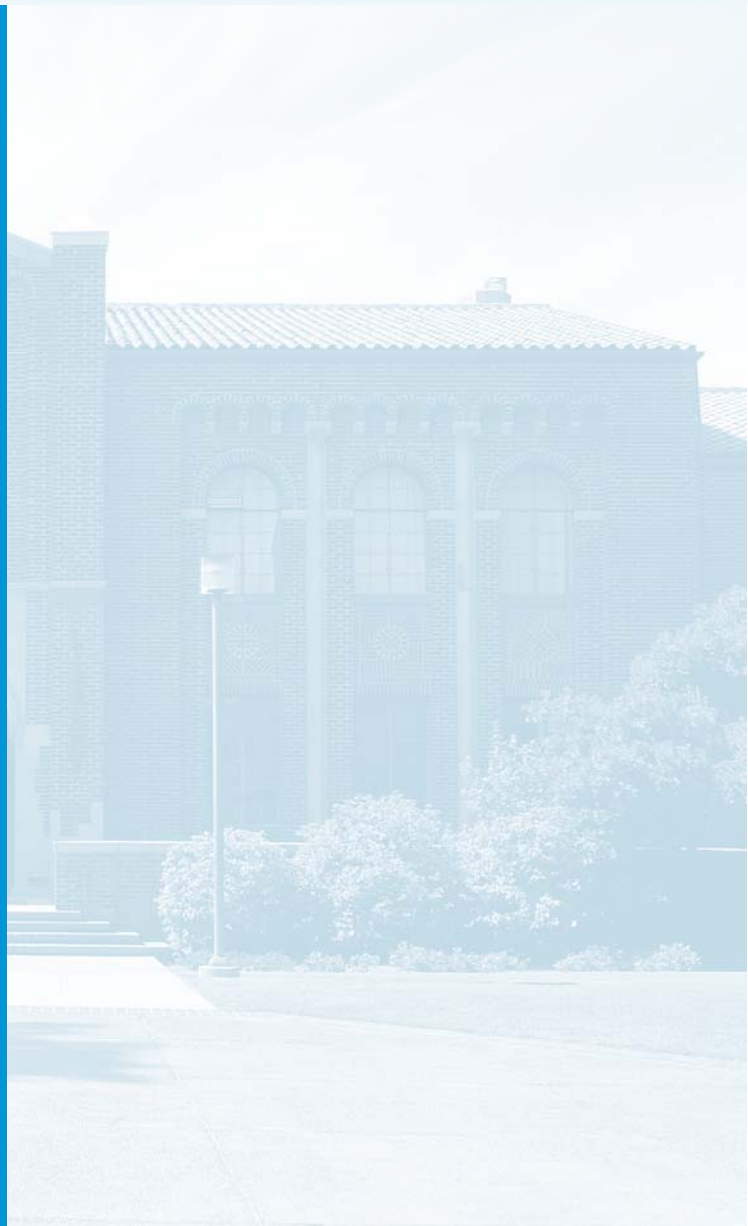
Classified Management Range 59

Starting Annual Salary

\$103,847.00—\$130,861.00

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Definition

Under administrative direction of the Chancellor, the position is responsible for the administration of State Center Community College Foundation ("Foundation"), which includes but is not limited to the overall development, planning and execution of the Foundation's policies, procedures, and activities as set by State Center Community College District ("District") leadership and Foundation Board of Directors ("Foundation Board"). In addition, the scope of work includes serving as a staff resource person to the college presidents relative to fund development policy and practice.

Distinguishing Characteristics

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

The Executive Director of Foundation is the executive responsible for developing and implementing short and long-range plans and strategies for the Foundation Office to meet the District's goals and objectives. Duties are carried out with considerable independence within a framework of policies, administrative guidelines and state laws/codes. Incumbents must utilize excellent communication skills to effectively facilitate and interact with a wide range of schools, management, administrators, Foundation board members, donors, faculty, staff and students while maintaining day to day management of the Foundation Office. Incumbents must also possess strong organizational and leadership skills.

Supervision Received

Administrative direction is received from the Chancellor.

Supervision Exercised

Direct supervision is exercised over professional, technical, and clerical staff assigned to the department.

Essential Job Functions

Duties/essential functions may include, but not be limited to, the following:

- Works with the Foundation Board to ensure the quality of projects and services to build a strong philanthropic example/focal point for all fundraising endeavors.
- Oversees the business of the Foundation assuring that it maintains balance between a robust fundraising focus, event activity, and other opportunities.
- Assures the accuracy and integrity of Foundation financial accounts.
- Conducts a comprehensive, on-going fund development program to meet the needs of the District.
- Solicits funds via face-to-face solicitations.
- Writes grant proposals.

- Provides leadership in organizing and implementing signature events, campaigns, and any other selected fundraising programs as deemed appropriate.
- Identifies philanthropic prospects and assures appropriate cultivation.
- Provides proposal and other support material to the Chancellor, campus presidents, and Foundation Board leaders for major gift solicitations.
- Oversees thoughtful stewardship of donors in partnership with the colleges and centers.
- Develops methods and systems to provide for major gifts, campaigns, corporate giving, estate planning/gifts, annuities and trust funds, and all other methods of support for the District;
- Works in partnership with each college's scholarship representatives, develops new scholarship funds and oversees effective administration and stewardship of all privately funded scholarships and donors.
- Provides staff support for Foundation committees.
- Provides all meeting materials, including written reports as necessary and minutes for the Foundation Board and committees.
- Assures that the talents of the Foundation Board members are fully applied to meet fundraising and organizational objectives.
- Keeps the Foundation Board informed of all donations and key financial reports.
- Maintains the accuracy and integrity of donor and prospect information within the Foundation's database.
- Utilizes appropriate reports to enhance and improve information and decision making for program management.
- Supervises all volunteers supporting the Foundation.
- Performs ongoing review of program effectiveness.
- Provides formal, written reviews of all programs at least annually.
- Represents the Foundation to many external organizations and constituencies.
- Attends District, college, center and community events when the achievement of development objectives will be served.
- Supervises the development of Foundation-based publications including fundraising brochures, annual report, website, etc.
- Develops long-range plans and direction for the Foundation.
- Works closely with faculty, staff, and management to integrate the Foundation, its fundraising activities and endowment use into academic and student services program planning.
- Oversees the preparation of all necessary reports as required by law and ensures the annual audit is completed.
- Assigns, supervises and evaluates work of Foundation staff.
- Develops and manages Foundation budget.
- Performs other duties as assigned.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

Minimum Qualifications

Education & Experience

Any combination equivalent to: Bachelor's degree and three (5 years or more) of management-level experience in fundraising and resource development, capital development and/or campaigns with major gifts solicitation from foundations, corporations, businesses, and individuals; or management experience involving 501(c)(3) organizations. A demonstrated track record of raising funds from the business and philanthropic communities is required.

Licenses & Certificates

Valid Driver's License

Knowledge of:

- Methods, techniques, and procedures used in the planning, development, marketing, and delivery of a major fundraising and resource development program in higher education.
- Federal, state, and local laws and regulations such as 501(c)(3) exemptions.
- Strategic planning, resource allocation, staffing, and supervision.
- Budget development and expenditure tracking.
- Record keeping and report preparation techniques to ensure information is accurately presented to the Chancellor and Board.
- Basic math including addition, subtraction, multiplication, and division.
- Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
- Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, publishing, and database programs.

Skill to:

- Plan and develop event plans materials for as needed by the Foundation.
- Make effective oral presentations to a variety of audiences with differing levels of knowledge regarding Foundation services.
- Utilize non-profit management database and query tools to extract data from databases for interpreting and communicating information.
- Conduct research and prepare reports as required by the Chancellor.
- Write complex business reports.
- Demonstrate excellent relationship management and interpersonal skills.
- Demonstrate strong organizational and analytical skills.
- Effectively communicate with individuals for whom English is not a primary language.
- Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.

- Plan and organize work to meet established timelines and Foundation schedules.
- Operate standard office equipment such as computers, fax machines, copy machines, telephones and others.
- Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Rapidly learn and acquire skills in areas and technologies not previously assigned.
- Type at a sufficient speed to maintain workflow.

Ability to:

- Supervise events for the Foundation to include students, staff, faculty, public and vendors.
- Strengthen and implement the goals of a major comprehensive community college foundation program.
- Ability to develop, provide leadership and prioritize projects for various programs.
- Oversee major fundraising and outreach to the business and philanthropic communities.
- Establish and maintain effective working relationships with District administrators, management, staff, diverse community, business and industry contacts, collaborative partner contacts, independent programs consultant/trainers, and the public across wide geographical locations.
- Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Maintain consistent, punctual and regular attendance to include special, evening and weekend events.
- Monitor event expenses for the Foundation office.
- Learn, interpret and apply federal and state laws and regulations, district policies and procedures as they pertain to non-profit management.
- Maintain confidentiality of sensitive information and records.
- Receive and follow instructions in order to build and maintain effective working relationships.
- Assign, monitor, and/or review the work of others.
- Appropriately interact with students, staff, faculty, and public.
- Operate computers and their peripherals.
- Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel

computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment weighing up to 25 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, Personnel Commissioners, board members, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Recruitment (Examination) Process

The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of a Supplemental Questionnaire Competitive Rating Form to evaluate your education, training and experience relative to the required knowledge and abilities for the position. Your answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Your responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a competency exam (40% weight) and an oral interview (60% weight).

Only the 10 highest scoring applicants, plus ties, achieving a passing score on the Supplemental Questionnaire Competitive Rating Form will be invited to the oral appraisal board interview. Passing score is 75% out of 100% on each testing section.

ORAL BOARD INTERVIEW TENTATIVELY SCHEDULED FOR THURSDAY, JULY 9, 2015

To move forward in the selection process, you must complete an online application through our web site at <http://agency.governmentjobs.com/scccd>. Please attach a copy of your degree or transcripts (including when degree was awarded) or your application will be considered incomplete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

PRINT MEDIA & COMMUNICATIONS MANAGER

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Competency	Took Oral	Eligible
2015000049	24	16	0	7	7	5

Oral Board Raters

Sean Henderson, Director of College Activities, Fresno City College
 Darryl Hanoian, Vice President, ValPrint
 Kathy Bonilla, Public Information Officer, Fresno City College

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	1	0	3	3	3	0	0	0	10
Male	1	0	2	1	6	2	0	0	12
No Answer	0	0	0	1	0	0	0	1	2
Total	2	0	5	5	9	2	0	1	24

** Failed MQ: 12 Experience, 2 Incomplete (missing info or wrong attachment), 2 Education



State Center Community College District



FRESNO CITY
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CLOVIS
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MADERA
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OAKHURST
CENTER

Announcing The Search For
**PRINT, MEDIA &
COMMUNICATIONS
MANAGER**

FRESNO CITY COLLEGE

Application Deadline

Thursday, June 11, 2015, 4:30 PM

Salary Information

Classified Management Range 30

Starting Annual Salary

\$58,531.00—\$73,663.00

Apply Online

<http://agency.governmentjobs.com/scccd>





Definition

Under direction plans, organizes, coordinates, supervises, and participates in the operation of the campus copy center, graphics, print shop, mail and telephone services.

Distinguishing Characteristics

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

The **Print, Media and Communications Manager** is the incumbent responsible for managing the operations of a college print shop and assisting in the development and implementation of operational procedures for the department. Incumbents are responsible for the supervision and production of large quantity, high quality printed materials, as well as, providing a variety of binding, folding, and duplicating services. Duties are carried out with considerable independence within a framework of policies, administrative guidelines and state laws/codes. Incumbents must utilize excellent communication skills to effectively facilitate and interact with a wide range of schools, management, administrators, faculty, staff and students.

Supervision Received

General direction is usually received from the Vice President of Administrative Services.

Supervision Exercised

Direct supervision is exercised over professional, technical, and clerical staff assigned to the department.

Essential Job Functions

- Responsibilities include functional and technical supervision of personnel assigned to campus copy-center, print shop, mail and telephone operations.
- Review requests for offset and copy services to determine whether work should be printed or copied.
- Confers with campus department representatives as needed regarding printing, copy and mail requests; evaluates and recommends methods of reproduction.
- Supervises the processing of outgoing U.S. mail.
- Prepares a variety of production reports and prepares requisitions for supplies.
- Provides training printing, mail and telephone services.
- Participates in developing the department's annual budget.
- Maintains safety standards to ensure compliance with college, state, and federal codes.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or logical assignment to this classification.

Minimum Qualifications

Education & Experience

Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Associate's Degree and 4 years or more of increasingly responsible experience in operation of offset printing and related equipment, and at least two years experience in a lead position supervising employees in a print shop/copy-center operation.

Licenses & Certificates

Valid Driver's License

Knowledge of:

- Operation of offset duplicating machines, high speed digital duplicators, bindery and related printing equipment.
- Principles of layout and design.
- Principles and practices of personnel administration, supervision and training.
- Principles and techniques of record keeping and basic purchasing related to a central duplicating operation. Principles, practices and methods of graphics production, printing, reproduction and mailroom operations and equipment.
- Policies and regulations pertaining to US Mail.
- Budget preparation and control.
- Record keeping and report preparation techniques to ensure information is accurately presented and reported.
- Basic math including addition, subtraction, multiplication, and division.
- Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
- Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs.

Skill to:

- Operate printing and duplicating machines, process cameras and related equipment used in the printing process.
- Analyze operating procedures to reduce the costs of productivity.
- Direct, instruct, and organize print shop employees to maintain the professional standards of the department.
- Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Plan and organize work to meet established timelines and department schedules.
- Operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
- Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Rapidly learn and acquire skills in areas and technologies not previously assigned.
- Type at a sufficient speed to maintain workflow.

Ability to:

- Plan the work of a central reproduction section.
- Estimate costs and schedule work for the Print Shop and maintain time, material, and other cost records.

- Effectively represent the District and campus at community events and present clear, concise, comprehensive reports to all in attendance.
- Establish and maintain effective working relationships with District and campus administrators, management, staff, students, diverse community, collaborative partner contacts, independent programs consultant/trainers, and the public.
- Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Promote workplace diversity and a positive work environment.
- Analyze problems, develop sound problem-solving models, and propose logical solutions to problems.
- Research, evaluate data, and prepare comprehensive, concise reports and recommendations.
- Interpreting and applying applicable Federal and State rules, and regulations.
- Prepare and monitor a budget.
- Maintain confidentiality of sensitive information and records.
- Supervise, train, and evaluate personnel.
- Operate computers and their peripherals.
- Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment weighing up to 25 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, Personnel Commissioners, board members, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while perform-

ing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Recruitment (Examination) Process

The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of Supplemental Questions to evaluate your education, training and experience relative to the required knowledge and abilities for the position. Answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a competency exam (40% weight) and an oral interview examination (60% weight).

Only the 10 highest scoring applicants, plus ties, achieving a passing score on the Education, Training & Experience Supplemental Questions Competitive Rating will be invited to the competency exam and oral appraisal board interview. Passing score is 75% out of 100% on each testing section

**TESTING TENTATIVELY SCHEDULED FOR
TUESDAY, JUNE 30, 2015**

To move forward in the selection process, you must complete an online application through our web site at <http://agency.governmentjobs.com/scccd> Please attach a copy of your degree or transcripts (including when degree was awarded) or your application may be considered incomplete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

The eligibility list, which will be valid for at least one year, will be used to fill full-time positions in this classification.

**State Center Community College District
Personnel Commission Office**

1525 E. Weldon Avenue
Fresno, CA 93704
(559) 244-0720

COLLEGE CENTER ASSISTANT

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Competency	Took Oral	Eligible
201500025	154	76	45	33	11	7

Oral Board Exam Raters

Janice Wong, College Center Assistant, Fresno City College
 Gail Takakjian-Gilbert, Account Representative, Dumont Printing

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	6	0	10	52	28	8	0	5	109
Male	5	0	9	17	11	1	0	0	43
No Answer	0	0	0	0	0	0	0	2	2
Total	11	0	19	69	39	9	0	7	154

** Failed MQ: 70 - Experience; 2 – Education, 4 – Incomplete application



CLASSIFIED JOB OPPORTUNITY BACK TO AGENDA

STATE CENTER COMMUNITY COLLEGE DISTRICT

PERSONNEL COMMISSION

1525 E. Weldon Avenue, Fresno, California 93704-6398

Phone (559) 226-0720 • Fax (559) 272-5156 • <http://agency.governmentjobs.com/sccc>

Fresno City College • Reedley College • Clovis Community College Center • Madera Center
Oakhurst Center • Career and Technology Center • The Training Institute

COLLEGE CENTER ASSISTANT

The district-wide eligibility list, which will be valid for at least one year, will be used to fill full-time and part-time positions in this classification. The current vacancy is at Madera Community College Center.

- Definition:** Under direction coordinates College Center activities and events and supervises student organization activities.
- Compensation:** Starts at \$4,063.83 per month. Full-time permanent positions provide an attractive benefit package which includes health, dental and vision coverage for the employee and eligible dependents, as well as life insurance and disability coverage for employees. Part-time positions are paid hourly, starting at \$23.45 with limited benefits.
- Examples of Duties:** Performs a wide variety of work, including working with faculty, staff and students to develop a comprehensive college center program which integrates the curricular and co-curricular programs; maintaining calendar and schedule of events for the College Center; implementing an effective program of films, speakers, field trips, workshops and seminars, art exhibits and student/staff performances; serving as trainer and advisor to campus student organizations; implementing an effective intramural program for students; supervising the student activities in the College Center; assisting with promotion of College Center activities; assisting with monitoring budget, processing artist's contracts and contacting vendors. May perform other related duties as needed.
- Required Employment Standards:**
- Education:** Bachelor's Degree.
- Experience:** Leadership experience working with staff and participants in a college, high school, or organized community activities setting.
- Licenses/Certificates:** A valid driver's license is required.
- Knowledge and Abilities:** Knowledge of college union philosophy, student development and leisure time theory, educational and cultural benefits of multiculturalism. Ability to work effectively with all college constituent groups. Ability to advise and train student groups and individuals and implement a quality program of social and cultural activities that compliments the academic program. Ability to organize, calendar, promote, and supervise an effective program of films, speakers, field trips, workshops and seminars, art exhibits and student/staff performances. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures. Assign and review the work of other employees and students assigned to the department.
- Examination Process:** The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of Supplemental Questions to evaluate your education, training and experience relative to the required knowledge, skills and abilities for the position. Answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a competency test (45% weight) and an oral board examination (55% weight).

Of those achieving a passing score on the Education, Training & Experience Supplemental Questions Competitive Rating, only the 30 highest scoring candidates, plus ties, will be invited to the competency

State Center Community College District is an Equal Opportunity Employer. It is the policy of State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion or similar factors as defined by law. We are a Title V employer.

Examination Process: (cont.) exam. Of those achieving a passing score on the competency exam, only the 10 highest scoring candidates from the competency exam, plus ties, will be invited to the oral board exam. Passing score is 75% out of 100% on each testing section.

TESTING TENTATIVELY SCHEDULED FOR WEDNESDAY, JULY 1, 2015

To move forward in the selection process, you must complete an online application through our website at <http://agency.governmentjobs.com/scccd>. You must attach a copy of your degree or transcripts (showing degree conferral date) or your application may be deemed incomplete. Resumes may be uploaded but cannot be used in lieu of a completed application.

Filing Deadline: MONDAY, JUNE 15, 2015, 4:30 PM.

Posted: 05/22/15

Pay Range: Regular Classified Range 57

EARLY CHILDHOOD EDUCATION ASSOCIATE

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Competency	Took Performance	Eligible
IAC-001+ 201500071	51	23	1	13	14	8

Performance Exam Rater

Mary Beth Miller, Instructor, SCCC (IAC-001)
 Monica Marquez, Instructor, SCCC (201500071)

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	1	0	7	23	13	3	0	1	48
Male	0	0	0	0	0	0	0	0	0
No Answer	0	0	0	0	0	0	0	3	3
Total	1	0	7	23	13	3	0	4	51

List merged: 11/25/14 & 7/16/15

** Failed MQ: 17 Failed Experience, 1 Failed for not having proper licensure, 5 Failed for lacking education requirements



CLASSIFIED JOB OPPORTUNITY BACK TO AGENDA

STATE CENTER COMMUNITY COLLEGE DISTRICT PERSONNEL COMMISSION

1525 E. Weldon Avenue, Fresno, California 93704-6398

Phone (559) 226-0720 • Fax (559) 272-5156 • <http://agency.governmentjobs.com/sccc>

Fresno City College • Reedley College • Clovis Community College Center • Madera Center
Oakhurst Center • Career and Technology Center • The Training Institute

EARLY CHILDHOOD EDUCATION ASSOCIATE

The district wide eligibility list, which will be valid for at least one year, will be used to fill both full-time and part-time positions in this classification.

Definition:

Under the direction assist in providing care, guidance and developmentally appropriate learning and socialization experiences for infant, toddler and/or preschool-aged children to encourage and facilitate positive social and cognitive learning. Duties are carried out in a learning laboratory classroom setting with District Early Childhood Education (ECE) students.

Compensation:

Starts at \$2,552.75 per month. Full-time permanent positions provide an attractive benefit package which includes health, dental and vision coverage for the employee and eligible dependents, as well as life insurance and disability coverage for employees. Part-time positions are paid hourly, starting at \$14.73 per hour with no benefits, except sick leave and vacation.

Examples of Duties:

Performs a variety of duties for the child development center including, but not limited to:

- Assists in planning and organizing the daily schedule of learning experiences for the development of children in a children's center learning laboratory environment including those with special needs.
- Assists in providing care, guidance and developmentally appropriate learning and socialization experiences in language development, physical and motor development, reading and math readiness, art, music, nutrition, health and safety of infant, toddler and/or preschool-aged children.
- Helps maintain a stimulating and supportive environment for children and encourages positive learning, eating and communication skills by modeling appropriate behaviors.
- Conducts classroom presentations to include concepts, language, literature, music/movement, and listening skills.
- Works with groups of children in a variety of activities such as telling and reading stories, singing songs, playing music and preparing materials for arts and crafts and other play activities.
- Supervise children at play in the classroom and outside area, maintain order and positive redirection, and assures safety and proper adult to child ratio.
- Provides information, guidance, instruction, and feedback to parents concerning the child's progress, abilities, and areas of concern and explains program procedures and classroom activities as requested.
- Assists in planning and participates in parent conferences.
- Helps maintain a variety of records and reports such as attendance, lesson plans, developmental assessments, student performance and accidents.
- Assists in providing an environment to facilitate physical and emotional development of infant, toddler and preschool children including those with special needs.
- Assists in preparing and maintaining rooms and play areas in a stimulating, orderly, clean, and safe condition in order to maintain an environment conducive to learning.
- Assists in preparing laboratory classroom for various setups for children's use and reorganize following class as needed.
- Assists in ordering supplies, snacks, food and equipment.
- Operates electronic devices, computer and other media equipment for instructional purposes.
- Attends staff planning meetings to help assess center needs and program development.
- Attends conferences and workshops to remain current in the field of early childhood development.
- Assists children with hygiene procedures as necessary and observes and evaluates health needs of children and takes appropriate action.
- Provides first aid and CPR as appropriate.
- Performs clerical support duties as assigned and assists in ordering instructional supplies and equipment.
- Lifts and carries children and equipment weighing up to 50 pounds.
- Perform other related duties as assigned.

Required Employment Standards:**Education and Experience**

Associate degree preferably in child development, early childhood education or closely related field that is consistent with the state Child Development Permit Matrix and current experience (1 year or more) working in a licensed early childhood education setting.

Special Conditions for Required Education

Some positions may require three (3) units in Infant/Toddler Development.

Licenses/Certificates

- Valid Teacher permit is required or proof of temporary permit is acceptable.
- Valid Pediatric First Aid & CPR certificate is required.

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**Required
Employment
Standards
(con't):**

- Proof of successful completion of Health & Safety Certification within 30 days of hire.

Knowledge

- Knowledge of current concepts used in Early Childhood Education.
- Knowledge of basic child psychology and development.
- Knowledge of curriculum planning for a child development program.
- Knowledge of health and safety requirements of children.
- Knowledge of appropriate safety precautions and procedures, First Aid and CPR.
- Knowledge State and Federal laws, rules, policies, procedures, and regulations regarding child care activities.
- Knowledge of methods of observing, evaluating and recording child behavior.
- Knowledge of proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
- Knowledge of customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Knowledge of current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs.

Skills

- Skill to provide a positive classroom and playground environment.
- Skill to keep a clean and safe classroom environment by reporting any cleanliness, health, or safety concerns to management.
- Skill to issue, receive and maintain records of equipment and supplies.
- Skill to demonstrate proper techniques and use of equipment for students.
- Skill to clean, adjust, operate repair, and maintain lab equipment.
- Skill to communicate effectively both orally and in writing.
- Skill to give clear and concise instructions.
- Skill to exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Skill to plan and organize work to meet established timelines and schedules.
- Skill to operate standard office equipment such as computers, fax machines, copy machines, telephones and other equipment.
- Skill to utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Skill and ability to rapidly learn and acquire skills in areas and technologies not previously assigned.
- Skill to type at a sufficient speed to maintain workflow.

Abilities

- Ability to establish and maintain effective working relationships with District administrators, management, staff, diverse community, business and industry contacts, and the public.
- Ability to understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Ability to develop and maintain effective relationships with preschool and school aged children, students and parents.
- Ability to review and evaluate the work of students assigned by instructors.
- Ability to provide hands-on academic support to students as a supplement to their classroom teaching.
- Ability to plan, develop and implement educational experiences for children.
- Ability to evaluate and assist students in a lab setting.
- Ability to follow school safety procedures and ensure students are supervised at all times.
- Ability to provide a clean and safe classroom environment by reporting any cleanliness, health, or safety concerns to management.
- Ability to keep accurate records and maintain accurate inventory of laboratory equipment and supplies.
- Ability to track center supplies and anticipate expenses.
- Ability to remain current with research developments in the area of early childhood education.
- Ability to effectively communicate with individuals for whom English is not a primary language.
- Ability to employ proper English usage, spelling, grammar, and punctuation.
- Ability to receive and follow instructions.
- Ability to learn and apply college and district policies and procedures.
- Ability to operate computers and their peripherals.
- Ability to use current common software applications and accurately enter and retrieve data.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry children and equipment weighing up to 50 pounds.

Examples of physical ability requirements necessary to perform the above job duties

- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)
- Muscular effort (or strength) needed to lift, push, pull or carry an object. (Muscular Tension)
- The ability to bend, stretch, twist, or reach out with the body, arms, and/or legs to perform a task such as sitting on the floor and standing from floor seated position. (Flexibility)
- Coordinated movements of the arms, legs and torso while the whole body is in motion. (Whole Body Coordination)

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Required Employment Standards (con't):

- Keep balanced and stay upright when in an unstable position such as squatting to speak at a child’s eye level. (Whole Body Equilibrium)
- Coordination of two or more limbs (arms and legs) while seated or standing in one place. (Multi-Limb Coordination)
- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as seeing children across the playground. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with art materials. (Color Discrimination)
- Part of vision that occurs outside the very center of gaze allowing the individual to see objects, movement or sharp contrasts toward the edges of the visual field. (Peripheral Vision)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in quiet office or library setting. (Speech Intelligibility in Quiet)
- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)
- Tell from what direction a sound is coming from. (Sound Localization)

Examples of mental ability requirements necessary to perform the above job duties

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions which may occur:

- May be required to travel to locations other than assigned site.
- Schedule changes may frequently occur based on center needs.
- Exposure to fumes, vapors or airborne particles, hazardous chemicals, and biological hazards such as cleaning solutions and human waste. NOTE: All exposure is under OSHA Permissible Exposure Levels (PEL).
- Work on varying types of surfaces.
- Work inside protected from the weather.
- Work outside exposed to the weather and varying temperatures.
- Work under pressure of constant deadlines with frequent interruptions.
- Work situations which may require the supervision or control of persons who may become physically violent or combative.
- Work effectively in a demanding environment.
- Work collaboratively in a team environment.
- Work with sensitive and confidential information.
- Work while standing for long periods of time.
- Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

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**Examination
Process:**

The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of Supplemental Questions to evaluate your education, training and experience relative to the required knowledge, skills and abilities for the position. Answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a Competency exam (40% weight) and a Performance exam (60% weight).

Of those passing the Competitive Rating evaluation, only the 30 highest scoring candidates, plus ties, will be invited to the Competency exam. Of those candidates achieving a passing score on the first two tests, only the 15 highest scoring candidates, plus ties, will be invited to the Performance exam. Passing score is 75% out of 100% on each testing section.

TESTING TENTATIVELY SCHEDULED FOR WEDNESDAY, May 27, 2015.

To move forward in the selection process, you must complete an online application through our web site at <http://agency.governmentjobs.com/scccd>. Please attach to your application a copy of your degree or transcripts (including when degree was awarded) or your application may be considered incomplete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

To begin the process to obtain the necessary permits, you may visit the following websites:

- Child Development Permit <http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html>
- Fresno County Department of Education for a temporary permit <http://www.fcoe.org/departments/credentials/credential-applications>

**Filing
Deadline:**

Thursday, May 14, 2015, 4:30 PM.

Posted: 04/23/15

Pay Range: Regular Classified 38

FINANCIAL AID ASSISTANT I

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Competency	Took Oral	Eligible
201500107	223	156	23	44	24	21

Oral Board Raters

Sylvia Cuevas, Financial Aid Assistant I, Fresno City College
 Jesus Garcia, Teacher, Sanger Unified School District
 Jessica Silva, Financial Aid Assistant I, Fresno City College

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	10	1	21	75	38	7	0	7	159
Male	6	2	5	27	9	6	0	1	56
No Answer	1	0	0	1	0	0	0	6	8
Total	17	3	26	103	47	13	0	14	223

** Failed MQ: 149 Failed Experience; 7 Incomplete (missing info or wrong attachment)



CLASSIFIED JOB OPPORTUNITY

STATE CENTER COMMUNITY COLLEGE DISTRICT

PERSONNEL COMMISSION

1525 E. Weldon Avenue, Fresno, California 93704-6398

Phone (559) 226-0720 • Fax (559) 272-5156 • <http://agency.governmentjobs.com/scccd>

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FINANCIAL AID ASSISTANT I

The eligibility list, which will be valid for at least one year, will be used to fill full-time positions in this classification.
The current vacancy is at Fresno City College

Definition: Under direction, assists with the delivery of financial aid services and assists students, parents, and the public in applying for and utilizing financial aid services and programs.

Compensation: Starts at \$4,063.83 per month. Full-time permanent positions provide an attractive benefit package which includes compensation, health, dental and vision coverage for the employee and eligible dependents, as well as life insurance and disability coverage for employees. Part-time positions are paid hourly, starting at \$23.45 with limited benefits.

Examples of Duties: Performs a wide variety of duties including, but not limited to:

- Assists with the planning, implementation and coordination of Financial Aid services and programs.
- Provides information, assistance, and advice to students, parents, and the public throughout the financial aid process.
- Interviews students regarding financial aid requirements.
- Analyzes student need through recognized need analysis techniques.
- Evaluates financial aid applications and supporting documents for accuracy, clarity and completeness according to federal and state rules and regulations to determine eligibility for financial aid.
- Analyzes and determines student awards based on individual student characteristics and other related factors.
- Uses professional judgment to approve or deny eligibility in the event of special conditions, dependency overrides, or student appeals.
- Prepares financial aid award packages.
- Reviews student enrollment/registration prior to making payment to ensure proper coursework.
- Monitors students' academic progress to evaluate initial and continued financial aid eligibility.
- Places administrative holds due to failure to meet academic requirements for financial aid.
- Ensures proper communication of and compliance with District policies and procedures.
- Interprets and implements federal and state guidelines with respect to financial aid programs and services.
- Develops and distributes processing and outreach materials.
- Organizes, participates, and conducts training and dissemination meetings, financial aid orientation, outreach programs, and workshops for current and prospective students, as well as the public, college/community groups and organizations, to explain financial aid regulations, requirements and application procedures.
- Reconciles records and collects data and statistics to prepare complex statistical and narrative reports for internal and state/federal agency use.
- Conducts research on financial aid related topics.
- Composes correspondence regarding financial aid issues.
- Analyzes financial aid statistical reports.
- Performs other duties as assigned.

SPECIAL CONDITIONS

Some positions may require the skill to communicate in a language other than English.

Required Employment Standards:

Education
Thirty college units; Associate degree preferred

Experience
Financial Aid experience or related experience including reviewing documents to determine eligibility for participation.

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Licenses/Certificates

Valid Driver's License is required

Knowledge

- Basic knowledge of financial aid programs and scholarship assistance programs available to students.
- Knowledge of principles and techniques of student advising and interviewing in order to provide proper assistance.
- Knowledge of record keeping and report preparation techniques to ensure reports are prepared in a timely manner.
- Knowledge of customer service principles and interpersonal relationships in order to appropriately interact with students, staff, faculty, and the public.
- Knowledge of proper English spelling, grammar, and punctuation to compose items such as correspondence and/or reports.
- Knowledge of basic math including addition, subtraction, multiplication, and division.
- Knowledge of current computer software applications and office productivity software such as word processing, spreadsheets, calendar, presentation, and database programs.
- Knowledge of current computer operating systems.

Skills

- Skill to learn federal, state, local and institutional rules and regulations governing financial aid in order to provide assistance.
- Skill to learn student financial aid needs analysis.
- Skill to employ mathematical techniques for the purpose of analyzing statistical reports.
- Skill to research, analyze data and prepare reports.
- Skill to prepare work activities, schedules, and resource utilization to ensure office tasks are properly prioritized.
- Skill to type at a sufficient speed to maintain workflow.
- Skill to operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
- Skill to rapidly learn and acquire skills in areas and technologies not previously assigned.
- Skill to use, understand and interpret student financial aid need analysis.

Abilities

- Ability to interpret and apply college and district policies and procedures.
- Ability to communicate technical information to individuals and groups with limited technical background.
- Ability to communicate with individuals for whom English is not a primary language.
- Ability to learn federal and state regulations and its terminology in order to communicate information.
- Ability to maintain confidentiality of sensitive information and records.
- Ability to appropriately interact with students, staff, faculty and public.
- Ability to receive and follow instructions.
- Ability to build and maintain effective working relationships.
- Ability to operate computers and their peripherals.
- Ability to use current common software applications.
- Ability to accurately enter and retrieve data.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry office supplies and equipment weighing up to 25 lbs.

Examples of physical ability requirements necessary to perform the above job duties

- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with computer monitors and filing systems. (Color Discrimination)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in quiet office or library setting. (Speech Intelligibility in Quiet)
- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)

Examples of mental ability requirements necessary to perform the above job duties

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions Which May Occur:

- Work inside protected from the weather.
- Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.
- Some overtime and/or schedule changes may occur.
- May be required to travel to locations other than assigned site.

Examination Process:

The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of Supplemental Questions to evaluate your education, training and experience relative to the required knowledge, skills and abilities for the position. Answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a competency test (50% weight) and an oral interview examination (50% weight).

Of those achieving a passing score on the Education, Training & Experience Supplemental Questions Competitive Rating, only the 40 highest scoring candidates, plus ties, will be invited to the competency exam. Of those achieving a passing score on the competency exam, only the 20 highest scoring candidates, plus ties, from the competency exam will be invited to the oral appraisal board interview. Passing score is 75% out of 100% on each testing section.

COMPETENCY TESTING TENTATIVELY SCHEDULED FOR THURSDAY, JUNE 25, 2015.

To move forward in the selection process, you must complete an online application through our web site at <http://agency.governmentjobs.com/scccd>. Please attach to your application a copy of your degree or transcripts (including when degree was awarded) or your application may be considered incomplete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

Filing Deadline: MONDAY, JUNE 15 2015, 4:30 PM.
Posted: 5/22/15

Pay Range: Regular Classified Range 57

State Center Community College District is an Equal Opportunity Employer. It is the policy of State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion or similar factors as defined by law. We are a Title V employer.

FINANCIAL AID ASSISTANT II

Recruitment ID	Applicants	Failed MQ**	Failed Competitive	Took Competency	Took Oral	Eligible
FAIL-2015	57	40	0	17	14	7

Oral Board Raters

Christina Cazares, Financial Aid Assistant II, Reedley College
 Marjorie Facio, Financial Aid Assistant II, Fresno City College
 Edith Magaña, Human Resource Manager, Central Valley Medical Services Corp

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	4	0	5	22	7	1	0	1	40
Male	1	0	1	8	3	2	0	0	15
No Answer	0	0	0	0	0	0	0	2	2
Total	5	0	6	30	10	3	0	3	57

** Failed MQ: 40 Failed Experience



CLASSIFIED JOB OPPORTUNITY

STATE CENTER COMMUNITY COLLEGE DISTRICT

PERSONNEL COMMISSION

1525 E. Weldon Avenue, Fresno, California 93704-6398

Phone (559) 226-0720 • Fax (559) 272-5156 • <http://agency.governmentjobs.com/scccd>

Fresno City College • Reedley College • Clovis Community College Center • Madera Center
Oakhurst Center • Career and Technology Center • The Training Institute

FINANCIAL AID ASSISTANT II

The eligibility list, which will be valid for at least one year, will be used to fill full-time positions in this classification.
The current vacancy is at Reedley College

- Definition:** Under direction, assists with the planning, coordination, implementation and delivery of financial aid services and programs as well as assisting students, parents, and the public in applying for financial aid and utilizing financial aid services and programs.
- Compensation:** Starts at \$4,373.33 per month. Full-time permanent positions provide an attractive benefit package which includes compensation, health, dental and vision coverage for the employee and eligible dependents, as well as life insurance and disability coverage for employees. Part-time positions are paid hourly, starting at \$25.232with limited benefits.
- Examples of Duties:** Performs a wide variety of duties including, but not limited to:
- Assists with the planning, implementation and coordination of Financial Aid services and programs.
 - Leads, trains, assigns, and monitors the work of Financial Aid Assistant I's and clerical support staff.
 - Analyzes and resolves disputes, appeals, and other issues that could not be resolved by staff at lower levels.
 - Prepares and schedules counter hours for the Financial Aid Assistant I's and phone hours for clerical support staff.
 - Provides information, assistance, and advice to students, parents, and the public throughout the financial aid process.
 - Interviews students regarding financial aid requirements.
 - Analyzes student need through recognized needs analysis techniques.
 - Evaluates financial aid applications and supporting documents for accuracy, clarity and completeness according to federal and state rules and regulations to determine eligibility for financial aid.
 - Analyzes and determines student awards based on individual student characteristics and other related factors.
 - Uses professional judgment to approve or deny eligibility in the event of special conditions, dependency overrides, or student appeals.
 - Prepares financial aid award packages.
 - Reviews student enrollment/registration prior to making payment to ensure proper coursework.
 - Monitors students' academic progress to evaluate initial and continued financial aid eligibility.
 - Places administrative holds due to failure to meet academic requirements for financial aid.
 - Schedules, organizes and conducts training and dissemination meetings with college and community groups and organizations.
 - Ensures proper communication and compliance with District policies and procedures.
 - Interprets and implements federal and state guidelines with respect to financial aid programs and services.
 - Plans, schedules, and implements outreach activities.
 - Develops and distributes processing and outreach materials.
 - Organizes, participates and conducts financial aid orientation, outreach programs and workshops for current and prospective students, as well as the public, to explain financial aid regulations, requirements and application procedures.
 - Reconciles records and collects data and statistics to prepare complex statistical and narrative reports for internal and state/federal agency use.
 - Conducts research on financial aid related topics.
 - Composes correspondence regarding financial aid issues.

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- Analyzes financial aid statistical reports.
- Performs other duties as assigned.

SPECIAL CONDITIONS

Some positions may require the skill to communicate in a language other than English.

Required Employment Standards:

Education

Baccalaureate degree.

Experience

Responsible experience in determining eligibility for postsecondary student financial aid and working with a diverse clientele.

Licenses/Certificates

Valid Driver's License is required

Knowledge

- Knowledge of federal, state, local and institutional rules and regulations governing financial aid in order to provide assistance.
- Knowledge of student financial aid needs analysis.
- Knowledge of financial aid programs and scholarship assistance programs available to students.
- Knowledge of principles and techniques of student advising and interviewing in order to provide proper assistance.
- Knowledge of record keeping and report preparation techniques to ensure reports are prepared in a timely manner.
- Knowledge of customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Knowledge of proper English spelling, grammar, and punctuation to compose items such as correspondence and/or reports.
- Knowledge of basic math including addition, subtraction, multiplication and division.
- Knowledge of current computer software applications and office productivity software such as word processing, spreadsheets, calendar, presentation, and database programs.
- Knowledge of current computer operating systems.

Skills

- Skill to organize and maintain the efficient operation of the Financial Aid office.
- Skill to employ mathematical techniques for the purpose of analyzing statistical reports.
- Skill to research, analyze data and prepare reports.
- Skill to prepare work activities, schedules, and resource utilization to ensure office tasks are properly prioritized.
- Skill to type at a sufficient speed to maintain workflow.
- Skill to operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
- Skill to rapidly learn and acquire skills in areas and technologies not previously assigned.
- Skill to use, understand and interpret student financial aid need analysis.

Abilities

- Ability to interpret and apply college and district policies and procedures.
- Ability to communicate technical information to individuals and groups with limited technical background.
- Ability to communicate with individuals for whom English is not a primary language.
- Ability to learn federal and state regulations and its terminology in order to communicate information.
- Ability to learn and maintain confidentiality of sensitive information and records.
- Ability to assign, monitor and review the work of other employees and students.
- Ability to appropriately interact with students, staff, faculty and public.
- Ability to receive and follow instructions.

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- Ability to build and maintain effective working relationships.
- Ability to operate computers and their peripherals.
- Ability to use current common software applications.
- Ability to accurately enter and retrieve data.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry office supplies and equipment weighing up to 25 lbs.

Examples of physical ability requirements necessary to perform the above job duties

- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with computer monitors and filing systems. (Color Discrimination)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in quiet office or library setting. (Speech Intelligibility in Quiet)
- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)

Examples of mental ability requirements necessary to perform the above job duties

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions Which May Occur:

- Work inside protected from the weather.
- Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.
- Some overtime and/or schedule changes may occur.
- May be required to travel to locations other than assigned site.

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**Examination
Process:**

The examination process will include screening to ensure applications are complete and meet all minimum qualifications. The application requires the completion of Supplemental Questions to evaluate your education, training and experience relative to the required knowledge, skills and abilities for the position. Answers should be as complete as possible, as no additional information will be accepted from applicants once the application has been submitted. Responses to the supplemental questions will be reviewed and scored in a Competitive Rating evaluation process based on pre-determined rating criteria (pass/fail). The examination process will also include a competency test (45% weight) and an oral interview examination (55% weight).

Of those achieving a passing score on the Education, Training & Experience Supplemental Questions Competitive Rating, only the 30 highest scoring candidates, plus ties, will be invited to the competency exam. Of those achieving a passing score on the competency exam, only the 15 highest scoring candidates, plus ties, from the competency exam will be invited to the oral appraisal board interview. Passing score is 75% out of 100% on each testing section.

COMPETENCY TESTING TENTATIVELY SCHEDULED FOR THURSDAY, JUNE 25, 2015.

To move forward in the selection process, you must complete an online application through our web site at <http://agency.governmentjobs.com/scccd>. Please attach to your application a copy of your degree or transcripts (including when degree was awarded) or your application may be considered incomplete. Resumes may also be uploaded but cannot be used in lieu of a completed application.

Filing Deadline: **MONDAY, JUNE 15 2015, 4:30 PM.**
Posted: 5/22/15

Pay Range: Regular Classified Range 60

BOOKSTORE SALES CLERK I - SEASONAL

Recruitment ID	Applicants	Failed MQ**	Took Competency	Eligible
BS1 – 001	57	4	53	33

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	6	1	4	19	7	5	0	2	44
Male	1	1	2	4	3	0	0	0	11
No Answer	0	0	0	1	0	0	0	1	2
Total	7	2	6	24	10	5	0	3	57

** Failed MQ: 1 - Experience; 3 – Incomplete application



CLASSIFIED JOB OPPORTUNITY

STATE CENTER COMMUNITY COLLEGE DISTRICT

PERSONNEL COMMISSION

1525 E. Weldon Avenue, Fresno, California 93704-6398

Phone (559) 226-0720 • Fax (559) 272-5156 • <http://agency.governmentjobs.com/scccd>

Fresno City College • Reedley College • Madera Center • Clovis Community College Center • Oakhurst Center • Career and Technology Center • The Training Institute

BOOKSTORE SALES CLERK I – SEASONAL

These positions will be working 2 to 4 weeks during August - September 2015. Work schedule may include morning or evening full-time or part-time hours. Vacancies may be located at Fresno City College, Reedley College, the Clovis Community College Center, and the Madera Center.

- Definition:** Under direction assists in the stocking and inventory of textbooks, supplies and materials, assists customers in the purchase of textbooks and other merchandise.
- Compensation:** Positions are paid hourly, \$14.38 per hour, with no benefits, except sick leave and vacation.
- Experience:** None required.
- Education:** Formal or informal education equivalent to completion of the twelfth grade.
- Examples of Duties:** Performs a limited variety of work, including assisting customers in finding items in the store, keeping inventory records on supplies and merchandise, operating cash register, taking money and making change. May perform other related duties as needed.
- Required Knowledge and Abilities:** Skill to operate cash register and maintain sales records. Knowledge of inventory procedures. Skill to collect cash and make change for customers. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.
- Selection Process:** The selection process will include screening to ensure applications are complete and meet all minimum qualifications. This process will also include a written test of knowledge and abilities (pass/fail). **Testing is tentatively scheduled for Tuesday, July 7, 2015. Those applicants who pass the exam will be scheduled for interviews on a first-come, first-served basis.**

To move forward in the selection process, you must complete an online application through our website at <http://agency.governmentjobs.com/scccd>. Resumes may be attached to your application but will not be accepted in lieu of a completed application.

APPLICANTS MUST SUBMIT AN ONLINE APPLICATION BETWEEN WEDNESDAY, JUNE 24, 2015 AND FRIDAY, JUNE 26, 2015.

APPLICATIONS WILL NOT BE ACCEPTED ON ANY OTHER DATES.

Filing Deadline: 4:30 p.m., Friday, June 26, 2015

Date posted: 6/5/15

Pay range: Regular Classified 37

State Center Community College District is an Equal Opportunity Employer. It is the policy of State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion or similar factors as defined by law. We are a Title V employer.

BOOKSTORE SEASONAL ASSISTANT

Recruitment ID	Applicants	Failed MQ**	Took Competency	Eligible
BSA – 002	48	4	44	26

Advertisements

Websites:

SCCCD, CCC Registry, Edjoin, BulldogLink, Google+, Facebook, LinkedIn, Twitter

Agencies and Schools:

FCOE, City of Fresno, Madera COE, Fresno County, CSUF, Central 14 Community Colleges (specifically COS, Cuesta, Gavilan, Hartnell, Merced, Monterey Peninsula, West Hills) DeVry University, Fresno Pacific, Heald College, ITT Technical Institute, San Joaquin Valley College, CA Indian Manpower Consortium, Central Valley Professionals, Fresno Center for New Americans, LDS Church, Fresno Economic Opportunities Commission, FARN

K-12 School Districts:

Fresno, Central, Clovis, Kings Canyon, Madera, Sanger, KCUSD

Applicant Demographics

Gender	African American / Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	White	Multi-racial	Native Hawaiian/Other Pacific Islander	Unknown	Total
Female	5	1	3	19	4	2	0	1	35
Male	0	1	2	3	3	0	0	1	10
No Answer	0	0	0	1	0	0	0	2	3
Total	5	2	5	23	7	2	0	4	48

** Failed MQ: 1 - Experience; 3 – Incomplete application



CLASSIFIED JOB OPPORTUNITY

STATE CENTER COMMUNITY COLLEGE DISTRICT PERSONNEL COMMISSION

1525 E. Weldon Avenue, Fresno, California 93704-6398

Phone (559) 226-0720 • Fax (559) 272-5156 • <http://agency.governmentjobs.com/scccd>

Fresno City College • Reedley College • Madera Center • Clovis Community College Center • Oakhurst Center • Career and Technology Center • The Training Institute

BOOKSTORE SEASONAL ASSISTANT

These positions will be working 2 to 4 weeks during August - September 2015. Work schedule may include morning or evening full-time or part-time hours. Vacancies may be located at Fresno City College, Reedley College, the Clovis Community College Center, and the Madera Center.

- Definition:** Under close direction and supervision, performs a variety of general retail functions and services in District bookstores during seasonal peak “rush” periods.
- Compensation:** Positions are paid hourly, \$12.36 per hour, with no benefits, except sick leave and vacation.
- Experience:** None required.
- Education:** Formal or informal education equivalent to completion of the twelfth grade
- Examples of Duties:** Performs a combination of the following duties: provides customer service, assists in locating textbooks and supplies, and assists with stocking and inventory. Functions as a greeter and assists with backpack check-in/check-out.
- Required Knowledge and Abilities:** Ability to receive and follow instruction with minimum direction, ability to interact with students and faculty, knowledge of stocking methods.
- Selection Process:** The selection process will include screening to ensure applications are complete and meet all minimum qualifications. This process will also include a written test of knowledge and abilities (pass/fail). **Testing is tentatively scheduled for Tuesday, July 7, 2015. Those applicants who pass the exam will be scheduled for interviews on a first-come, first-served basis.**
- To move forward in the selection process, you must complete an online application through our website at <http://agency.governmentjobs.com/scccd>. Resumes may be attached to your application but will not be accepted in lieu of a completed application.

APPLICANTS MUST SUBMIT AN ONLINE APPLICATION BETWEEN WEDNESDAY, JUNE 24, 2015 AND FRIDAY, JUNE 26, 2015.

APPLICATIONS WILL NOT BE ACCEPTED ON ANY OTHER DATES.

Filing Deadline: 4:30 p.m., Friday, June 26, 2015

Date posted: 6/5/15

Pay range: Regular Classified 31

State Center Community College District is an Equal Opportunity Employer. It is the policy of State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion or similar factors as defined by law. We are a Title V employer.

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval to Classify New Positions at Fresno City College in Established Job Classification Specifications. ENCLOSURE(S): Board of Trustees Agenda Items, Classification Specifications, PC Rule 3-1 thru 3-4, 3-7 thru 3-9, 3-12, 3-13

REASON FOR PERSONNEL COMMISSION CONSIDERATION: Action

ITEM NO: 15-24

Background:

At the July 7, 2015 regular meeting, the Board of Trustees was presented with the duties of new positions at Fresno City College. Personnel Commission rules 3-1 thru 3-4, 3-7 thru 3-9, 3-12, and 3-13 state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees into established classifications, recommend a new classification or exempt the new position duties from the classified service.

The items presented to the Board of Trustees are attached for the Commissioners review along with the established classification specifications. The items indicate the duties that will be performed by the new positions. The recommended classifications for the new positions are as follows:

- a. Custodians, 5 Positions
- b. Department Secretary
- c. Human Resources Technician
- d. Institutional Research Coordinator
- e. Instructional Laboratory Technician, Chemistry/Physical Science
- f. Instructional Technician, Welding
- g. Office Assistant I/II
- h. Student Services Specialist
- i. Theatre Manager (Flexible Hour)

Recommendation:

It is recommended the Personnel Commission approve and classify the duties of the new positions at Fresno City College in the classified service with the recommended established classifications.

STATE CENTER COMMUNITY COLLEGE DISTRICT
 1525 E. Weldon
 Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New
 Classified and Management Positions,
 Districtwide

ITEM NO. 15-49

EXHIBIT: None

Background:

Increased student enrollments were considered as part of the District’s planning efforts for the 2015-2016 academic year. The anticipated increase in the number of students will result in more class and program offerings which require additional support staff. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor’s Cabinet.

The proposed new classified and management positions will be paid from on-going funds approved in the adopted state budget for 2015-2016. Due to budget constraints, the hiring of new classified positions has not been addressed since 2008 even though an appropriate level of classified staffing is one of the highest priorities of the District. Our increased efforts in enrollment management have provided new growth positions, programs, and funds which require these support positions. The cost of these new positions is estimated at \$2,300,000.

Fresno City College:

- Classified Positions:
- Instructional Laboratory Technician, Chemistry/Physical Science
 - Instructional Technician, Welding
 - Instructional Technician, Maintenance Mechanic
 - Human Resources Technician
 - Custodians (5)
 - Department Secretary
 - Student Services Specialist
 - Office Assistant I/II (Permanent Part-Time)
 - Institutional Research Coordinator
 - Theatre Manager – Flexible Hour

Reedley College:

Classified Positions: Reedley College
Office Assistant III
Administrative Aide
Instructional Technician, Manufacturing

Madera Community College Center
Department Secretary (Permanent Part-Time)
Lead Custodian

Management Positions: Reedley College
Farm Production Supervisor
Director of Technology (50% increase)

Districtwide:

Classified Positions: Building Generalists (5)
Office Assistant III
Painter
Communications Dispatcher
Web Portal Strategist

Management Positions: Admissions & Records Manager

District Office:

Classified Position: Accounting Clerk III

Recommendation:

It is recommended the Board of Trustees approve the 30.5 proposed new classified and management positions districtwide.

STATE CENTER COMMUNITY COLLEGE DISTRICT
CUSTODIAN

DEFINITION

Under direction performs routine cleaning work and movement of furniture and equipment.

DISTINGUISHING CHARACTERISTICS

This classification performs duties in accordance with general instructions or procedures. This position differs from higher levels by the responsibility for activities and work being more routine and more closely supervised.

EXAMPLES OF DUTIES

Duties include emptying trash containers, cleaning chalkboards, arranging furniture, dusting, cleaning, disinfecting and restocking restrooms, sweeping and mopping floors, vacuuming carpets, washing windows, stripping and waxing floors. Performs other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal and informal education equivalent to completion of the twelfth grade.

Experience: Experience in performing basic custodial duties.

Knowledge and Abilities: Knowledge of safe and appropriate cleaning solution mixtures, cleaning methods and the use and care of cleaning materials and equipment, floor maintenance techniques, operations and locations of security systems, and vacuum systems. Skill to use cleaning materials and equipment with skill and efficiency, perform heavy physical labor, identify and clean stains of differing types, detect unsafe conditions, perform simple mathematical calculations, read solution labels and instructions and write notes to supervisors. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 17 Page 4
Approved: June 17, 1991
Salary Range: 41

STATE CENTER COMMUNITY COLLEGE DISTRICT
DEPARTMENT SECRETARY

DEFINITION

Under direction performs basic to moderately difficult secretarial and clerical duties.

DISTINGUISHING CHARACTERISTICS

This classification performs general and routine secretarial/clerical duties in accordance with clearly defined instructions or established office procedures. This classification differs from higher levels by the responsibility for or limited variety of activities, work being more closely supervised and more routine in nature.

EXAMPLES OF DUTIES

Performs a wide variety of secretarial work, including typing, proof-reading, filing, checking, drafting correspondence and recording information from rough drafts, notes, or general instructions. Files materials, prepares mailings, and duplicates materials. Tracks budget expenditures and money collected. Operates a variety of office machines including copiers, calculator, switchboard, folding machines, etc. Answers telephone and serves as office receptionist. Schedules and cancels appointments. Enters and retrieves data from computer system in appropriate format. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade

Experience: Responsible secretarial/clerical experience in an office environment.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain work flow. Skill to employ simple mathematical techniques. Ability to assign, monitor, and review the work of others. Ability to receive and follow instructions and appropriately interact with student, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 3 Page 3
Approved: April 15, 1991
Salary Range: 44
Revised by PC August 21, 2012

STATE CENTER COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES TECHNICIAN

DEFINITION

Under direction provides assistance in recruitment, selection, and processing of new employees, and on-going transactions for employees.

DISTINGUISHING CHARACTERISTICS

This classification performs complex duties in accordance with general direction and standards. This classification differs from others in that incumbents have a greater variety and amount of public contact and a higher degree of responsibility.

EXAMPLES OF DUTIES

Duties include assisting in preparing recruitment materials, providing information to applicants, monitoring the interview and selection process, processing paperwork for newly hired employees. Preparing and maintaining applicant and employee records. Assisting in the research and preparation of reports for submission to district, state and federal offices. Enters and retrieves data from computer system as needed. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education and Experience: Formal and informal education equivalent to completion of the twelfth grade with experience in recruitment, selection, processing of new employees and complex records management systems in a personnel/human resources office; or completion of six college units in personnel or human relations management with experience in complex records management systems, personnel management and office management.

Knowledge and Abilities: Knowledge of district campuses and personnel, simple statistical techniques, organizational behavior and management, district rules and regulations, district semester calendar, federal and state employment guidelines, merit systems and their operation, district employment requirements, classification schedules, and contracts. Skill to set up and maintain complex filing systems, organize work to meet deadlines, assist applicants and current employees in completing forms and understanding policies and procedures, arrange and prepare materials for meetings, compile report information, recognize and maintain confidential information, type at 55 nwpm from clear copy and independently draft correspondence. Ability to enter and retrieve data from computer system in appropriate format. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 11 Page 32

Approved: May 17, 2004

Placed back in Bargaining Unit: May 3, 2006

Title Change approved by PC: March 11, 2008

Salary Range: 50

Job Title:	Institutional Research Coordinator	Classification Series:	Instructional Services
FSLA Status:	Non-Exempt	Classification Group:	Institutional Research
Salary Schedule:	Classified (CSEA)	Classification Level:	Advanced/Lead
Recommended Salary Range:	66	Date Created:	February 24, 1997

Definition

Under direction performs complex research assignments related to educational programs, planning, and development.

Distinguishing Characteristics

This classification performs difficult and complex duties in accordance with general instructions or established procedures. This position may require lead responsibilities. This position differs from lower levels by the knowledge of statistical preparation and analysis of data required.

The **Institutional Research Coordinator** applies an advanced knowledge of research concepts, methodologies, and processes: 1. In conducting difficult and complex institutional research studies. 2. In the development and maintenance of research information systems. 3. Monitors the activities of a small research unit.

The **Research Assistant** performs professional-level research assignments of moderate complexity related to District educational programs, planning, and development that are characterized by clear and specific objectives in accordance with conventional research techniques and methodology.

Supervision Received

General supervision is received from an academic or classified administrator.

Supervision Exercised

No supervisory responsibilities. Incumbents assign, monitor, and review the work of lower-level research and/or clerical staff.

Essential Job Functions

1. Conducts complex research studies related but not limited to enrollment management, retention, matriculation, weekly contact hours, staffing patterns, student and faculty characteristics, program vitality and evaluation, program review, community characteristics, student achievement, student learning outcomes, accreditation, and institutional planning and effectiveness.
2. Makes recommendations for policies, procedures, and systems based on analysis of current and proposed programs and practices.
3. Designs, implements, and maintains specialized databases to facilitate research and planning activities.
4. Evaluates problems to determine whether they are amenable to statistical inquiry and formulates the investigative processes and procedures to be followed.
5. Analyzes trends in community college education, college and community characteristics, and anticipates planning and information needs.
6. Selects, adapts, and applies appropriate research and statistical techniques to specific areas of study.
7. Collects, compiles, describes, organizes, analyzes, interprets, and presents data and information related to matters under study by creating queries and utilizing various types of software such as Microsoft Access, SQL and Ellucian.

8. Coordinates with faculty, staff, and administration on various aspects of planning, accreditation, and program review functions and processes.
9. Documents, writes, and presents research findings on a variety of college issues such as student retention, cohort tracking, student and institutional outcomes, student success, program review, and student learning outcomes.
10. Prepares research and statistical findings in proper technical form.
11. Analyzes research data and findings of other agencies and translates their implications and limitations as they pertain to the District.
12. Explains research methodology and findings.
13. Fully utilizes the capabilities of standard and specialized software programs in the production of management information and reports such as data management, spreadsheet, presentation, and word processing software.
14. Uses interactive data management and statistical programs such as SPSS, SAS, or other applications used in social science research.
15. Coordinates, prepares, and verifies data to submit state and federal reports.
16. Serves on committees and participates in a variety of meetings and workshops, as designated by administration.
17. Completes special projects and assignments.
18. Performs other duties as assigned.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

Minimum Qualifications

Knowledge of:

1. Concepts, methodologies, processes, and terminology applicable to higher education research, planning, accreditation, and program review functions.
2. Principles, theories, techniques, and methods of statistics.
3. Principles of management, organization, and administrative analysis.
4. Principles, theories, techniques, and methods of survey construction, sampling, administration, and reporting.
5. Principles, theories, techniques, and methods of data warehousing and distribution of information across the institution.
6. Procedures for access to state and national student level information.
7. Record keeping and report preparation techniques to ensure information is accurately presented and reported.
8. Basic math including addition, subtraction, multiplication, and division.
9. Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
10. Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
11. Information systems used in higher education and methods of access for research purposes.
12. Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs.

Skill to:

1. Use interactive programming languages such as SPSS, SAS or other advanced data access and distribution tools.
2. Effectively communicate with individuals for whom English is not a primary language.
3. Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
4. Plan and organize work to meet established timelines and department schedules.

5. Operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
6. Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
7. Rapidly learn and acquire skills in areas and technologies not previously assigned.
8. Type at a sufficient speed to maintain workflow.

Ability to:

1. Collect, interpret, and evaluate complex data and conduct studies and surveys to support functions such as research, planning, accreditation, and program review.
2. Exercise creativity and critical judgment.
3. Establish and maintain the cooperation of others in providing information, data, and assistance for the research program.
4. Apply conventional and original techniques in research methodology.
5. Apply statistical theory and methods used in the collection, classification, and evaluation of quantitative facts as a basis for inference.
6. Analyze factual information and recognize significant factors, relationships, and trends.
7. Establish and maintain effective working relationships with District and campus administrators, management, staff, students, diverse community, collaborative partner contacts, independent programs consultant/trainers, and the public.
8. Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
9. Promote workplace diversity and a positive work environment.
10. Analyze problems, develop sound problem-solving models, and propose logical solutions to problems.
11. Research, evaluate data, and prepare comprehensive, concise reports and recommendations.
12. Maintain confidentiality of sensitive information and records.
13. Operate computers and their peripherals.
14. Use current common software applications in order to accurately enter and retrieve data.

Education & Experience

Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities:

Graduation from an accredited four-year college or university preferably with a major in social science research, economics, educational administration, business administration, organizational analysis, information science, or other research-oriented specialization AND five (5) years of paid professional-level experience in a research, analytical, or institutional planning position.

OR

Master's Degree from a recognized university preferably with a major in social science research, economics, educational administration, business administration, organizational analysis, information science, or other research-oriented specialization AND three (3) years of paid professional-level experience in a research, analytical, or institutional planning position.

Licenses & Certificates

Valid Driver's License

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment weighing up to 25 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, Personnel Commissioners, board members, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Duties Revised By:	Board of Trustees	Date:	December 9, 2014
Class Revised By:	Personnel Commission	Date:	December 16, 2014
Negotiated:	CSEA	Date:	
Updated By:	Elba Gomez	Date/Time:	12/11/2014

STATE CENTER COMMUNITY COLLEGE DISTRICT
INSTRUCTIONAL LABORATORY TECHNICIAN – CHEMISTRY/PHYSICAL SCIENCE

DEFINITION

Under direction sets up laboratory materials and assists in the operation and maintenance of the physical science laboratory equipment, prepares demonstrations for the class, organizes and monitors the disposal of hazardous waste materials.

DISTINGUISHING CHARACTERISTICS

The Instructional Technician class is distinguished from the Instructional Aide class in that incumbents assigned to the class of Instructional Technician oversee complex instructional laboratories, possess specialized technical and academic training, and has experience in the assigned field. Additionally, the incumbent will provide administrative support for multiple instructors. Incumbents work independently and may provide instructional assistance to students and instructors in an instructional laboratory designated for a specific academic or vocational subject area. Instructional Technicians are responsible for applying district policies in regard to environmental, health, and safety regulations.

Incumbents in this class compared to the non-science Instructional Technicians use greater scope of knowledge of a discipline in coordination of support services because of the greater diversity of laboratory activities and academic programs served. In addition to classroom support services, incumbents in this class have the added ongoing responsibility to maintain refrigeration, environmental control, power, or backup support for materials and equipment.

EXAMPLES OF DUTIES

Performs a variety of duties related to the maintenance and operation of a chemistry/physical science teaching laboratory including but not limited to:

- Demonstrates proper techniques and use of tools and equipment for students during laboratory classes.
- Prepares chemical solutions and unknowns for laboratory demonstrations and practical examinations.
- Prepares, labels, and maintains stock solutions and reagents.
- Ensures the set-up and clean-up of laboratory exercises.
- Inspects student experiments and work.
- Coordinates the use of the laboratories and issues supplies, instruments, materials, tools, chemicals, solutions and equipment.
- Operates, assembles, installs, inspects, tests, and repairs equipment, supplies, and materials.
- Maintains stockrooms, laboratories, and other assigned areas in a clean, safe, and orderly condition.
- Orders, receives, inspects, and organizes supplies, instruments, materials, tools, chemicals, solutions and equipment and verifies contents of shipments.
- Monitors and tracks budget expenditures, prepares reports, and makes recommendations on funds needed for class labs and new equipment.
- Performs demonstrations and provides orientation, assistance, training and technical support to instructors on laboratory procedures, operation of equipment, and location and use of materials.
- Analyzes and suggests changes to experimental procedures.
- Creates laboratory schedules with instructors to align experiments for efficient operation.
- Assists in the development and evaluation of laboratory manuals.
- Inspects, tests, operates, assembles, and installs equipment, supplies, and materials.
- Makes repairs to equipment, to the extent possible, or arranges for professional repair services.
- Maintains record keeping of hazardous waste generation in accordance with regulations, guidelines, and district policy.

- Collects, stores, and coordinates the disposal of hazardous chemicals and materials.
- Implements chemical hygiene and hazard communication programs.
- Ensures and enforces security and safety of the lab according to established procedures, policies, and laws.
- Maintains safety data sheets.
- Performs routine safety inspections of classrooms, laboratories, and preparation areas in accordance to the Injury and Illness Prevention and Chemical Hygiene programs.
- Ensures that laboratory chemicals are properly inventoried and stored in accordance with regulations, guidelines, and accepted best practices.
- Assists faculty and/or department secure permits related to the acquisition, storage, and utilization of endangered species and specimens.
- Screens, selects, trains, evaluates, and provides work direction to student workers.
- Performs other duties as needed.

EMPLOYMENT STANDARDS

Education

Bachelor's degree in Chemistry with coursework in Physics preferred, OR Bachelor's degree in Physics with course work in Chemistry.

Experience

Experience in a chemistry or physics laboratory including previous experience handling and working with chemistry/physics experiments and equipment maintenance.

Licenses/Certificates

Valid Driver's License is required.

Knowledge

- Knowledge of operation and preparation of a chemistry/physics laboratory and equipment.
- Knowledge of scientific supplies/procedures used in the physical sciences.
- Knowledge of procedures used in physical science laboratories (general and organic chemistry, physics, and geology).
- Knowledge of chemical equations, symbols and scientific notations.
- Knowledge of principles and proper handling of hazardous waste disposal.
- Knowledge of cleaning, fabrication, operation and minor repair and maintenance of lab equipment.
- Knowledge of research procedures.
- Knowledge of proper storage and preservation procedures for physical science supplies and equipment.
- Knowledge of proper chemical hygiene.
- Knowledge of health and safety regulations.
- Knowledge of inventory techniques.
- Knowledge of principles and practices of budget tracking.
- Knowledge of proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
- Knowledge of customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Knowledge of current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs.

Skills:

- Skill to issue, receive, and maintain records of equipment and supplies.
- Skill to synthesize special organic and inorganic reagents.
- Skill to demonstrate proper techniques and use of equipment for students.

- Skill to communicate with vendors.
- Skill to clean, adjust, operate, and maintain analytical chemistry equipment.
- Skill to exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Skill to plan and organize work to meet established timelines and schedules.
- Skill to operate standard office equipment such as computers, fax machines, copy machines, telephones and others.
- Skill to utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Skill and ability to rapidly learn and acquire skills in areas and technologies not previously assigned.
- Skill to type at a sufficient speed to maintain workflow.

Abilities

- Ability to operate and maintain analytical instrumentation used in an organic chemistry laboratory.
- Ability to assemble and dismantle chemistry laboratory experiments.
- Ability to provide hands-on academic support to students as a supplement to their classroom teaching.
- Ability to safely clean up and dispose of hazardous materials.
- Ability to prepare special reagents and precise chemical solutions.
- Ability to review and evaluate the work of students assigned by instructors.
- Ability to evaluate and assist students in a lab setting.
- Ability to interpret, explain, and apply procedures and regulations pertaining to laboratory safety and hazardous material disposal.
- Ability to keep accurate records and maintain accurate inventory of laboratory equipment and supplies.
- Ability to maintain budget for laboratory supplies and anticipate expenses.
- Ability to establish and maintain effective working relationships with District administrators, management, staff, diverse community, business and industry contacts, and the public.
- Ability to understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Ability to effectively communicate with individuals for whom English is not a primary language.
- Ability to train and direct student aides.
- Ability to employ proper English usage, spelling, grammar, and punctuation.
- Ability to receive and follow instructions.
- Ability to learn and apply college and district policies and procedures.
- Ability to operate computers and their peripherals.
- Ability to use current common software applications in order to accurately enter and retrieve data.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry office supplies and equipment weighing up to 40 lbs.

Examples of physical ability requirements necessary to perform the above job duties

- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with computer monitors and filing systems. (Color Discrimination)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in

quiet office or library setting. (Speech Intelligibility in Quiet)

- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)

Examples of mental ability requirements necessary to perform the above job duties

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions which may occur

- Work inside protected from the weather.
- Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.
- Exposure to fumes, vapors or airborne particles, hazardous chemicals, biological hazards and risk of electrical shock. NOTE: All exposure is under OSHA Permissible Exposure Levels (PEL).
- Exposure to temperature controlled environment (walk-in refrigerator).
- Work effectively in a demanding environment.
- Work collaboratively in a team environment.
- Some overtime and/or schedule changes may occur.
- Work under pressure of constant deadlines with frequent interruptions.

Section: Instructional Support
Approved: December 6, 2001
Revised by BOT: July 1, 2014
Revised by PC: November 20, 2013
Classified Salary Range: 57
Negotiated with CSEA: July 31, 2014
Salary Range Effective Date: April 1, 2014

STATE CENTER COMMUNITY COLLEGE DISTRICT
INSTRUCTIONAL TECHNICIAN – WELDING

DEFINITION

Under direction assists in the operation and maintenance of the welding program equipment, including demonstrations for students.

DISTINGUISHING CHARACTERISTICS

This classification performs varied duties in accordance with general instructions or standard procedures. This position differs from others by the responsibility for specific activities and work being oriented to maintenance of an instructional environment.

EXAMPLES OF DUTIES

Performs a variety of duties related to the welding program including inventory and maintenance of parts and equipment, inspection of equipment and student repair work, demonstration of proper techniques and use of tools and equipment for students during laboratory classes, ordering of parts and process of orders upon delivery. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Certificate program in welding or 15 units in welding courses.

Experience: Experience performing gas fusion welding, steel and cast iron welding, arc welding of steel plate and pipe, tig and mig welding, and experience reading blueprints.

Knowledge and Abilities: Knowledge of 440 electrical volt systems, gas fusion welding, basic safety procedures pertaining to welding, fusion welding of steel, arc welding of steel plate and pipe, tig welding and fusion welding of aluminum, stainless steel and copper base alloys, mig welding, and semi-automatic welding of steel and aluminum alloys, four basic welding positions. Skill to read and interpret technical material, such as manufacturer's maintenance manuals, maintain inventory, attendance, and other types of records, file parts and materials to coincide with inventory books, identify and process improperly requisitioned parts, maintain equipment used in welding lab. Ability to demonstrate proper techniques and use of tools and equipment for students, perform mathematical calculations, review the work of students assigned by instructors. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
OFFICE ASSISTANT I

DEFINITION

Under direction performs general clerical work including typing, filing, maintaining records and answering phones.

DISTINGUISHING CHARACTERISTICS

This classification performs general and routine clerical duties in accordance with clearly defined instructions or established office procedures. This is an entry level position that differs from higher levels in the series by the responsibility for or limited variety of activities, work being more closely supervised and more routine in nature.

EXAMPLES OF DUTIES

Performs a wide variety of clerical work, including typing, proof-reading, filing, checking and recording information on records from rough drafts, notes, or general instructions. Files materials, prepares mailings, and duplicates materials. Operates a variety of office machines including copiers, calculator, switchboard, folding machines, etc. Answers telephone and serves as office receptionist. Schedules and cancels appointments. Enters and retrieves data from computer system in appropriate format. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal and informal education equivalent to completion of the twelfth grade

Experience: None required.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain work flow. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 1 Page 6
Approved: April 15, 1991
Salary Range: 38
Revised by PC August 21, 2012

STATE CENTER COMMUNITY COLLEGE ASSISTANT
STUDENT SERVICES SPECIALIST

DEFINITION

Under direction process and maintain highly technical records containing official, confidential records under specific legal requirements.

DISTINGUISHING CHARACTERISTICS

This classification performs complex record keeping duties in accordance with general instructions or established procedures. This is a senior level position that differs from lower levels by the complexity, problem solving requirements and on going nature of the assignments. This classification requires lead responsibilities.

EXAMPLES OF DUTIES

Performs a wide variety of record keeping work, including data entry, records maintenance, use of computer to retrieve data to produce reports, interacting with and communicating district and state requirements to students and staff. Assist in the development of forms, office procedures and policies. Coordinate multiple projects and remain on deadline. Assign and review the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: High school diploma or General Education Development (GED)

Experience: Considerable, responsible clerical work experience to include records management and computer use environment and lead responsibilities for other employees.

Knowledge and Abilities: Knowledge of data processing procedures sufficient to read and interpret input/output of data and identify discrepancies. Skill to read and interpret highly complex technical memoranda, set up and maintain complex filing systems, compose correspondence independently, perform mathematical calculations, proficiency in 10-key and keyboarding and proof read accurately, coordinate multiple projects and remain on deadline, assign, monitor, and review the work of others in a cooperative, team environment, and identify alternate solutions to solve complex problems. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Ability to use computer and information systems to retrieve data to produce reports. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
THEATRE MANAGER

DEFINITION

Under direction coordinates the operation and use of the theater facility provides technical skills in production of theater events.

DISTINGUISHING CHARACTERISTICS

This classification performs difficult and complex duties in accordance with general instructions or established procedures. This position differs from lower levels by the responsibility for and knowledge of the college and decision making.

EXAMPLES OF DUTIES

Performs a variety of duties including maintaining master calendar of theater usage, designing lighting for theater events and running light board and sound equipment, assists in the construction and mounting of sets, light plots, and recording and editing of sound for productions. Assists instructors in monitoring and reviewing theater lab coursework. Conduct tours of theater facilities and maintain records of potential users and their needs. Maintain inventory and repair theater equipment, ordering supplies as needed. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Associate degree or certificate in technical theater

Experience: Technical stagecraft experience involving stage-set construction, paint, lighting, design, and operation and use of stage equipment.

Knowledge and Abilities: Knowledge of space proportionally assigned, pigment, colors and the gray scale, basic recording studio techniques, variety of light color media, basic electricity and electrical diagrams used in the theater, theater light and sound control boards, blueprints used in theater, theater building layout, safety, security and equipment, theater production procedures, available sources of hardware, lumber, lighting and sound supplies, fire and safety rules, form and style for set design. Skill to assign, review and monitor the work of students, use hand and power tools common to a theater, construct sets, do mechanical drawings, select appropriate materials for set construction, install and operate effective lighting systems, and maintain records. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

SECTION 3. THE CLASSIFIED SERVICE

3-1 POSITIONS INCLUDED: All positions established by the Governing Board of-Trustees', which are not exempt from the classified service by law shall be a part of the classified service of the District. All employees serving in the District's classified positions shall be classified employees. The employees and positions shall be known as the Classified Service.

REFERENCE: Education Code Section 88076, 88005, 88006, 88008, 88079

3-2 EXEMPTION FROM THE CLASSIFIED SERVICE: Positions required by law to be academic, part-time playground positions, full-time students employed part-time, part-time students employed part-time in any college work-study program or in a work experience education program conducted by a community college district which is financed by state or federal funds, apprentice positions, and positions established for the employment of professional experts on a temporary basis for a specific project by the governing board or the by commission when so designated by the commission.

REFERENCE: Education Code Sections 88076, 88078

3-4 EFFECT OF EXEMPTION: Any position or employee totally exempted from the classified service by law shall be excluded from the benefits and burdens imposed by these Rules and Regulations, except as otherwise provided by law, the Board of Trustees, or these Rules and Regulations.

3-7 GENERAL CLASSIFICATION RULES

3-8 ASSIGNMENT OF DUTIES: The Board shall fix and prescribe the duties and responsibilities of all positions in the classified service except those in the Commission staff. When the duties being performed by an employee are found to be inconsistent with the duties officially assigned to a specific position, the Director of Classified Personnel shall report the facts to the responsible administrator in order that appropriate action may be taken.

REFERENCE: Education Code Sections 88009, 88061, 88084, 88095

3-9 GENERAL CLASSIFICATION PLAN: The Commission shall classify all employees and positions within the jurisdiction of the Board or the Commission, except those positions which the Commission determines is exempt from the Classified Service pursuant to Rule 3-2. The Commission shall maintain a classification plan for all positions. The employees and positions shall be known as the Classified Service. To classify shall include, but not be limited to:

- (a) Allocation of all positions to appropriate classes.
- (b) Arrangement of classes into occupational hierarchies (job families).
- (c) Determination of reasonable percentage relationships between classes within the occupational hierarchies.
- (d) Determination of reasonable percentage relationships between occupational hierarchies.
- (e) Preparation of written class specifications.

REFERENCE: Education Code Sections 88076, 88005, 88009, 88076

3-12 CREATION OF NEW POSITIONS: When the Board of Trustees creates a new position or approves a reorganization that modifies the duties and/or responsibilities of a classification or position, it shall submit the duties officially assigned to the classification/position, in writing, to the Director of Classified Personnel. The Board may recommend minimum educational and work experience requirements for the classification/position. The Director of Classified Personnel shall present recommendations to the Commission for action. The Commission shall:

- (a) Determine if the new position shall be a part of the Classified Service or exempt under Rule 3-2.

(b) Classify the position and determine whether the position should be allocated to an existing class or whether a new class should be established.

(c) If a new class is recommended, the Director of Classified Personnel shall set forth a proposed class specification setting out the title, duties as established by the Board of Trustees, qualifications, and other requirements of a class specification. The qualifications approved by the Commission must reasonably relate to the duties assigned to the position by the Board of Trustees.

(d) The Commission shall recommend the proper salary placement on the appropriate classified salary schedule.

(f) The Director of Classified Personnel shall notify the Board of Trustees of the Commission's action.

REFERENCE: Education Code Sections 88009, 88076, 88087

3-13 ALLOCATION OF POSITIONS TO EXISTING CLASSES: All positions which substantially consist of comparable duties, responsibilities, and qualifications shall be allocated to the same class.

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT:	Consideration and Approval to Classify New Positions at Reedley College and Madera Center in Established Job Classification Specifications.	ENCLOSURE(S): Board of Trustees Agenda Items, Classification Specifications, PC Rule 3-1 thru 3-4, 3-7 thru 3-9, 3-12, 3-13
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REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Action

ITEM NO: 15-25

Background:

At the July 7, 2015 regular meeting, the Board of Trustees was presented with the duties of new positions at Reedley College and the Madera Center. Personnel Commission rules 3-1 thru 3-4, 3-7 thru 3-9, 3-12, and 3-13 state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees into established classifications, recommend a new classification or exempt the new position duties from the classified service.

The items presented to the Board of Trustees are attached for the Commissioners review along with the established classification specifications. The items indicate the duties that will be performed by the new positions. The recommended classifications for the new positions are as follows:

- a. Administrative Aide, Reedley College
- b. Department Secretary (PPT), Madera College Center
- c. Farm Production Supervisor, Reedley College
- d. Lead Custodian, Madera College Center
- e. Office Assistant III, Reedley College

Recommendation:

It is recommended the Personnel Commission approve and classify the duties of the new positions at Reedley College and the Madera Center in the classified service with the recommended established classifications.

STATE CENTER COMMUNITY COLLEGE DISTRICT
 1525 E. Weldon
 Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New
 Classified and Management Positions,
 Districtwide

ITEM NO. 15-49

EXHIBIT: None

Background:

Increased student enrollments were considered as part of the District's planning efforts for the 2015-2016 academic year. The anticipated increase in the number of students will result in more class and program offerings which require additional support staff. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor's Cabinet.

The proposed new classified and management positions will be paid from on-going funds approved in the adopted state budget for 2015-2016. Due to budget constraints, the hiring of new classified positions has not been addressed since 2008 even though an appropriate level of classified staffing is one of the highest priorities of the District. Our increased efforts in enrollment management have provided new growth positions, programs, and funds which require these support positions. The cost of these new positions is estimated at \$2,300,000.

Fresno City College:

Classified Positions: Instructional Laboratory Technician, Chemistry/Physical Science
 Instructional Technician, Welding
 Instructional Technician, Maintenance Mechanic
 Human Resources Technician
 Custodians (5)
 Department Secretary
 Student Services Specialist
 Office Assistant I/II (Permanent Part-Time)
 Institutional Research Coordinator
 Theatre Manager – Flexible Hour

Reedley College:

Classified Positions:

Reedley College

Office Assistant III

Administrative Aide

Instructional Technician, Manufacturing

Madera Community College Center

Department Secretary (Permanent Part-Time)

Lead Custodian

Management Positions:

Reedley College

Farm Production Supervisor

Director of Technology (50% increase)

Districtwide:

Classified Positions:

Building Generalists (5)

Office Assistant III

Painter

Communications Dispatcher

Web Portal Strategist

Management Positions:

Admissions & Records Manager

District Office:

Classified Position:

Accounting Clerk III

Recommendation:

It is recommended the Board of Trustees approve the 30.5 proposed new classified and management positions districtwide.

STATE CENTER COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE AIDE

DEFINITION

Under direction assists in the planning, organizing, and controlling of a variety of functional areas as well as performing specialized and difficult secretarial/clerical work.

DISTINGUISHING CHARACTERISTICS

This classification differs from others in the series in that incumbents possess extensive knowledge of a department or service area, understand the relationship of that department with others both inside and outside of the district, and assist in the formulation of department procedures. This classification may require some lead responsibilities.

EXAMPLES OF DUTIES

Performs a wide variety of secretarial work including typing, proof-reading, checking, composing correspondence, recording information on records from general instructions utilizing word processing, spreadsheets and database software. Tracks budget expenditures and prepares reports. Operates a variety of office machines. Answers telephone, schedules and cancels appointments, takes and prepares minutes of meetings. Enters and retrieves data from computer system in appropriate format, including schedule of courses. Conducts research on problem areas and prepares reports. Initiates and coordinates procedural modifications. Assigns and reviews the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade.

Experience: Considerable experience performing administrative or difficult secretarial duties involving analytical and technical skills in an office environment.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain work flow. Ability to take and/or transcribe dictation and prepare minutes of meetings. Skill to employ mathematical techniques. Skills required to prepare and analyze budget, course schedule and faculty load reports. Ability to use complex computer applications in word processing, spreadsheets, databases, and communications software. Ability to enter and retrieve data from computer system in appropriate format. Ability to learn procedures connect with mission of department or service area. Ability to assign, monitor and review the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
DEPARTMENT SECRETARY

DEFINITION

Under direction performs basic to moderately difficult secretarial and clerical duties.

DISTINGUISHING CHARACTERISTICS

This classification performs general and routine secretarial/clerical duties in accordance with clearly defined instructions or established office procedures. This classification differs from higher levels by the responsibility for or limited variety of activities, work being more closely supervised and more routine in nature.

EXAMPLES OF DUTIES

Performs a wide variety of secretarial work, including typing, proof-reading, filing, checking, drafting correspondence and recording information from rough drafts, notes, or general instructions. Files materials, prepares mailings, and duplicates materials. Tracks budget expenditures and money collected. Operates a variety of office machines including copiers, calculator, switchboard, folding machines, etc. Answers telephone and serves as office receptionist. Schedules and cancels appointments. Enters and retrieves data from computer system in appropriate format. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade

Experience: Responsible secretarial/clerical experience in an office environment.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain work flow. Skill to employ simple mathematical techniques. Ability to assign, monitor, and review the work of others. Ability to receive and follow instructions and appropriately interact with student, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 3 Page 3
Approved: April 15, 1991
Salary Range: 44
Revised by PC August 21, 2012

STATE CENTER COMMUNITY COLLEGE DISTRICT
FARM PRODUCTION SUPERVISOR

DEFINITION

Under direction plans, organizes, staffs, directs, and controls a farm laboratory.

DISTINGUISHING CHARACTERISTICS

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment for work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

EXAMPLES OF DUTIES

Responsibilities include coordinating farm operations with the staff and classroom instruction and the operations of the farm project with local industry; coordinating the management of field operations; contracting for various services required for the farm; controlling supplies inventories and sales of products; operating and teaching others the operation of farm equipment; assisting students by instructing in farm and livestock operations; developing the budget, budget controls and cost bids for the farm project; maintaining of records on crops and livestock inventory costs; planning the various farming operations of the farm project and the marketing of the products produced by the project. Assigning and reviewing the work of employees and students assigned to the project. Performs other duties as needed.

EMPLOYMENT STANDARDS

Education: Bachelor's degree in agriculture or a related area and possession of California Agricultural Pest Control Advisor License and California Qualified Applicator Certificate.

Experience: Considerable experience operating a farm production operation.

Knowledge and Abilities: Knowledge of farm management and operations (livestock and plant production) procedures for inventory control, record maintenance systems, and basic budget procedures. Skill to plan, organize, staff, direct and control the various elements of the farm project, negotiate contracts for farm production services, coordinate various operations of the farm laboratory, and provide instruction to students regarding farm and livestock operations. Ability to assign, monitor, and evaluate the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to write and modify system and network programs. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
LEAD CUSTODIAN

DEFINITION

Under direction leads other employees in the performance of cleaning work and movement of furniture and equipment.

DISTINGUISHING CHARACTERISTICS

This classification performs duties in accordance with general instructions or procedures. This position differs from lower levels by the responsibility for activities, work being more complex and lead responsibilities.

EXAMPLES OF DUTIES

Duties include leading, training and monitoring employees in the performance of custodial duties including emptying trash containers, cleaning chalkboards, arranging furniture, dusting, cleaning, disinfecting and restocking restrooms, sweeping and mopping floors, vacuuming carpet, washing windows, stripping and waxing floors. Performs other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal and informal education equivalent to completion of the twelfth grade and seminars in the custodial maintenance field.

Experience: Considerable experience in performing custodial duties.

Knowledge and Abilities: Knowledge of safe and appropriate cleaning solution mixtures, cleaning methods and the preferred methods of cleaning and preserving floors, walls, and fixtures, cleaning materials, disinfectants, and equipment use in custodial work, custodial chemicals and their proper use, common tools and their uses, and quantities of materials needed in custodial work. Skill to estimate and requisition materials and supplies needed, maintain accurate records, lead and train employees in safe and appropriate cleaning techniques. Ability to assign, monitor, and review the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 17 Page 1
Approved: June 17, 1991
Salary Range: 46

STATE CENTER COMMUNITY COLLEGE DISTRICT
OFFICE ASSISTANT III

DEFINITION

Under general direction performs a variety of difficult and specialized clerical duties and records maintenance functions.

DISTINGUISHING CHARACTERISTICS

This classification performs complex clerical duties in accordance with general instructions or established office procedures. This is a senior level position that differs from lower levels in the series by the complexity and on going nature of the assignments. This position may involve lead responsibilities.

EXAMPLES OF DUTIES

Performs a wide variety of clerical work, including typing, filing, records maintenance, use of computer to input and retrieve data to produce reports, scheduling and canceling appointments and meetings, composing correspondence, maintaining supplies inventory, providing information to other staff and public. Operates a variety of office machines including copiers, calculator, switchboard, folding machines, etc. Assist in the development of forms, office procedures and promotional brochures. Assign and review the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade.

Experience: Considerable, responsible clerical work experience in a records management environment.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain workflow. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures. Skill to employ simple mathematical techniques. Ability to assign, monitor, and review the work of others.

Section 1 Page 1
Approved: April 15, 1991
Salary Range: 48
Revised by PC August 21, 2012

SECTION 3. THE CLASSIFIED SERVICE

3-1 POSITIONS INCLUDED: All positions established by the Governing Board of-Trustees', which are not exempt from the classified service by law shall be a part of the classified service of the District. All employees serving in the District's classified positions shall be classified employees. The employees and positions shall be known as the Classified Service.

REFERENCE: Education Code Section 88076, 88005, 88006, 88008, 88079

3-2 EXEMPTION FROM THE CLASSIFIED SERVICE: Positions required by law to be academic, part-time playground positions, full-time students employed part-time, part-time students employed part-time in any college work-study program or in a work experience education program conducted by a community college district which is financed by state or federal funds, apprentice positions, and positions established for the employment of professional experts on a temporary basis for a specific project by the governing board or the by commission when so designated by the commission.

REFERENCE: Education Code Sections 88076, 88078

3-4 EFFECT OF EXEMPTION: Any position or employee totally exempted from the classified service by law shall be excluded from the benefits and burdens imposed by these Rules and Regulations, except as otherwise provided by law, the Board of Trustees, or these Rules and Regulations.

3-7 GENERAL CLASSIFICATION RULES

3-8 ASSIGNMENT OF DUTIES: The Board shall fix and prescribe the duties and responsibilities of all positions in the classified service except those in the Commission staff. When the duties being performed by an employee are found to be inconsistent with the duties officially assigned to a specific position, the Director of Classified Personnel shall report the facts to the responsible administrator in order that appropriate action may be taken.

REFERENCE: Education Code Sections 88009, 88061, 88084, 88095

3-9 GENERAL CLASSIFICATION PLAN: The Commission shall classify all employees and positions within the jurisdiction of the Board or the Commission, except those positions which the Commission determines is exempt from the Classified Service pursuant to Rule 3-2. The Commission shall maintain a classification plan for all positions. The employees and positions shall be known as the Classified Service. To classify shall include, but not be limited to:

- (a) Allocation of all positions to appropriate classes.
- (b) Arrangement of classes into occupational hierarchies (job families).
- (c) Determination of reasonable percentage relationships between classes within the occupational hierarchies.
- (d) Determination of reasonable percentage relationships between occupational hierarchies.
- (e) Preparation of written class specifications.

REFERENCE: Education Code Sections 88076, 88005, 88009, 88076

3-12 CREATION OF NEW POSITIONS: When the Board of Trustees creates a new position or approves a reorganization that modifies the duties and/or responsibilities of a classification or position, it shall submit the duties officially assigned to the classification/position, in writing, to the Director of Classified Personnel. The Board may recommend minimum educational and work experience requirements for the classification/position. The Director of Classified Personnel shall present recommendations to the Commission for action. The Commission shall:

- (a) Determine if the new position shall be a part of the Classified Service or exempt under Rule 3-2.

(b) Classify the position and determine whether the position should be allocated to an existing class or whether a new class should be established.

(c) If a new class is recommended, the Director of Classified Personnel shall set forth a proposed class specification setting out the title, duties as established by the Board of Trustees, qualifications, and other requirements of a class specification. The qualifications approved by the Commission must reasonably relate to the duties assigned to the position by the Board of Trustees.

(d) The Commission shall recommend the proper salary placement on the appropriate classified salary schedule.

(f) The Director of Classified Personnel shall notify the Board of Trustees of the Commission's action.

REFERENCE: Education Code Sections 88009, 88076, 88087

3-13 ALLOCATION OF POSITIONS TO EXISTING CLASSES: All positions which substantially consist of comparable duties, responsibilities, and qualifications shall be allocated to the same class.

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval to Classify New Positions at Clovis College in Established Job Classification Specifications.

ENCLOSURE(S): Board of Trustees Agenda Items, Classification Specifications, PC Rule 3-1 thru 3-4, 3-7 thru 3-9, 3-12, 3-13

REASON FOR PERSONNEL COMMISSION CONSIDERATION: Action

ITEM NO: 15-26

Background:

At the July 6, 2015 regular meeting, the Board of Trustees was presented with the duties of new positions at Clovis College. Personnel Commission rules 3-1 thru 3-4, 3-7 thru 3-9, 3-12, and 3-13 state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees into established classifications, recommend a new classification or exempt the new position duties from the classified service.

The items presented to the Board of Trustees are attached for the Commissioners review along with the established classification specifications. The items indicate the duties that will be performed by the new positions. The recommended classifications for the new positions are as follows:

- a. Technician II
- b. Administrative Aide
- c. College Director of Marketing & Communications
- d. Department Secretary
- e. Library/Learning Resources Assistant III
- f. Micro-Computer Resource Technician
- g. Network Coordinator
- h. Publications Specialist
- i. Research Assistant
- j. Student Services Specialist
- k. Webmaster

Recommendation:

It is recommended the Personnel Commission approve and classify the duties of the new positions at Clovis College in the classified service with the recommended established classifications.

STATE CENTER COMMUNITY COLLEGE DISTRICT
 1525 E. Weldon
 Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New Faculty, Classified and Management Positions, Clovis Community College
 ITEM NO. 15-50

EXHIBIT: None

Background:

State Center Community College District will be receiving \$1.6 million due to Clovis Community College Center becoming a fully accredited college. Of the \$1.6 million, administration is proposing \$300,000 be allocated for faculty positions and the remaining \$1.3 million be expended on classified and management positions at Clovis Community College.

Due to Clovis Community College Center transitioning from a center to a college, it will require additional faculty and staff positions to operate as a stand-alone college. Areas of increased staffing include Institutional Research, Campus Business Office, Technology Services, Public Information Office and Library Services. Additionally, Clovis Community College Center has the lowest ratio of full-time faculty to part-time faculty in the District. When combined with the Tentative Budget, new faculty positions at Clovis Community College will total 15. These new faculty positions will help Clovis Community College Center raise their full-time to part-time faculty ratio. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor's Cabinet.

The positions are listed below.

Faculty Positions: Political Science Instructor
 Psychology Instructor
 Reading Instructor

Classified Positions: Department Secretary
 Microcomputer Resource Technician
 Library/Learning Resources Assistant III
 Webmaster
 Network Coordinator
 Publications Specialist

Research Assistant
Accounting Technician II
Administrative Aide
Student Services Specialist (50%)

Management Positions: College Director of Marketing and Communications
Child Development Lab School Director
Research Director
Director of Technology (50% increase)

Recommendation:

It is recommended the Board of Trustees approve the 16 proposed new faculty, classified and management position, Clovis Community College.

STATE CENTER COMMUNITY COLLEGE DISTRICT
ACCOUNTING TECHNICIAN II

DEFINITION

Under direction performs a wide variety of complex and highly responsible accounting duties.

DISTINGUISHING CHARACTERISTICS

Accounting Technician IIs perform complex and highly responsible accounting support functions in the reconciliation, preparation and maintenance of the financial, accounting and statistical records and reports and in the monitoring and tracking of budgets and expenditures for a variety of departments, programs, funds and special projects. Work requires extensive knowledge of the budgeting, purchasing, accounts payable, payroll, revenue and accounts receivable processes and procedures applicable to areas of responsibility. Incumbents are expected to independently perform assigned functions in an accurate, timely manner and exercise initiative in resolving problems related to these functions by referring to District, State and other governmental policies and procedures and knowledge gained through experience.

Accounting Technician II is distinguished from Accountant Auditor in that incumbents in the latter class are required to understand and apply professional accounting and auditing theories, principles, terms and practices in the preparation and evaluation of financial records, transaction and reports.

EXAMPLES OF DUTIES

Performs a wide variety of duties including but not limited to: complex accounting work; verifying, balancing and posting/recording data; preparing financial and reconciliation statements, audits and other reports, and bank deposits; developing, maintaining, and using systems for recording, interpreting, and communicating financial data; reviewing, calculating, preparing and distributing checks, receipts and financial documents; preparing and monitoring budgets and expenditure reports; entering and retrieving data from computer system as needed; and assigning and/or reviewing the work of other employees and students. May perform other duties as needed.

EMPLOYMENT STANDARDS

Education: Completion of sixty (60) college units including fifteen (15) units in accounting.

Experience: Experience in a lead capacity performing a wide variety of highly responsible accounting duties related to preparation and maintenance of general ledger accounting systems, accounts payable, accounts receivable, and payroll systems. This should include tasks covering the entire accounting cycle, financial and statistical reports, systems analysis and design, and/or assisting with budget development and control.

Knowledge, Skills, and Abilities: Knowledge of entire accounting cycle; generally accepted accounting principles; budget planning procedures; computer terminology to effectively coordinate accounting functions with information systems; accounts receivable/payable; payroll and purchasing principles. Knowledge of and ability to employ proper English usage, spelling, grammar and punctuation. Skill to prepare financial statements from accounting data; analyze, recognize, define, and correct accounting errors and misinformation. Ability to exercise independent judgment, assign, monitor, and/or review the work of others; receive and follow

instructions; appropriately interact with students, staff, faculty and the public; and ability to learn and apply college and district policies and procedures.

Section 4 Page 2

Approved: April 15, 1991

Revised by BOT: August 7, 2007

Revised by PC: September 11, 2007

Salary Range: 61

STATE CENTER COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE AIDE

DEFINITION

Under direction assists in the planning, organizing, and controlling of a variety of functional areas as well as performing specialized and difficult secretarial/clerical work.

DISTINGUISHING CHARACTERISTICS

This classification differs from others in the series in that incumbents possess extensive knowledge of a department or service area, understand the relationship of that department with others both inside and outside of the district, and assist in the formulation of department procedures. This classification may require some lead responsibilities.

EXAMPLES OF DUTIES

Performs a wide variety of secretarial work including typing, proof-reading, checking, composing correspondence, recording information on records from general instructions utilizing word processing, spreadsheets and database software. Tracks budget expenditures and prepares reports. Operates a variety of office machines. Answers telephone, schedules and cancels appointments, takes and prepares minutes of meetings. Enters and retrieves data from computer system in appropriate format, including schedule of courses. Conducts research on problem areas and prepares reports. Initiates and coordinates procedural modifications. Assigns and reviews the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade.

Experience: Considerable experience performing administrative or difficult secretarial duties involving analytical and technical skills in an office environment.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain work flow. Ability to take and/or transcribe dictation and prepare minutes of meetings. Skill to employ mathematical techniques. Skills required to prepare and analyze budget, course schedule and faculty load reports. Ability to use complex computer applications in word processing, spreadsheets, databases, and communications software. Ability to enter and retrieve data from computer system in appropriate format. Ability to learn procedures connect with mission of department or service area. Ability to assign, monitor and review the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
COLLEGE DIRECTOR OF MARKETING & COMMUNICATIONS

DEFINITION

Under direction, establishes and maintains effective external communications, marketing programs and public relations of the college.

DISTINGUISHING CHARACTERISTICS

This classification performs difficult and complex duties in accordance with general instructions or established laws/procedures. This position is a management position. This position differs from lower levels by the responsibility for and the technical knowledge of marketing/communications/public relations, and the complexity of problem solving.

EXAMPLES OF DUTIES

Develops strategic initiatives and provides vision and direction in order to advance the image of the college; supports student enrollment growth through planned recruitment campaigns; develops and maintains positive relationships with the media; works closely with the district office to promote the college and the district and provides public relations/marketing support; oversees media relations for the college; services as primary college spokesperson to the press and general public; projects favorable college image; provides direction and support for electronic communications, such as the college home page and videos; develops/coordinates the institutional marketing campaign, including, design/placement of college-specific advertising; develops/implements a program of community relations activities to enhance public interest; assists with district public relations programs; represents the college in district-wide projects; set departmental goals and objectives.

EMPLOYMENT STANDARDS

Education: Bachelor's degree in journalism, marketing or public relations.

Experience: A minimum of three years of verifiable experience as a practitioner in the fields of journalism, marketing, or public relations. Demonstrated management experience in the fields of journalism, marketing, or public relations. Experience in all of the following areas: writing, publications, media relations, media ad production, media buying, and special events planning/execution.

Knowledge and Abilities: Knowledge of media/public relations, industry protocol, photography, graphic design, printing, production, writing, editing, management/supervision, budget, planning, and public communication skills both written and oral. Skill to make presentations and conduct training. Ability to assign, monitor, and evaluate the work of others. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Ability to appropriately interact with a diverse group of students, staff, faculty and the public. Ability to learn and apply applicable laws, policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
DEPARTMENT SECRETARY

DEFINITION

Under direction performs basic to moderately difficult secretarial and clerical duties.

DISTINGUISHING CHARACTERISTICS

This classification performs general and routine secretarial/clerical duties in accordance with clearly defined instructions or established office procedures. This classification differs from higher levels by the responsibility for or limited variety of activities, work being more closely supervised and more routine in nature.

EXAMPLES OF DUTIES

Performs a wide variety of secretarial work, including typing, proof-reading, filing, checking, drafting correspondence and recording information from rough drafts, notes, or general instructions. Files materials, prepares mailings, and duplicates materials. Tracks budget expenditures and money collected. Operates a variety of office machines including copiers, calculator, switchboard, folding machines, etc. Answers telephone and serves as office receptionist. Schedules and cancels appointments. Enters and retrieves data from computer system in appropriate format. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade

Experience: Responsible secretarial/clerical experience in an office environment.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain work flow. Skill to employ simple mathematical techniques. Ability to assign, monitor, and review the work of others. Ability to receive and follow instructions and appropriately interact with student, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 3 Page 3
Approved: April 15, 1991
Salary Range: 44
Revised by PC August 21, 2012

STATE CENTER COMMUNITY COLLEGE DISTRICT
LIBRARY/LEARNING RESOURCE ASSISTANT III

DEFINITION

Under direction performs paraprofessional duties including processing, circulating, storing, operating, and utilizing books, periodicals, audio-visual materials and equipment.

DISTINGUISHING CHARACTERISTICS

This classification performs complex duties in accordance with general instructions or procedures. This is a journey level position that differs from lower levels in the series by the responsibility for or greater variety of activities, and work being less closely supervised.

EXAMPLES OF DUTIES

Performs a wide variety of work, including typing, proof-reading, filing, checking and recording information on records from rough drafts, notes, or general instructions. Maintains books, periodicals, audio-visual materials and equipment and assists in the identification and location as needed. Operates and demonstrates a variety of machines including movie, slide and overhead projectors, tape recorders, tape duplicating equipment and other audio-visual equipment. Prepares for and circulates periodicals, films, and books according to college and standard library rules. Enters and retrieves data from computer system in appropriate format. Assigns and reviews the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade.

Experience: Considerable experience processing, circulating, storing, operating, developing, and utilizing Library/Learning Resources books, audio-visual materials and equipment.

Knowledge and Abilities: Knowledge of library practices and terminology, general types and uses of library materials and standard references. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Ability to read and interpret card catalog, periodical indexes and abstracts. Ability to operate audio-visual equipment. Ability to assign, monitor, and review the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
MICRO-COMPUTER RESOURCE TECHNICIAN

DEFINITION

Under direction repairs, advises and provides training on the use of micro-computers.

DISTINGUISHING CHARACTERISTICS

This classification performs complex duties in accordance with general instructions or procedures. This position differs from others by the responsibility for activities or variety of activities, including the integration of micro-computer systems with other platforms. This position may require lead responsibilities.

EXAMPLES OF DUTIES

Performs a variety of work including analysis and repair on a variety of district owned micro-computers and peripherals; training of users in installation and uses of micro-computer hardware and software and related equipment (i.e., multi-media presentation equipment); maintaining micro-computer networks; bench marking of new types of equipment; advising on hardware and software and appropriate uses; serving as liaison between users and other departments to maintain district standards. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Associate degree or equivalent in computer and electronics repair.

Experience: Considerable experience in technology related fields.

Knowledge and Abilities: Knowledge of information systems procedures and practice; operating environments for micro-computers (MAC and Windows); integration of mobile computing devices in the enterprise environment (i.e. handheld computers, personal digital assistant (PDA), and smartphones); multi-media software applications and peripherals; telecommunications applications; virus detection, identification and prevention; copyright laws; and computer based test/measurement instruments. Skill to read and interpret highly technical materials; use data bases to maintain records, inventory and produce reports; troubleshoot and repair complex computer and computer related equipment. Skill to assist with the implementation of computer networking including cable testing and splicing of various types of cable and fiber optic applications. Knowledge of industry standard networking products and Internet. Knowledge of and ability to employ correct English usage, spelling, grammar, and punctuation. Skill to employ mathematical techniques. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

Section 3 Page 13
Approved: November 20, 1995
Revised by PC: June 14, 2011
Salary Range: 63

STATE CENTER COMMUNITY COLLEGE DISTRICT
NETWORK COORDINATOR

DEFINITION

Under general direction, this position is responsible for all technical and administrative aspects of the District's wide-area and local-area network, desktop computers, and servers—file, print, electronic mail, and World Wide Web.

DISTINGUISHING CHARACTERISTICS

This classification performs complex duties in accordance with general instructions or procedures. This position differs from lower levels in the series by the responsibility for coordinating activities and staff, the higher level of problem solving, and work being less closely supervised

EXAMPLES OF DUTIES

Duties include coordinating the District's academic and administrative network activities; providing support for the District's network, LAN and WAN, services and infrastructure; providing technical support for network hardware and software used in the District's multiple IP sub-nets that provide mission-critical academic, administrative, and infrastructure services to various District clients; providing systems and network maintenance by performing operating system hardware installations and upgrades and by performing network hardware installations, upgrades, and configuration; performing technical activities to monitor network performance to meet acceptable service levels; diagnosing and resolving network problems, internal or external; installing and maintaining appropriate network software and hardware; managing IP addressing for the various sub-nets; managing World Wide Web and Internet related activities; maintaining and charting historical documentation of the performance measurement for capacity planning; recommending and implementing network policies, procedures, and standards that conform with the District's objectives; researching, planning, evaluating, and proposing new system and network hardware as needed. Perform other duties as needed.

EMPLOYMENT STANDARDS

Education: Associate degree or 60 college units in telecommunications, computer science, business administration, information systems, engineering, or other related field.

Experience: Progressively responsible experience performing similar duties in an academic, corporate, or similar environment.

Knowledge and Abilities: Knowledge of networking theory including different layers of ISO network stack and network protocols, for example, TCP/IP, User Datagram Protocol; UNIX, Windows NT, and Windows 95 operating systems; networking technologies such as ATM, FDDI, Fast Ethernet, and Ethernet; networking applications such as NTP, NFS, Telnet, FTP, and HTTP; monitoring protocols, SNMP and RMON, and routing protocols, BGP, EIGRP, RIP, etc. Ability to install and configure complex network and system monitoring software; to learn and apply technical information rapidly; to use systems resources such as documents, manuals, publications, other institutions, and vendors; to work with diverse groups and under pressure. Ability to utilize organizational and analytical skills, written and oral communication skills, and work in teams. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to assign, monitor and review the work of others. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
PUBLICATIONS SPECIALIST

DEFINITION

Under direction prepares, edits and makes camera ready for print purposes information for magazines, brochures, and newspapers.

DISTINGUISHING CHARACTERISTICS

This classification performs complex duties in accordance with general directions or established procedures. This position may require lead responsibilities. This position differs in the responsibility for, knowledge of and relationship between public relations and page layout.

EXAMPLES OF DUTIES

Performs a variety of duties including planning and preparing the copy, photographs, and graphics needed for various projects and preparing a camera ready layout using manual and computer assisted means. Coordinates project goals with print capabilities and needs. Maintains positive relationships with various members of the media and provides information on campus or district programs to media through direct contact or press releases. Reviews materials and photographs to determine their print potential. Writes copy for brochures, press releases and catalogs. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Associated degree in journalism, public relations or a related area.

Experience: Experience using desktop publishing to prepare brochures, catalogs or advertisements in a public relations environment.

Knowledge and Abilities: Knowledge of desktop publishing, computer typesetting, computer pagination of various layouts, public relations, editing and layout of printed materials, modern printing techniques, methods of processing film photography techniques, promotion of events and local media and communications agencies. Skill to use computers to design and layout materials for printing, interview a variety of individuals, write and type accurate news releases and proofread own copy, carry out assignments with minimal supervision and meet deadlines. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to employ simple mathematical techniques. Ability to assign, monitor, and review the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty, members of the media and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
RESEARCH ASSISTANTDEFINITION

Under direction performs research, analysis, and assists in drafting and editing proposals for external funding.

DISTINGUISHING CHARACTERISTICS

This classification differs from others in extensive knowledge of the district, campuses, departments and programs, understanding the relationship of the departments to each other and to others outside of the district, and assisting in the formulation of proposals for external funding to be used by various programs. This classification may require some lead responsibilities.

EXAMPLES OF DUTIES

Performs a variety of work, including researching, analyzing and interpreting complex data. As part of a team, develops and edits comprehensive proposals for funding. Regularly interfaces with administrators, faculty, staff, legislative offices and the public to collect and disseminate data. Attends proposal development workshops. Proposes procedures to assure accuracy, clarity, accessibility, usability, and confidentiality of information. Tracks budget expenditures, maintains ledger books, and prepares reports. Enters and retrieves data from computer system in appropriate format. Assigns and reviews the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS**Education & Experience**

Any combination equivalent to: Bachelor's degree preferably with a major in the field of Economics, Political Science, Business or Public Administration, Government, Business or related field and responsible experience (2 years or more) performing a combination of grant research, writing, and project development as a research analyst/assistant.

Licenses/Certificates/Other

Valid Driver's License is required

Knowledge

- Knowledge of research, analysis, consultation, advocacy and technical assistance methods and techniques used in securing, developing or providing information.
- Knowledge of grant writing and institutional research techniques used in programs development process.
- Knowledge of governmental practices, functions, policies, and requirements.
- Knowledge of budgeting, funding, and resource development
- Knowledge of multiple project scheduling and time management techniques.
- Knowledge of office support functions such as accurately taking minutes of meetings and/or maintaining a calendar of meetings and events.
- Knowledge of record keeping and report preparation techniques to ensure program compliance.
- Knowledge of proper English spelling, grammar, and punctuation to compose items such as grant proposals and/or strategic plans.
- Knowledge of customer service principles and interpersonal relationships in order to appropriately interact with students, staff, faculty, and the public.

- Knowledge of current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendar, presentation, and database programs.

Skills

- Skill to conduct research and ability to analyze data and prepare reports such as those required by institutional programs or grant funding agencies.
- Skill to evaluate and interpret technical information and complex situations effectively.
- Skill to make effective oral presentations to a variety of audiences with differing levels of knowledge regarding a variety of research projects.
- Skill to enter and retrieve data from computer system in appropriate format.
- Skill and ability to effectively communicate with individuals for whom English is not a primary language.
- Skill to exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Skill to plan and organize work to meet established timelines and department schedules.
- Skill to operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
- Skill to utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Skill and ability to rapidly learn and acquire skills in areas and technologies not previously assigned.
- Skill to type at a sufficient speed to maintain workflow.

Abilities

- Ability to understand and be sensitive to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of students, faculty, and staff.
- Ability to establish and maintain effective working relationships with District administrators, management, staff, diverse community, business and industry contacts clients, collaborative partner contacts, independent programs consultant/trainers, and the public
- Ability to develop alternatives, prepare summaries and recommend courses of action or conclusions demonstrating initiative, creativity and flexibility.
- Ability to effectively develop and present ideas, opinions, technical information and recommendations both orally and in writing.
- Ability to learn and interpret and apply federal and state laws and regulations, district policies and procedures as they pertain to institutional research and grants.
- Ability to perform mathematical computations accurately to complete reports, update budgets, complete requisitions, and purchase orders as needed for office operation.
- Ability to operate standard office equipment such as computers, fax machines, copy machines, telephones and others.
- Ability to use current common software applications in order to accurately enter and retrieve data.
- Ability to assign, monitor, and evaluate the work of others.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry office supplies and equipment weighing up to 25 lbs.

Examples of physical ability requirements necessary to perform the above job duties:

- Muscular effort (or strength) needed to lift, push, pull or carry an object. (Muscular Tension)
- The ability to bend, stretch, twist, or reach out with the body, arms, and/or legs to perform a task. (Flexibility)
- Coordinated movements of the arms, legs and torso while the whole body is in motion. (Whole Body Coordination)
- Keep balanced and stay upright when in an unstable position. (Whole Body Equilibrium)

- Coordination of two or more limbs (arms and legs) while seated or standing in one place. (Multi-Limb Coordination)
- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with computer monitors and filing systems. (Color Discrimination)
- Part of vision that occurs outside the very center of gaze allowing the individual to see objects, movement or sharp contrasts toward the edges of the visual field. (Peripheral Vision)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in quiet office or library setting. (Speech Intelligibility in Quiet)
- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)
- Tell from what direction a sound is coming from. (Sound Localization)

Examples of mental ability requirements necessary to perform the above job duties:

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Come up with a number of ideas about a topic. (Fluency of Ideas)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions which may occur:

- Work inside protected from the weather.
- May work outside exposed to the weather and varying temperatures.

- Work under pressure of constant deadlines with frequent interruptions.
- Work effectively in a demanding environment.
- Work collaboratively in a team environment.
- Work with sensitive and confidential information.
- Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.
- Schedule changes may occur based on business needs.

Section: Miscellaneous Technical

Approved: 6/17/1991

Revised by PC: 2/18/2014

Salary Range: 60

STATE CENTER COMMUNITY COLLEGE ASSISTANT
STUDENT SERVICES SPECIALIST

DEFINITION

Under direction process and maintain highly technical records containing official, confidential records under specific legal requirements.

DISTINGUISHING CHARACTERISTICS

This classification performs complex record keeping duties in accordance with general instructions or established procedures. This is a senior level position that differs from lower levels by the complexity, problem solving requirements and on going nature of the assignments. This classification requires lead responsibilities.

EXAMPLES OF DUTIES

Performs a wide variety of record keeping work, including data entry, records maintenance, use of computer to retrieve data to produce reports, interacting with and communicating district and state requirements to students and staff. Assist in the development of forms, office procedures and policies. Coordinate multiple projects and remain on deadline. Assign and review the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: High school diploma or General Education Development (GED)

Experience: Considerable, responsible clerical work experience to include records management and computer use environment and lead responsibilities for other employees.

Knowledge and Abilities: Knowledge of data processing procedures sufficient to read and interpret input/output of data and identify discrepancies. Skill to read and interpret highly complex technical memoranda, set up and maintain complex filing systems, compose correspondence independently, perform mathematical calculations, proficiency in 10-key and keyboarding and proof read accurately, coordinate multiple projects and remain on deadline, assign, monitor, and review the work of others in a cooperative, team environment, and identify alternate solutions to solve complex problems. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Ability to use computer and information systems to retrieve data to produce reports. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
WEBMASTERDEFINITION

Under direction works independently with timelines while performing duties associated with maintaining, developing, implementing and monitoring the overall objectives for content and design of web site; provides support, training to the District and/or Campuses and manages web performance and security.

DISTINGUISHING CHARACTERISTICS

This classification performs difficult and complex duties in accordance with general instructions or established laws/procedures. This position designs, publishes and maintains the District and/or Campus primary web site. Incumbents will be expected to work closely with various departments to assist in creating web-accessed databases, manage web servers and assure security and integrity of District/Campus information. The incumbent will also provide technical support and training to departments and campus sites regarding individual department and site web page design, trends and policies. This position will require lead responsibilities. This position differs from lower levels by the responsibility for and the technical knowledge of websites, complexity of problem solving, and in-depth knowledge of web programming languages.

EXAMPLES OF DUTIES

Performs a wide variety of duties including, but not limited to:

- Design, publish and update new and existing web sites and pages in order to maintain an appealing flow and uniformity.
- Confer with appropriate personnel and assure high quality, accessibility, integrity, consistency and accuracy of the content of online resources.
- Ensure sensitive or confidential information is not inadvertently released or compromised and review sites for hacker attempts and provide counter-measures to prevent future attacks.
- Program using Hyper Text Markup Language (HTML) or related languages and upload pages on the web site.
- Integrate multimedia assets, search engines and applications into the site by establishing links with other appropriate web sites.
- Respond to user expectations for change and dynamic publishing.
- Perform ongoing research and evaluation of new tools, software, products and technologies related to web sites and make appropriate recommendations.
- Develop proposals and timelines for completion of web site projects.
- Test and make recommendations related to new software, tools and hardware related to web site development.
- Present a consistent visual image on the web by promoting uniform fonts, formatting, icons, images, layout techniques and modularization.
- Integrate graphics, animation, video, sound and/or content for use in presentations, multimedia programs, web sites, CDs, DVDs, emails, and other electronic media.
- Create and assure the functionality of web page links, online forms, surveys, scripts running behind the web site and convert files between various formats.
- Determine appropriate compression techniques, resolutions, sizes, color maps and depths to assure images are delivered to the viewer in high speed and quality.
- Establish automated systems to monitor web site use, analyze a variety of user data including number of visits, paths utilized and time spent on each page.
- Evaluate user trends and recommend modifications to provide continuous improvement of the District's web site.
- Maintain records and prepare periodical reports regarding web site design and implementation activities and user traffic and statistics.

- Encourage campuses and departments to develop and maintain active web sites.
- Coordinate work with other professional staff responsible for applications development and administration, network administration and database administration to ensure that web site architecture, functionality and design are consistent with all information technology strategies.
- Provide technical support and training regarding web page design, trends and policies.
- Confer with Information Services staff to assist in creating web-accessed databases, managing web servers and assuring security and integrity of District information.
- Operate a variety of standard office equipment including a computer and assigned software.
- Follow and assist in enforcing District policy related to information access.
- Troubleshoot problems and related applications and programs that run in conjunction with the web pages.
- Run routine software tests and backup web site data in accordance with established procedures.
- Participate in a variety of meetings and committees regarding designing, developing and implementing web-based applications to promote District programs and activities.
- Assigns, monitors, and reviews the work of others.
- May perform other duties as needed.

EMPLOYMENT STANDARDS

Education & Experience

Any combination equivalent to: Associate Degree in computer sciences, web design, information systems or a closely related field and considerable experience (3 years or more) in web page design, maintenance and utilization.

Licenses/Certificates

A valid driver's license is required

Knowledge

- Knowledge of programming theory and operating systems capabilities and constraints used in web development.
- Knowledge of standard web programming and graphics mark-up languages.
- Knowledge of principles and techniques of optical scanning and graphic design software including creation, editing, and publishing.
- Knowledge of methods and techniques of troubleshooting web site, applications and network problems.
- Knowledge of adult and individual learning theory and training methods.
- Knowledge of federal, state and local laws, codes and regulations pertaining to the use of internet technologies.
- Knowledge of methods, practices and terminology used in statistical technical work.
- Knowledge of record keeping and report preparation techniques to ensure information is accurately presented.
- Knowledge of basic math including addition, subtraction, multiplication, and division.
- Knowledge of proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
- Knowledge of customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Knowledge of current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs

Skills

- Skill to identify and resolve user problems related to website performance and operation.

- Skill to program in HTML, Java, JavaScript, XML, CGI, Servlets, JSP, JavaBeans, Oracle, J2EE, ASP, PHP, SQL server, COM, MTS, CSS, SQL, PL/SQL, Infomaker and other related languages.
- Skill to use design software such as Acrobat, Photoshop, Illustrator, After Effects, GoLive, Director/ShockWave, Image Ready, Dreamweaver, Fireworks, Flash, Coursebuilder, and Frontpage.
- Skill to conduct research and analyze data, trends, organizational needs to make recommendations and prepare reports.
- Skill and ability to analyze a variety of problems to make sound policy and procedural recommendations for their solutions.
- Skill to demonstrate active listening skills, communicate ideas and information effectively both orally and in writing, and speak effectively before large and small groups.
- Skill and ability to effectively communicate with individuals for whom English is not a primary language.
- Skill to exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Skill to plan and organize work to meet established timelines and department schedules.
- Skill to operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
- Skill to utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Skill and ability to rapidly learn and acquire skills in areas and technologies not previously assigned.
- Skill to type at a sufficient speed to maintain workflow.

Abilities

- Ability to understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Ability to establish and maintain effective working relationships with District administrators, management, staff, business and industry contacts, independent programs consultant/trainers, and the public.
- Ability to understand and apply the analysis of functional requirements to the development of systems proposals, specifications and recommendations for efficient, cost effective web technology solutions.
- Ability to conceptualize practical web-based solutions to district, department, student, and other customer requirements.
- Ability to troubleshoot and resolve web site, application, and related problems.
- Ability to coordinate work effectively with other departments responsible for web site content.
- Ability to prepare clear, concise and accurate systems documentation and reports of work performed.
- Ability to assign, monitor and review the work of others.
- Ability to learn and apply college and district policies and procedures.
- Ability to maintain confidentiality of sensitive information and records.
- Ability to receive and follow instructions.
- Ability to appropriately interact with students, staff, faculty, and public.
- Ability to operate computers and their peripherals.
- Ability to use current common software applications in order to accurately enter and retrieve data.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry office supplies and equipment weighing up to 25 lbs.

Examples of physical ability requirements necessary to perform the above job duties:

- Muscular effort (or strength) needed to lift, push, pull or carry an object. (Muscular Tension)
- The ability to bend, stretch, twist, or reach out with the body, arms, and/or legs to perform a task. (Flexibility)
- Coordinated movements of the arms, legs and torso while the whole body is in motion. (Whole Body Coordination)

- Keep balanced and stay upright when in an unstable position. (Whole Body Equilibrium)
- Coordination of two or more limbs (arms and legs) while seated or standing in one place. (Multi-Limb Coordination)
- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with computer monitors and filing systems. (Color Discrimination)
- Part of vision that occurs outside the very center of gaze allowing the individual to see objects, movement or sharp contrasts toward the edges of the visual field. (Peripheral Vision)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in quiet office or library setting. (Speech Intelligibility in Quiet)
- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)
- Tell from what direction a sound is coming from. (Sound Localization)

Examples of mental ability requirements necessary to perform the above job duties:

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Come up with a number of ideas about a topic. (Fluency of Ideas)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)

- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions which may occur:

- Schedule changes may occur based on business needs.
- Work inside protected from the weather.
- Work under pressure of constant deadlines with frequent interruptions.
- Work effectively in a demanding environment.
- Work collaboratively in a team environment.
- Work with sensitive and confidential information.
- Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Section 7 Page 12
Approved: May 21, 2001
Revised by PC: 03/25/2014
Salary Range: 66

SECTION 3. THE CLASSIFIED SERVICE

3-1 POSITIONS INCLUDED: All positions established by the Governing Board of-Trustees', which are not exempt from the classified service by law shall be a part of the classified service of the District. All employees serving in the District's classified positions shall be classified employees. The employees and positions shall be known as the Classified Service.

REFERENCE: Education Code Section 88076, 88005, 88006, 88008, 88079

3-2 EXEMPTION FROM THE CLASSIFIED SERVICE: Positions required by law to be academic, part-time playground positions, full-time students employed part-time, part-time students employed part-time in any college work-study program or in a work experience education program conducted by a community college district which is financed by state or federal funds, apprentice positions, and positions established for the employment of professional experts on a temporary basis for a specific project by the governing board or the by commission when so designated by the commission.

REFERENCE: Education Code Sections 88076, 88078

3-4 EFFECT OF EXEMPTION: Any position or employee totally exempted from the classified service by law shall be excluded from the benefits and burdens imposed by these Rules and Regulations, except as otherwise provided by law, the Board of Trustees, or these Rules and Regulations.

3-7 GENERAL CLASSIFICATION RULES

3-8 ASSIGNMENT OF DUTIES: The Board shall fix and prescribe the duties and responsibilities of all positions in the classified service except those in the Commission staff. When the duties being performed by an employee are found to be inconsistent with the duties officially assigned to a specific position, the Director of Classified Personnel shall report the facts to the responsible administrator in order that appropriate action may be taken.

REFERENCE: Education Code Sections 88009, 88061, 88084, 88095

3-9 GENERAL CLASSIFICATION PLAN: The Commission shall classify all employees and positions within the jurisdiction of the Board or the Commission, except those positions which the Commission determines is exempt from the Classified Service pursuant to Rule 3-2. The Commission shall maintain a classification plan for all positions. The employees and positions shall be known as the Classified Service. To classify shall include, but not be limited to:

- (a) Allocation of all positions to appropriate classes.
- (b) Arrangement of classes into occupational hierarchies (job families).
- (c) Determination of reasonable percentage relationships between classes within the occupational hierarchies.
- (d) Determination of reasonable percentage relationships between occupational hierarchies.
- (e) Preparation of written class specifications.

REFERENCE: Education Code Sections 88076, 88005, 88009, 88076

3-12 CREATION OF NEW POSITIONS: When the Board of Trustees creates a new position or approves a reorganization that modifies the duties and/or responsibilities of a classification or position, it shall submit the duties officially assigned to the classification/position, in writing, to the Director of Classified Personnel. The Board may recommend minimum educational and work experience requirements for the classification/position. The Director of Classified Personnel shall present recommendations to the Commission for action. The Commission shall:

- (a) Determine if the new position shall be a part of the Classified Service or exempt under Rule 3-2.

(b) Classify the position and determine whether the position should be allocated to an existing class or whether a new class should be established.

(c) If a new class is recommended, the Director of Classified Personnel shall set forth a proposed class specification setting out the title, duties as established by the Board of Trustees, qualifications, and other requirements of a class specification. The qualifications approved by the Commission must reasonably relate to the duties assigned to the position by the Board of Trustees.

(d) The Commission shall recommend the proper salary placement on the appropriate classified salary schedule.

(f) The Director of Classified Personnel shall notify the Board of Trustees of the Commission's action.

REFERENCE: Education Code Sections 88009, 88076, 88087

3-13 ALLOCATION OF POSITIONS TO EXISTING CLASSES: All positions which substantially consist of comparable duties, responsibilities, and qualifications shall be allocated to the same class.

State Center Community College District
 PERSONNEL COMMISSION
 1525 East Weldon Avenue
 Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval to Classify New Positions at District Office and District Operations in Established Job Classification Specifications.

ENCLOSURE(S): Board of Trustees Agenda Items, Classification Specifications, PC Rule 3-1 thru 3-4, 3-7 thru 3-9, 3-12, 3-13

REASON FOR PERSONNEL COMMISSION CONSIDERATION: Action

ITEM NO: 15-27

Background:

At the July 7, 2015 regular meeting, the Board of Trustees was presented with the duties of new positions at the District Office and District Operations. Personnel Commission rules 3-1 thru 3-4, 3-7 thru 3-9, 3-12, and 3-13 state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees into established classifications, recommend a new classification or exempt the new position duties from the classified service.

The items presented to the Board of Trustees are attached for the Commissioners review along with the established classification specifications. The items indicate the duties that will be performed by the new positions. The recommended classifications for the new positions are as follows:

- a. Accounting Clerk III, District Office
- b. Admissions & Records Manager, District Office
- c. Building Generalist, 5 Positions, District Operations
- d. Office Assistant III, District Operations
- e. Painter, District Operations
- f. Police Communications Dispatcher, District Operations

Recommendation:

It is recommended the Personnel Commission approve and classify the duties of the new positions at the District Office and District Operations in the classified service with the recommended established classifications.

STATE CENTER COMMUNITY COLLEGE DISTRICT
 1525 E. Weldon
 Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New
 Classified and Management Positions,
 Districtwide

ITEM NO. 15-49

EXHIBIT: None

Background:

Increased student enrollments were considered as part of the District's planning efforts for the 2015-2016 academic year. The anticipated increase in the number of students will result in more class and program offerings which require additional support staff. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor's Cabinet.

The proposed new classified and management positions will be paid from on-going funds approved in the adopted state budget for 2015-2016. Due to budget constraints, the hiring of new classified positions has not been addressed since 2008 even though an appropriate level of classified staffing is one of the highest priorities of the District. Our increased efforts in enrollment management have provided new growth positions, programs, and funds which require these support positions. The cost of these new positions is estimated at \$2,300,000.

Fresno City College:

Classified Positions: Instructional Laboratory Technician, Chemistry/Physical Science
 Instructional Technician, Welding
 Instructional Technician, Maintenance Mechanic
 Human Resources Technician
 Custodians (5)
 Department Secretary
 Student Services Specialist
 Office Assistant I/II (Permanent Part-Time)
 Institutional Research Coordinator
 Theatre Manager – Flexible Hour

Reedley College:

Classified Positions:

Reedley College
Office Assistant III
Administrative Aide
Instructional Technician, Manufacturing

Madera Community College Center
Department Secretary (Permanent Part-Time)
Lead Custodian

Management Positions:

Reedley College
Farm Production Supervisor
Director of Technology (50% increase)

Districtwide:

Classified Positions:

Building Generalists (5)
Office Assistant III
Painter
Communications Dispatcher
Web Portal Strategist

Management Positions:

Admissions & Records Manager

District Office:

Classified Position:

Accounting Clerk III

Recommendation:

It is recommended the Board of Trustees approve the 30.5 proposed new classified and management positions districtwide.

STATE CENTER COMMUNITY COLLEGE DISTRICT
ACCOUNTING CLERK III

DEFINITION

Under direction performs a wide variety of moderately difficult accounting/ business office work.

DISTINGUISHING CHARACTERISTICS

Accounting Clerk III's perform responsible accounting duties involving the processing of transactions for a variety of departments, programs, funds and special projects. Incumbents must possess knowledge of financial and payroll information and monitor department, program and other budgets and funds. Incumbents are expected to perform these functions in an accurate, timely manner and lead other employees in assigned work, reviewing and resolving problems related to these functions.

Accounting Clerk III is distinguished from Accounting Technician I in that incumbents in the latter class are responsible for performing highly responsible accounting related duties involving the monitoring and tracking of budgets and expenditures for a variety of departments, programs, funds and special projects requiring a broader and more detailed understanding of the District's accounting processes and procedures.

EXAMPLES OF DUTIES

Performs a wide variety of duties including but not limited to: increasingly complex accounting work; verifying, balancing and posting/recording accounting information verifying and preparing invoices, checks, correspondence, and statistical information; proof-reading; and filing. Calculating preparing and reconciling various financial reports. Entering and retrieving data from computer system as needed. Assigning and/or reviewing the work of other employees and students. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal and informal education equivalent to completion of the twelfth grade.

Experience: Considerable experience performing general accounting duties.

Knowledge, Skills and Abilities: Knowledge of sequence of procedures in the accounting cycle, analysis, use and interpretation of accounting and financial data; and modern office practices. Knowledge of and ability to employ proper English usage, spelling, grammar and punctuation. Skill to make deposits, process checks, and reconcile accounts; employ mathematical and statistical techniques sufficient to maintain district records; keyboard; utilize word processing software, email, online calendaring and data entry/retrieval from database programs; and create and utilize spreadsheets. Ability to assign, monitor, and/or review the work of others; receive and follow instructions and appropriately interact with students, staff, faculty and the public; and learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
ADMISSIONS AND RECORDS MANAGER

DEFINITION

Under direction plans, coordinates, and implements admissions, registration, evaluations and permanent records functions on a campus.

DISTINGUISHING CHARACTERISTICS

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

EXAMPLES OF DUTIES

Duties include responsibility for all activities associated with the admission, registration and records of students; assisting in the long-term planning and the scheduling of registration and related functions; designing and distributing necessary forms and information sheets to carry out the registration processes; assisting in the planning of the student/instructor records and student academic record evaluation functions, coordinating the activities of the records and evaluations sections; developing and implementing systems and procedures relating to student records; making recommendations for staffing and budgeting; assisting in the development of reports relating to the operation of the admissions and records office. Performs other duties as needed.

EMPLOYMENT STANDARDS

Education: Bachelor's degree in Information Management/Records systems, Business Administration or a related area.

Experience: Considerable experience in computer applications for designing records systems or business administration relating to management of large quantities of information and records.

Knowledge and Abilities: Knowledge of federal, state and local laws, regulations, and policies related to student records, information systems, admissions and registration. Skill to make decisions regarding student records, evaluations information, student admission and registration in accordance with pertinent provisions; supervise and coordinate the activities of personnel in areas of evaluations, admissions and registration records. Ability to assign, monitor, and evaluate the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT
BUILDING GENERALISTDEFINITION

Under direction performs skilled work in the installation, maintenance, and repair of buildings, equipment and related structures, maintains services, and repairs boiler, plumbing, heating ventilation, air conditioning systems, and equipment.

DISTINGUISHING CHARACTERISTICS

This classification performs complex duties in accordance with general instructions or procedures. This is a journey level position that differs from lower levels in the series by the responsibility for or greater variety of activities, work being less closely supervised, and lead responsibilities with other staff and students.

EXAMPLES OF DUTIES

Duties include monitoring, service, repair, and preventive maintenance of HVAC equipment, package units, air handling equipment, refrigeration equipment, chillers, pumps, controls, gauges, water systems, and related equipment, boilers, electrical wiring, plumbing, painting, carpentry, building and building systems. Perform general maintenance and repairs, including maintenance of physical plant equipment, treat and administer chemicals to cooling systems and boilers, calibration and replacement of control equipment, inspection, retrofit and air balance adjustments to air handling systems, arc welding, and gas welding. Perform preventive maintenance, maintain shop area and tools. Determine initial estimates of needed repairs, labor and materials costs for projects. Price out projects according to descriptions provided in discussion with staff, purchase and control inventory of hardware, tools, and supplies. Assigns and reviews the work of other employees and students assigned to the department. This is a district-wide position and involves the responsibility for all district facilities. Perform other related duties as needed.

EMPLOYMENT STANDARDS**Education:**

Formal or informal education equivalent to completion of the twelfth grade.

Experience:

Journeyman experience in heating/air conditioning. Progressively responsible experience (3 years or more) in electrical, boilers, or attained regular status as a Maintenance Specialist within the district. Experience in plumbing and mechanical maintenance preferred.

Licenses/Certificates:

- Valid Driver's License is required
- EPA Universal refrigerant Certified

Knowledge:

- Knowledge of methods, materials and equipment used in all phases of the building maintenance trades; including sheetrock repair, glazing, locksmithing, painting, carpentry, flooring repair, roof repair and associated building maintenance and repair.
- Knowledge of repair methods, materials and equipment involved with the repair of HVAC, electrical, plumbing, boilers, and all other mechanical equipment such as pumps, VFD's piping, controls and Freon.
- Knowledge of hazards and applicable safety rules by understanding Material Safety Data Sheet (MSDS) and chemical mixing instructions to prevent injuries.
- Knowledge of welding and soldering techniques.

- Knowledge of applicable building codes, ordinances, requirements and regulations.
- Knowledge of skillful use and care of the tools and equipment.

Skill:

- Skill to read and understand sketches, blueprints, or written instructions.
- Skill and ability to perform general building maintenance work, basic plumbing, boiler repair and other mechanical repairs involving air conditioning and heating equipment including pumps, motors, controls and associated equipment.
- Skill and ability to develop and follow project time lines, material cost estimating and monitor staff and resources in a manner that allows for the appropriate completion of each project.
- Skill to analyze problems and develop required solutions and improvements.
- Skill to perform welding work.
- Skill to perform maintenance work effectively to produce needed result.
- Skill to use and maintain supplies and equipment in a safe manner.
- Skill to perform mathematical calculations.

Ability:

- Ability to inspect facilities for maintenance and repair needs.
- Ability to write and use the English language at a level and in a manner that will allow effective written communications with management staff and contractors.
- Ability to remain current with technical developments in the area of school maintenance and make recommended changes to keep current.
- Ability to receive and follow instructions in order to build and maintain effective working relationships.
- Ability to assign, monitor and review the work of others.
- Ability to learn and apply college and district policies and procedures.
- Ability to appropriately interact with students, staff, faculty, and public.
- Ability to operate computers and their peripherals.
- Ability to use current common software applications in order to accurately enter and retrieve data.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry office supplies and equipment weighing up to 50 lbs.
- Ability to properly climb a ladder.

Examples of physical ability requirements necessary to perform the above job duties:

- Have muscular effort (or strength) needed to lift, push, pull or carry objects. (Muscular Tension).
- Have strength to resist fatigue such as being able to repeatedly push or pull items. (Muscular Endurance)
- Have the ability to bend, stretch, twist, or reach out with the body, arms and/or legs. (Flexibility)
- Have coordinated movements of the arms, legs and torso while the whole body is in motion such as when climbing a ladder. (Whole Body Coordination)
- Keep balanced and stay upright when in an unstable position such as when walking on slippery surfaces. (Whole Body Equilibrium)
- Have precise positioning and movement of the arm and hand such as cutting a pipe. (Arm-Hand Steadiness)
- Have coordination of two or more limbs (arms and legs) while seated or standing in one place such as driving a car. (Multi-Limb Coordination)
- Have coordinated, precise movement of the fingers, hand or hand and arm together such as assembling parts or using various hand-held tools. (Manual & Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)
- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working

with electrical cables or wires. (Color Discrimination)

- Tell from what direction a sound is coming from such source of an air leak. (Sound Localization)

Examples of mental ability requirements necessary to perform the above job duties:

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time Sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions which may occur:

- Work outside exposed to the weather and varying temperatures.
- Work on surfaces that vary in stability.
- Work at varying heights and on top of building structures.
- Work effectively in a demanding environment.
- Work collaboratively in a team environment.
- Contact with electrical hazards
- Contact with paint, varnish, lacquer or resins.
- Exposed to nuisance dusts.
- Noise exposure may be up to 90 decibels, roughly that of a power lawn mower.
- Some overtime and/or schedule changes may occur.
- May be required to travel to locations other than assigned site.

STATE CENTER COMMUNITY COLLEGE DISTRICT
OFFICE ASSISTANT III

DEFINITION

Under general direction performs a variety of difficult and specialized clerical duties and records maintenance functions.

DISTINGUISHING CHARACTERISTICS

This classification performs complex clerical duties in accordance with general instructions or established office procedures. This is a senior level position that differs from lower levels in the series by the complexity and on going nature of the assignments. This position may involve lead responsibilities.

EXAMPLES OF DUTIES

Performs a wide variety of clerical work, including typing, filing, records maintenance, use of computer to input and retrieve data to produce reports, scheduling and canceling appointments and meetings, composing correspondence, maintaining supplies inventory, providing information to other staff and public. Operates a variety of office machines including copiers, calculator, switchboard, folding machines, etc. Assist in the development of forms, office procedures and promotional brochures. Assign and review the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade.

Experience: Considerable, responsible clerical work experience in a records management environment.

Knowledge and Abilities: Ability to operate standard office machines and equipment. Knowledge of modern office practices. Knowledge of and ability to employ correct English usage, spelling, grammar and punctuation. Skill to accurately type at a sufficient speed to maintain workflow. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures. Skill to employ simple mathematical techniques. Ability to assign, monitor, and review the work of others.

Section 1 Page 1
Approved: April 15, 1991
Salary Range: 48
Revised by PC August 21, 2012

STATE CENTER COMMUNITY COLLEGE DISTRICT
PAINTER

DEFINITION

Under direction performs skilled work in the painting and maintenance of buildings, equipment and related structures.

DISTINGUISHING CHARACTERISTICS

This classification performs complex duties in accordance with general instructions or procedures. This is a journey level position that differs from lower levels in the series by the responsibility for or greater variety of activities, work being less closely supervised, and lead responsibilities with other staff and students.

EXAMPLES OF DUTIES

Duties include maintenance and repair of existing structures, maintenance of paint shop area including tools and painting devices including airless paint sprayer, conventional sprayer, brushes, rollers, sanders, ladders, and rolling stage. Determining time and materials need for project, pricing projects according to description provided in discussion with staff, timeline for project completion, and obtaining required materials. Perform color matching, staining, patching, washing, sanding, repairing damaged wallpaper, clean-up and maintenance of materials. Maintains painted curbing and striping on campus. Assign and review the work of other employees and students assigned to the department. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Completion of a painting apprenticeship program.

Experience: Journeyman experience in painting or attained regular status as a Maintenance Specialist within the district.

Knowledge and Abilities: Knowledge of types and uses of paint brushes, paint materials such as latex, oil base, epoxy, lacquers, and acrylic, operating and maintaining spray equipment, and respirators, surface preparation for painting, paints and thinners and their toxic effects, proper uses of ladders, scaffolds, and planks, matching colors to surrounding areas, paint and its coverage per gallon, and time and materials cost estimating techniques. Knowledge of safety regulations and codes and safe work practices. Skill to paint effectively to produce needed result, use and maintain supplies and equipment safely, perform mathematical calculations. Ability to assign, monitor, and review the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.

STATE CENTER COMMUNITY COLLEGE DISTRICT POLICE COMMUNICATIONS DISPATCHER

DEFINITION

Under direction operates police communications equipment to communicate between the public and police to receive, interpret and transmit information essential to the delivery of emergency and non-emergency police services.

DISTINGUISHING CHARACTERISTICS

This classification performs the communications function for the District police department in accordance with clearly defined instructions and established procedures. This position differs from others by the responsibility for a variety of law enforcement and emergency activities in the police department.

EXAMPLES OF DUTIES

Receives incoming telephone and radio requests for police services, takes critical information by telephone, radio and computer from the public and District personnel, including location of crimes, traffic accidents and service requests; screens calls for urgency; dispatches District personnel; keeps records and logs of calls; conducts vehicle, record and warrant checks and operates the California Law Enforcement Telecommunications System (CLETS) terminal; enters and retrieves data from computer system in appropriate format; performs related clerical tasks. May perform other related duties as needed.

EMPLOYMENT STANDARDS

Education: Formal or informal education equivalent to completion of the twelfth grade. Enrollment in and successful completion of the P.O.S.T Certified Public Safety Dispatcher Course during the probationary period.

Experience: Experience as a dispatcher utilizing computer-aided systems receiving both routine and emergency dispatch requests. A combination of education and experience may be considered.

Knowledge:

- Knowledge of appropriate responses to a wide variety of emergency and non-emergency calls.
- Knowledge of computerized facility control systems.
- Knowledge of security, surveillance, and communication systems and codes in order to properly assist the Police department in daily operations.
- Knowledge of appropriate safety precautions and procedures.
- Knowledge of customer service principles and interpersonal relationships in order to appropriately interact with students, staff, faculty, and the public.
- Knowledge of basic math including addition, subtraction, multiplication, and division.

- Knowledge of current computer software applications and office productivity software such as word processing, spreadsheets, calendar, presentation, and database programs.
- Knowledge of current computer operating systems.

Skills:

- Skill to handle emergency calls efficiently and calmly while maintaining composure in a demanding environment.
- Skill and ability to monitor and operate multi-facility computerized control systems for detection of intrusions.
- Skill to utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs
- Skill to type at a sufficient speed to maintain workflow.
- Skill and ability to rapidly learn and acquire skills in areas and technologies not previously assigned.
- Skill and ability to effectively communicate with individuals for whom English is not a primary language.

Ability:

- Ability to receive and respond to emergency and non-emergency calls.
- Ability to operate standard office equipment such as computers, fax machines, copy machines, telephones and others.
- Ability to use current common software applications in order to accurately enter and retrieve data.
- Ability to learn, interpret and apply federal and state laws and regulations, district policies and procedures as they pertain to law enforcement.
- Ability to maintain confidentiality of sensitive information and records.
- Ability to assist in assigning, monitoring, and/or reviewing the work of others.
- Ability to appropriately interact with students, staff, faculty, and public.
- Ability to receive and follow instructions in order to build and maintain effective working relationships.
- Ability to maintain consistent, punctual and regular attendance.
- Ability to lift and carry office supplies and equipment weighing up to 25 lbs.

Examples of physical ability requirements necessary to perform the above job duties:

- Muscular effort (or strength) needed to lift, push, pull or carry an object. (Muscular Tension)
- The ability to bend, stretch, twist, or reach out with the body, arms, and/or legs to perform a task. (Flexibility)
- Coordinated movements of the arms, legs and torso while the whole body is in motion. (Whole Body Coordination)
- Keep balanced and stay upright when in an unstable position. (Whole Body Equilibrium)
- Coordination of two or more limbs (arms and legs) while seated or standing in one place. (Multi-Limb Coordination)
- Have coordinated, precise movement of the fingers of one or both hands to perform tasks such as typing, writing and taking notes. (Finger Dexterity)
- See clearly objects and close surroundings that are 36 inches or closer to perform tasks such as looking at computer monitors. (Near Visual Acuity)

- See clearly objects and close surroundings that are six feet or further away such as being able to see other vehicles while driving. (Far Visual Acuity)
- Distinguish between shades of one color or the difference between two or more colors such as working with computer monitors and filing systems. (Color Discrimination)
- Part of vision that occurs outside the very center of gaze allowing the individual to see objects, movement or sharp contrasts toward the edges of the visual field. (Peripheral Vision)
- Hear and understand human speech in a relatively quiet environment such as hearing someone speak in quiet office or library setting. (Speech Intelligibility in Quiet)
- Hear and understand human speech in a relatively noisy environment such as hearing someone speak to you while in the presence of loud equipment. (Speech Intelligibility in Noise)
- Tell from what direction a sound is coming from. (Sound Localization)

Examples of mental ability requirements necessary to perform the above job duties:

- Listen to and understand information and ideas presented through spoken words and sentences. (Oral Comprehension)
- Come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem. (Originality)
- Arrange things or actions in a certain order or pattern, according to a specific rule or set of rules such as patterns of numbers, letters, words, or pictures. (Information Ordering)
- Identify or detect a known pattern, such as a figure, object, word, or sound that is hidden in other distracting material. (Flexibility of Closure)
- Come up with a number of ideas about a topic. (Fluency of Ideas)
- Generate or use different sets of rules for combining or grouping things in different ways. (Category Flexibility)
- Focus on a single source of sound in the presence of other distracting sounds. (Auditory Attention)
- Quickly make sense of, combine, and organize information into meaningful patterns. (Speed of Closure)
- Concentrate on a task over a period of time without being distracted. (Selective Attention)
- Shift back and forth between two or more activities or sources of information; multi-task to work on different projects simultaneously. (Time sharing)
- Remember information such as words, numbers, pictures, and procedures. (Memorization)
- Clearly communicate information and ideas through spoken words so others will understand. (Oral Expression)
- Identify and understand the speech of another person. (Speech Recognition)
- Recognize when something is wrong or is likely to go wrong. (Problem Sensitivity)
- Combine pieces of information to form general rules or conclusions such as finding a relationship among seemingly unrelated events. (Inductive Reasoning)
- Apply general rule, a premise, which is known to be true to specific problems to produce answers that make sense. (Deductive Reasoning)
- Read and understand information and ideas presented in writing. (Written Comprehension)
- Communicate information and ideas in writing so others will understand. (Written Expression)

Working conditions which may occur:

- Work inside protected from the weather and varying temperatures.
- Work under pressure of constant deadlines with frequent interruptions.
- Work effectively in a demanding environment.
- Work collaboratively in a team environment.
- Work with sensitive and confidential information.
- Noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.
- Some overtime and/or schedule changes may occur based on business needs.

Section 1 Page 3

Approved: October 18, 1999

Revised by PC: August 21, 2012

Salary Range: 44

SECTION 3. THE CLASSIFIED SERVICE

3-1 POSITIONS INCLUDED: All positions established by the Governing Board of-Trustees', which are not exempt from the classified service by law shall be a part of the classified service of the District. All employees serving in the District's classified positions shall be classified employees. The employees and positions shall be known as the Classified Service.

REFERENCE: Education Code Section 88076, 88005, 88006, 88008, 88079

3-2 EXEMPTION FROM THE CLASSIFIED SERVICE: Positions required by law to be academic, part-time playground positions, full-time students employed part-time, part-time students employed part-time in any college work-study program or in a work experience education program conducted by a community college district which is financed by state or federal funds, apprentice positions, and positions established for the employment of professional experts on a temporary basis for a specific project by the governing board or the by commission when so designated by the commission.

REFERENCE: Education Code Sections 88076, 88078

3-4 EFFECT OF EXEMPTION: Any position or employee totally exempted from the classified service by law shall be excluded from the benefits and burdens imposed by these Rules and Regulations, except as otherwise provided by law, the Board of Trustees, or these Rules and Regulations.

3-7 GENERAL CLASSIFICATION RULES

3-8 ASSIGNMENT OF DUTIES: The Board shall fix and prescribe the duties and responsibilities of all positions in the classified service except those in the Commission staff. When the duties being performed by an employee are found to be inconsistent with the duties officially assigned to a specific position, the Director of Classified Personnel shall report the facts to the responsible administrator in order that appropriate action may be taken.

REFERENCE: Education Code Sections 88009, 88061, 88084, 88095

3-9 GENERAL CLASSIFICATION PLAN: The Commission shall classify all employees and positions within the jurisdiction of the Board or the Commission, except those positions which the Commission determines is exempt from the Classified Service pursuant to Rule 3-2. The Commission shall maintain a classification plan for all positions. The employees and positions shall be known as the Classified Service. To classify shall include, but not be limited to:

- (a) Allocation of all positions to appropriate classes.
- (b) Arrangement of classes into occupational hierarchies (job families).
- (c) Determination of reasonable percentage relationships between classes within the occupational hierarchies.
- (d) Determination of reasonable percentage relationships between occupational hierarchies.
- (e) Preparation of written class specifications.

REFERENCE: Education Code Sections 88076, 88005, 88009, 88076

3-12 CREATION OF NEW POSITIONS: When the Board of Trustees creates a new position or approves a reorganization that modifies the duties and/or responsibilities of a classification or position, it shall submit the duties officially assigned to the classification/position, in writing, to the Director of Classified Personnel. The Board may recommend minimum educational and work experience requirements for the classification/position. The Director of Classified Personnel shall present recommendations to the Commission for action. The Commission shall:

- (a) Determine if the new position shall be a part of the Classified Service or exempt under Rule 3-2.

(b) Classify the position and determine whether the position should be allocated to an existing class or whether a new class should be established.

(c) If a new class is recommended, the Director of Classified Personnel shall set forth a proposed class specification setting out the title, duties as established by the Board of Trustees, qualifications, and other requirements of a class specification. The qualifications approved by the Commission must reasonably relate to the duties assigned to the position by the Board of Trustees.

(d) The Commission shall recommend the proper salary placement on the appropriate classified salary schedule.

(f) The Director of Classified Personnel shall notify the Board of Trustees of the Commission's action.

REFERENCE: Education Code Sections 88009, 88076, 88087

3-13 ALLOCATION OF POSITIONS TO EXISTING CLASSES: All positions which substantially consist of comparable duties, responsibilities, and qualifications shall be allocated to the same class.

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval to Classify New Position Duties in the Classified Service and Establish New Classification Specification

ENCLOSURE(S): Board of Trustees Agenda Item, PC Rule 3-1 thru 3-4, 3-7 thru 3-9, 3-12, 3-13

REASON FOR PERSONNEL COMMISSION CONSIDERATION: Action

ITEM NO: 15-28

Background:

At the July 7, 2015 regular meeting, the Board of Trustees was presented with the duties of new positions at the various District locations. The proposed titles are listed below for Personnel Commission review. Personnel Commission rules 3-1 thru 3-4, 3-7 thru 3-9, 3-12, and 3-13 state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees into either established classifications, recommend a new classification or exempt the new position duties from the classified service.

The item presented to the Board of Trustees and related documentation is attached for the Commissioners review. The proposed titles for the new positions are as follows:

- a. Instructional Technician, Maintenance Mechanic, Fresno City College
- b. Instructional Technician, Manufacturing, Reedley College
- c. Child Development Lab School Manager, Clovis College
- d. Web Portal Administrator, District Office

Recommendation:

It is recommended the Personnel Commission classify the duties of the new positions in the classified service and a new classification specification be created with the proposed titles.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New
Classified and Management Positions,
Districtwide

ITEM NO. 15-49

EXHIBIT: None

Background:

Increased student enrollments were considered as part of the District's planning efforts for the 2015-2016 academic year. The anticipated increase in the number of students will result in more class and program offerings which require additional support staff. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor's Cabinet.

The proposed new classified and management positions will be paid from on-going funds approved in the adopted state budget for 2015-2016. Due to budget constraints, the hiring of new classified positions has not been addressed since 2008 even though an appropriate level of classified staffing is one of the highest priorities of the District. Our increased efforts in enrollment management have provided new growth positions, programs, and funds which require these support positions. The cost of these new positions is estimated at \$2,300,000.

Fresno City College:

Classified Positions:	Instructional Laboratory Technician, Chemistry/Physical Science
	Instructional Technician, Welding
	Instructional Technician, Maintenance Mechanic
	Human Resources Technician
	Custodians (5)
	Department Secretary
	Student Services Specialist
	Office Assistant I/II (Permanent Part-Time)
	Institutional Research Coordinator
	Theatre Manager – Flexible Hour

Reedley College:

Classified Positions: Reedley College
Office Assistant III
Administrative Aide
Instructional Technician, Manufacturing

Madera Community College Center
Department Secretary (Permanent Part-Time)
Lead Custodian

Management Positions: Reedley College
Farm Production Supervisor
Director of Technology (50% increase)

Districtwide:

Classified Positions: Building Generalists (5)
Office Assistant III
Painter
Communications Dispatcher
Web Portal Strategist

Management Positions: Admissions & Records Manager

District Office:

Classified Position: Accounting Clerk III

Recommendation:

It is recommended the Board of Trustees approve the 30.5 proposed new classified and management positions districtwide.

STATE CENTER COMMUNITY COLLEGE DISTRICT
 1525 E. Weldon
 Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New Faculty, Classified and Management Positions, Clovis Community College ITEM NO. 15-50

EXHIBIT: None

Background:

State Center Community College District will be receiving \$1.6 million due to Clovis Community College Center becoming a fully accredited college. Of the \$1.6 million, administration is proposing \$300,000 be allocated for faculty positions and the remaining \$1.3 million be expended on classified and management positions at Clovis Community College.

Due to Clovis Community College Center transitioning from a center to a college, it will require additional faculty and staff positions to operate as a stand-alone college. Areas of increased staffing include Institutional Research, Campus Business Office, Technology Services, Public Information Office and Library Services. Additionally, Clovis Community College Center has the lowest ratio of full-time faculty to part-time faculty in the District. When combined with the Tentative Budget, new faculty positions at Clovis Community College will total 15. These new faculty positions will help Clovis Community College Center raise their full-time to part-time faculty ratio. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor’s Cabinet.

The positions are listed below.

- | | |
|-----------------------|--|
| Faculty Positions: | Political Science Instructor
Psychology Instructor
Reading Instructor |
| Classified Positions: | Department Secretary
Microcomputer Resource Technician
Library/Learning Resources Assistant III
Webmaster
Network Coordinator
Publications Specialist |

Research Assistant
Accounting Technician II
Administrative Aide
Student Services Specialist (50%)

Management Positions: College Director of Marketing and Communications
Child Development Lab School Director
Research Director
Director of Technology (50% increase)

Recommendation:

It is recommended the Board of Trustees approve the 16 proposed new faculty, classified and management position, Clovis Community College.

SECTION 3. THE CLASSIFIED SERVICE

3-1 POSITIONS INCLUDED: All positions established by the Governing Board of-Trustees', which are not exempt from the classified service by law shall be a part of the classified service of the District. All employees serving in the District's classified positions shall be classified employees. The employees and positions shall be known as the Classified Service.

REFERENCE: Education Code Section 88076, 88005, 88006, 88008, 88079

3-2 EXEMPTION FROM THE CLASSIFIED SERVICE: Positions required by law to be academic, part-time playground positions, full-time students employed part-time, part-time students employed part-time in any college work-study program or in a work experience education program conducted by a community college district which is financed by state or federal funds, apprentice positions, and positions established for the employment of professional experts on a temporary basis for a specific project by the governing board or the by commission when so designated by the commission.

REFERENCE: Education Code Sections 88076, 88078

3-4 EFFECT OF EXEMPTION: Any position or employee totally exempted from the classified service by law shall be excluded from the benefits and burdens imposed by these Rules and Regulations, except as otherwise provided by law, the Board of Trustees, or these Rules and Regulations.

3-7 GENERAL CLASSIFICATION RULES

3-8 ASSIGNMENT OF DUTIES: The Board shall fix and prescribe the duties and responsibilities of all positions in the classified service except those in the Commission staff. When the duties being performed by an employee are found to be inconsistent with the duties officially assigned to a specific position, the Director of Classified Personnel shall report the facts to the responsible administrator in order that appropriate action may be taken.

REFERENCE: Education Code Sections 88009, 88061, 88084, 88095

3-9 GENERAL CLASSIFICATION PLAN: The Commission shall classify all employees and positions within the jurisdiction of the Board or the Commission, except those positions which the Commission determines is exempt from the Classified Service pursuant to Rule 3-2. The Commission shall maintain a classification plan for all positions. The employees and positions shall be known as the Classified Service. To classify shall include, but not be limited to:

- (a) Allocation of all positions to appropriate classes.
- (b) Arrangement of classes into occupational hierarchies (job families).
- (c) Determination of reasonable percentage relationships between classes within the occupational hierarchies.
- (d) Determination of reasonable percentage relationships between occupational hierarchies.
- (e) Preparation of written class specifications.

REFERENCE: Education Code Sections 88076, 88005, 88009, 88076

3-12 CREATION OF NEW POSITIONS: When the Board of Trustees creates a new position or approves a reorganization that modifies the duties and/or responsibilities of a classification or position, it shall submit the duties officially assigned to the classification/position, in writing, to the Director of Classified Personnel. The Board may recommend minimum educational and work experience requirements for the classification/position. The Director of Classified Personnel shall present recommendations to the Commission for action. The Commission shall:

- (a) Determine if the new position shall be a part of the Classified Service or exempt under Rule 3-2.

(b) Classify the position and determine whether the position should be allocated to an existing class or whether a new class should be established.

(c) If a new class is recommended, the Director of Classified Personnel shall set forth a proposed class specification setting out the title, duties as established by the Board of Trustees, qualifications, and other requirements of a class specification. The qualifications approved by the Commission must reasonably relate to the duties assigned to the position by the Board of Trustees.

(d) The Commission shall recommend the proper salary placement on the appropriate classified salary schedule.

(f) The Director of Classified Personnel shall notify the Board of Trustees of the Commission's action.

REFERENCE: Education Code Sections 88009, 88076, 88087

3-13 ALLOCATION OF POSITIONS TO EXISTING CLASSES: All positions which substantially consist of comparable duties, responsibilities, and qualifications shall be allocated to the same class.

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval to Extend
Classification of New Positions in the
Classified Service

ENCLOSURE(S):
Board of Trustees
Agenda Item, PC Rule
3-1 thru 3-4, 3-7 thru
3-9, 3-12, 3-13

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Action

ITEM NO: 15-29

Background:

At the July 7, 2015 regular meeting, the Board of Trustees was presented with the duties of new management positions at Clovis College and Reedley College. Commission staff needs additional time to review the duties of these positions and requests an extension to the August 18, 2015 Personnel Commission regular meeting. Personnel Commission rules 3-1 thru 3-4, 3-7 thru 3-9, 3-12, and 3-13 state that it is the responsibility of the Personnel Commission to classify duties of new or reorganized positions approved by the Board of Trustees into either established classifications, recommend a new classification or exempt the new position duties from the classified service.

The item presented to the Board of Trustees and related documentation is attached for the Commissioners review. The proposed titles for the new positions are as follows:

- a. Director of Technology (50% Increase), Reedley College
- b. Director of Technology (50% Increase), Clovis College
- c. Research Director, Clovis College

Recommendation:

It is recommended the Personnel Commission approve to extend the classification of the new management position duties to the August 18, 2015 Personnel Commission regular meeting.

STATE CENTER COMMUNITY COLLEGE DISTRICT
1525 E. Weldon
Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New
Classified and Management Positions,
Districtwide

ITEM NO. 15-49

EXHIBIT: None

Background:

Increased student enrollments were considered as part of the District's planning efforts for the 2015-2016 academic year. The anticipated increase in the number of students will result in more class and program offerings which require additional support staff. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor's Cabinet.

The proposed new classified and management positions will be paid from on-going funds approved in the adopted state budget for 2015-2016. Due to budget constraints, the hiring of new classified positions has not been addressed since 2008 even though an appropriate level of classified staffing is one of the highest priorities of the District. Our increased efforts in enrollment management have provided new growth positions, programs, and funds which require these support positions. The cost of these new positions is estimated at \$2,300,000.

Fresno City College:

Classified Positions:	Instructional Laboratory Technician, Chemistry/Physical Science Instructional Technician, Welding Instructional Technician, Maintenance Mechanic Human Resources Technician Custodians (5) Department Secretary Student Services Specialist Office Assistant I/II (Permanent Part-Time) Institutional Research Coordinator Theatre Manager – Flexible Hour
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Reedley College:

Classified Positions: Reedley College
Office Assistant III
Administrative Aide
Instructional Technician, Manufacturing

Madera Community College Center
Department Secretary (Permanent Part-Time)
Lead Custodian

Management Positions: Reedley College
Farm Production Supervisor
Director of Technology (50% increase)

Districtwide:

Classified Positions: Building Generalists (5)
Office Assistant III
Painter
Communications Dispatcher
Web Portal Strategist

Management Positions: Admissions & Records Manager

District Office:

Classified Position: Accounting Clerk III

Recommendation:

It is recommended the Board of Trustees approve the 30.5 proposed new classified and management positions districtwide.

STATE CENTER COMMUNITY COLLEGE DISTRICT
 1525 E. Weldon
 Fresno, California 93704

PRESENTED TO BOARD OF TRUSTEES

DATE: July 7, 2015

SUBJECT: Consideration to Approve Proposed New Faculty, Classified and Management Positions, Clovis Community College ITEM NO. 15-50

EXHIBIT: None

Background:

State Center Community College District will be receiving \$1.6 million due to Clovis Community College Center becoming a fully accredited college. Of the \$1.6 million, administration is proposing \$300,000 be allocated for faculty positions and the remaining \$1.3 million be expended on classified and management positions at Clovis Community College.

Due to Clovis Community College Center transitioning from a center to a college, it will require additional faculty and staff positions to operate as a stand-alone college. Areas of increased staffing include Institutional Research, Campus Business Office, Technology Services, Public Information Office and Library Services. Additionally, Clovis Community College Center has the lowest ratio of full-time faculty to part-time faculty in the District. When combined with the Tentative Budget, new faculty positions at Clovis Community College will total 15. These new faculty positions will help Clovis Community College Center raise their full-time to part-time faculty ratio. These positions are the highest priority, defined by the campus and their respective committees, and reviewed by the Chancellor’s Cabinet.

The positions are listed below.

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| Faculty Positions: | Political Science Instructor
Psychology Instructor
Reading Instructor |
| Classified Positions: | Department Secretary
Microcomputer Resource Technician
Library/Learning Resources Assistant III
Webmaster
Network Coordinator
Publications Specialist |

Research Assistant
Accounting Technician II
Administrative Aide
Student Services Specialist (50%)

Management Positions: College Director of Marketing and Communications
Child Development Lab School Director
Research Director
Director of Technology (50% increase)

Recommendation:

It is recommended the Board of Trustees approve the 16 proposed new faculty, classified and management position, Clovis Community College.

SECTION 3. THE CLASSIFIED SERVICE

3-1 POSITIONS INCLUDED: All positions established by the Governing Board of-Trustees', which are not exempt from the classified service by law shall be a part of the classified service of the District. All employees serving in the District's classified positions shall be classified employees. The employees and positions shall be known as the Classified Service.

REFERENCE: Education Code Section 88076, 88005, 88006, 88008, 88079

3-2 EXEMPTION FROM THE CLASSIFIED SERVICE: Positions required by law to be academic, part-time playground positions, full-time students employed part-time, part-time students employed part-time in any college work-study program or in a work experience education program conducted by a community college district which is financed by state or federal funds, apprentice positions, and positions established for the employment of professional experts on a temporary basis for a specific project by the governing board or the by commission when so designated by the commission.

REFERENCE: Education Code Sections 88076, 88078

3-4 EFFECT OF EXEMPTION: Any position or employee totally exempted from the classified service by law shall be excluded from the benefits and burdens imposed by these Rules and Regulations, except as otherwise provided by law, the Board of Trustees, or these Rules and Regulations.

3-7 GENERAL CLASSIFICATION RULES

3-8 ASSIGNMENT OF DUTIES: The Board shall fix and prescribe the duties and responsibilities of all positions in the classified service except those in the Commission staff. When the duties being performed by an employee are found to be inconsistent with the duties officially assigned to a specific position, the Director of Classified Personnel shall report the facts to the responsible administrator in order that appropriate action may be taken.

REFERENCE: Education Code Sections 88009, 88061, 88084, 88095

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- (a) Allocation of all positions to appropriate classes.
- (b) Arrangement of classes into occupational hierarchies (job families).
- (c) Determination of reasonable percentage relationships between classes within the occupational hierarchies.
- (d) Determination of reasonable percentage relationships between occupational hierarchies.
- (e) Preparation of written class specifications.

REFERENCE: Education Code Sections 88076, 88005, 88009, 88076

3-12 CREATION OF NEW POSITIONS: When the Board of Trustees creates a new position or approves a reorganization that modifies the duties and/or responsibilities of a classification or position, it shall submit the duties officially assigned to the classification/position, in writing, to the Director of Classified Personnel. The Board may recommend minimum educational and work experience requirements for the classification/position. The Director of Classified Personnel shall present recommendations to the Commission for action. The Commission shall:

- (a) Determine if the new position shall be a part of the Classified Service or exempt under Rule 3-2.

(b) Classify the position and determine whether the position should be allocated to an existing class or whether a new class should be established.

(c) If a new class is recommended, the Director of Classified Personnel shall set forth a proposed class specification setting out the title, duties as established by the Board of Trustees, qualifications, and other requirements of a class specification. The qualifications approved by the Commission must reasonably relate to the duties assigned to the position by the Board of Trustees.

(d) The Commission shall recommend the proper salary placement on the appropriate classified salary schedule.

(f) The Director of Classified Personnel shall notify the Board of Trustees of the Commission's action.

REFERENCE: Education Code Sections 88009, 88076, 88087

3-13 ALLOCATION OF POSITIONS TO EXISTING CLASSES: All positions which substantially consist of comparable duties, responsibilities, and qualifications shall be allocated to the same class.

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval of New
Classification Specification for Financial Aid
Systems Analyst

ENCLOSURE(S):
Classification
Specification, Salary
Survey

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Action

ITEM NO: 15-30

Background:

At the June 2, 2015 meeting, the Board of Trustees approved a new position at the District Office. The title proposed by the board was Financial Aid Systems Analyst. The new classification will allow for a valid and reliable recruitment and selection process.

The following individuals were invited to suggest changes:

- Associate Vice Chancellor, Enrollment Management, Information Systems, Admission & Records
- District Director of Information Systems
- Director of Human Resources
- CSEA

Recommendation:

It is recommended the new classification specification for Financial Aid Systems Analyst be approved as presented with a recommended classified salary range of 66.



State Center Community College District

Job Title:	Financial Aid Systems Analyst	Classification Series:	Information Technology
FSLA Status:	Non-Exempt	Classification Group:	Systems & Programming
Salary Schedule:	Classified (CSEA)	Classification Level:	Intermediate
Recommended Salary Range:	66	Date Created:	June 2, 2015

Definition

Under direction and in coordination with the college's Financial Aid Directors, performs programming, analytical and technical functions specific to Financial Aid by preparing a variety of districtwide, state, and federal reports, providing support to end users on the use of applications, recommending improvements to districtwide financial aid processes and acting as a liaison between the colleges, District, Information Technology, and the State with respect to financial aid systems and regulations.

Distinguishing Characteristics

This classification performs complex duties in accordance with general instructions or procedures. This classification may require some lead responsibilities. This is a journey level position that differs from lower levels in the series by the responsibility for or greater variety of activities, work being less closely supervised, and coordination responsibilities with other systems.

The **Programmer Analyst** applies an advanced knowledge of programming concepts, methodologies, and processes in conducting complex system analysis. Performs districtwide systems analysis, design, and programming duties involving complex computer applications and programs or segments of highly complex programs; may provide technical assistance to assigned programming staff.

The **Financial Aid Systems Analyst** performs programming duties for Financial Aid systems and performs progressively difficult assignments in problem analysis and Financial Aid systems design under the work direction of senior level programming and analyst staff.

Supervision Received

General supervision is received from an academic or classified administrator.

Supervision Exercised

No supervisory responsibilities. Incumbents assign, monitor, and review the work of other staff.

Essential Job Functions

1. Performs advanced level duties in systems analysis, evaluation, design, development, testing, implementation, documentation, research, data compilation, data analysis, and preparation of reports and makes recommendations districtwide.
2. In coordination with management, conducts ongoing training in both computer systems and operational business procedures related to financial aid and ensures training materials are maintained and updated.
3. Provides guidance to end users on application use and operating parameters, including assistance in updating and maintaining system data.
4. Provides functional expertise, serves as technical support, and troubleshoots and resolves problems related to the financial aid system.
5. Analyzes, supports and manages the student financial aid enterprise applications with data and system conversion, production, test environments, ongoing development, upgrades, and enhancements.



State Center Community College District

6. Works with other functional leads on developing processes and procedures to test and validate updates, patches and fixes.
7. Develops functional specifications and test plans and scripts for testing changes across all impacted areas.
8. Assists management in planning and coordinating operations to meet established goals and objectives, establishes timelines for processes and participates in forecasting business needs as it relates to College, State, and/or Federal policies and procedures.
9. Works closely with management and attends districtwide and college financial aid meetings.
10. Develops districtwide processes and reports for student financial aid services such as Student Academic Progress (SAP), Institutional Student Information Record (ISIRs) imports, auto packaging Board of Governors (BOG) fee waivers, District's Financial Aid Management Information Systems (MIS) report, award year setup, notification to students and fraudulent students' reports.
11. Prepares various complex reports and summaries for management and/or users such as status reports, progress summaries and problem reports.
12. Writes complex queries to assist users with data needs and reporting requirements and develops test data and conducts program tests to verify processing accuracy and completeness and corrects errors in programming logic.
13. Maintains and updates student financial aid systems configuration to ensure accuracy in computation of students accounts.
14. Identifies, troubleshoots and rectifies student financial aid applications problems and works with outside consultants to solve complex procedural, operational and technical problems.
15. Works with Directors of Financial Aid, functional leads, Information Systems, consultants and other departments to conduct needs analysis and ensure that proposed processes and related system changes are properly implemented, taking into account possible impacts in various areas.
16. Defines and maintains security profiles for financial aid system and helps coordinate the administration of user security and system access of end-users with Information Systems.
17. Documents business procedures and writes system manuals for student financial aid systems.
18. Attends and participates in professional group meetings and stays abreast of new trends, reporting requirements and innovations in the field of information systems.
19. Performs other duties as assigned.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

Minimum Qualifications

Education & Experience

Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Graduation from an accredited four-year college or university preferably with a major in computer science, mathematics or a related field AND two (2) years of recent experience in business applications analysis, design, and programming for medium or large scale, multi-programmed computers.

Licenses & Certificates

Valid Driver's License

Knowledge of:

1. Operational principles of operating systems, computer systems, applications, hardware, software, and peripheral equipment.
2. Programming theory and operating systems capabilities and constraints used in data system analysis and design, planning, testing and implementation.



State Center Community College District

3. Operations, production capacity, and uses of standard data processing equipment and current systems.
4. Methods and techniques of troubleshooting computer applications and network problems and evaluating network performance.
5. Adult and individual learning theory and training methods.
6. Data communication standards, protocols, hardware, software and network management practices.
7. Federal, state and local laws, codes and regulations pertaining to the use of network technologies.
8. Principles and practices of analytical systems for effective evaluation.
9. Methods, practices and terminology used in statistical technical work.
10. Recordkeeping and report preparation techniques to ensure information is accurately presented.
11. Math including addition, subtraction, multiplication, and division.
12. Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
13. Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
14. Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs

Skill to:

1. Analyze Financial Aid systems from design specifications using programming languages such as HTML, Java, JavaScript, XML, CGI, Servlets, JSP, JavaBeans, Oracle, J2EE, ASP, PHP, SQL server, COM, MTS, CSS, SQL, PL/SQL, Infomaker and other related languages.
2. Conduct research and analyze data, trends, and organizational needs to make recommendations and prepare reports as it relates to Financial Aid.
3. Analyze Financial Aid system needs and devise effective solutions, document computer application systems for both technical and non-technical audiences.
4. Demonstrate active listening skills, communicate ideas and information effectively both orally and in writing, and speak effectively before large and small groups.
5. Effectively communicate with individuals for whom English is not a primary language.
6. Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
7. Plan and organize work to meet established timelines and department schedules.
8. Operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
9. Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
10. Rapidly learn and acquire skills in areas and technologies not previously assigned.
11. Type at a sufficient speed to maintain workflow.

Ability to:

1. Perform complex systems and data analyses related to Financial Aid systems.
2. Research, analyze and evaluate new service systems, develop systems testing and conversion plans.
3. Establish general schedules and priorities for systems development projects and support services.
4. Define systems security and control procedures.
5. Understand and apply technical instructions, materials and resource publications.
6. Establish and maintain effective working relationships with District and college management, staff, business and industry contacts, independent programs consultant/trainers, and the public.
7. Understand and apply the analysis of functional requirements to the development of systems proposals, specifications and recommendations for efficient, cost effective technology solutions.
8. Conceptualize practical solutions to district, department, student, and other customer requirements and to prepare specifications for system improvements.
9. Participate in technical discussions with technical and non-technical groups.
10. Prepare clear, concise and accurate systems documentation and reports of work performed.
11. Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, teachers, administrators and staff.



State Center Community College District

12. Assign, monitor and review the work of others.
13. Learn and apply college and district policies and procedures.
14. Analyze problems, develop sound problem-solving models, and propose logical solutions to problems.
15. Maintain confidentiality of sensitive information and records.
16. Operate computers and their peripherals.
17. Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment weighing up to 25 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Duties Approved By:	Board of Trustees	Date:	June 2, 2015
Class Approved By:	Personnel Commission	Date:	July 21, 2015
Updated By:	Elba Gomez	Date/Time:	6/22/2015

Financial Aid Systems Analyst Compensation Survey
July 15, 2015

[BACK TO AGENDA](#)

College/Agency	Job Title	Education	Experience	Licenses/Certificates	Monthly Salary Low	Monthly Salary High	Classified or Academic
SCCCD	Financial Aid Systems Analyst	Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Graduation from a recognized four-year college or university preferably with a major in computer science, mathematics or a related field AND	two (2) years of recent experience in business applications analysis, design, and programming for medium or large scale, multi-programmed computers.	A valid driver's license is required.	\$ 5,114.00	\$ 6,218.08	Classified
SCCCD	Programmer Analyst	Bachelor's degree in computer science, mathematics or a related field and	progressively responsible experience (2-3 years or more) in computer application systems development, implementation, analysis, design, programming, testing and implementing on-line, interactive, computer applications in centralized, distributed and client-server environments using multi-programming languages.	A valid driver's license is required.	\$ 6,059.50	\$ 7,365.67	Classified
Fresno Couty Office of Education	Information Technology Analyst	Bachelor's Degree in computer science or related field preferred	Three years of experience working with the operation, maintenance, development and evaluation of computer server systems and local area networks.	A valid driver's license is required.	\$ 5,819.00	\$ 7,428.00	Classified
Kern CCD	Data Warehouse Developer	Any combination equivalent to: Bachelor's degree in Information Systems, Computer Science or related field and some experience working with or supporting information technology systems. OR An Associate's degree and 2 years of work experience such as described in the representative duties section of the specification and working with and supporting data warehousing, business intelligence and reporting systems. OR High school diploma, GED or equivalent certificate of competency and 4 years of work experience such as described in the representative duties section of the specification and working with and supporting data warehousing, business intelligence and reporting systems. Preferred: One year of data warehouse and reporting experience.	Any combination equivalent to: Bachelor's degree in Information Systems, Computer Science or related field and some experience working with or supporting information technology systems. OR An Associate's degree and 2 years of work experience such as described in the representative duties section of the specification and working with and supporting data warehousing, business intelligence and reporting systems. OR High school diploma, GED or equivalent certificate of competency and 4 years of work experience such as described in the representative duties section of the specification and working with and supporting data warehousing, business intelligence and reporting systems. Preferred: One year of data warehouse and reporting experience.	Not Available	\$ 5,816.84	\$ 8,018.58	Classified
Fresno USD	Systems Programmer	Any combination equivalent to: bachelor's degree in computer science or closely related field and	three years systems programming experience.	A valid driver's license is required.	\$ 5,586.73	\$ 6,790.91	
Yosemite CCD	Financial Aid Systems Specialist	OR Pattern II • Education: Possession of an associate's degree from an accredited college or university, with course work in business administration or a closely related field.	Pattern I • Experience: One year equivalent to either an Admissions and Records Specialist or a Financial Aid Specialist (depending upon area of assignment) at YCCD. OR Pattern II • Experience: Depending upon the assignment of the position, five years performing specialized technical work in either college admissions and records or financial aid services, that included some participation in all technical areas of the department and required advanced use of a complex data management system.	A valid driver's license is required.	\$ 3,889.00	\$ 4,968.00	Classified
Fresno State University	Analyst/Programmer	This foundation would normally be obtained through a bachelor's degree, preferably in computer science or business, or equivalent training and applied experience	This foundation would normally be obtained through a bachelor's degree, preferably in computer science or business, or equivalent training and applied experience	Not Available	\$ 3,470.00	\$ 5,819.00	Classified

Financial Aid Systems Analyst Compensation Survey
July 15, 2015

[BACK TO AGENDA](#)

County of Fresno Personnel Services	Information Technology Analyst I	One (1) year full-time paid work experience conducting individual and group computer instruction and/or training, or equivalent to that gained as an Information Technology Analyst or Network Systems Engineer with Fresno County. OR Two (2) years of full-time paid work experience equivalent to that gained as a computer operator-technician, or equivalent to that gained as an Information Technology Support Technician with Fresno County.	SUBSTITUTION Possession of a valid certification from a technical institute in personal computers, networking and/or programming may be substituted for the required experience; AND / OR Thirty (30) semester units of completed coursework from an accredited college or university that is acceptable within the United States' accredited college or university system may be substituted for the required experience. Fifteen (15) of the required units must be in Information Technology, Computer Science or a closely related field.	A valid driver's license is required.	\$ 3,306.00	\$ 4,229.00	
Central USD	No Position				\$ -	\$ -	
Clovis USD	No Position				\$ -	\$ -	
Merced USD	No Position				\$ -	\$ -	
Sanger USD	No Position				\$ -	\$ -	
West Hills CCD	No Position				\$ -	\$ -	

Average Salary \$ 4,647.93 \$ 6,208.91
Personnel Commission Recommendation - Classified Range 66 \$ 5,114.00 \$ 6,218.08

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval of New
Classification Specification for Web Portal
Administrator

ENCLOSURE(S):
Classification
Specification, Salary
Survey

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Action

ITEM NO: 15-31

Background:

At the July 7, 2015 meeting, the Board of Trustees approved a new position at the District Office. The title proposed by the board was Web Portal Strategist. After review of the duties and comparable positions in other colleges, Commission Staff recommends the title of Web Portal Administrator. The new classification and title will allow for a valid and reliable recruitment and selection process.

The following individuals were invited to suggest changes:

- Associate Vice Chancellor, Enrollment Management, Information Systems, Admission & Records
- District Director of Information Systems
- Director of Human Resources
- CSEA

Recommendation:

It is recommended the new classification specification for Web Portal Administrator be approved as presented with a recommended classified salary range of 75.



State Center Community College District

Job Title:	Web Portal Administrator	Classification Series:	Information Technology
FLSA Status:	Non-Exempt	Classification Group:	Web
Salary Schedule:	Classified (CSEA)	Classification Level:	Advanced/Lead
Recommended Salary Range:	75	Date Created:	July 6, 2015

Definition

Under direction, develops, tests, integrates and debugs complex web applications for the District's enterprise portal. Provides training and support to end users on the use of web applications, and researches and recommends improvements to the enterprise portal and web applications.

Distinguishing Characteristics

This classification performs highly complex duties in accordance with general instructions or procedures. This classification requires lead responsibilities. This is a journey level position that differs from lower levels in the series by the responsibility for or greater variety of activities, work being less closely supervised, and coordination responsibilities with other systems.

The **Web Portal Administrator** applies an advanced knowledge in the development, testing, integration, and debugging of complex web applications for the District's enterprise portal. Performs districtwide application analysis, design, and programming duties involving complex computer applications and programs or segments of highly complex programs. May provide technical assistance to assigned programming and web content staff. This position differs from lower levels by the responsibility for and the technical knowledge of the District enterprise portal, websites, complexity of problem solving, and expert knowledge of web programming languages.

Supervision Received

General supervision is received from an academic or classified administrator.

Supervision Exercised

No supervisory responsibilities. Incumbents assign, monitor, and review the work of other staff.

Essential Job Functions

1. Performs advanced level duties in systems analysis, evaluation, design, development, testing, implementation, documentation, research, data compilation, and data analysis.
2. Provides guidance to end users on application use, portal policies and governance, operating parameters, including assistance in updating and maintaining systems data.
3. Maintains status for all portal projects, assists to resolve all issues for new and existing channels, and automates all processes.
4. Analyzes, supports and manages the portal with data and systems conversion, production, test environments, ongoing development, upgrades, and enhancements.
5. Assists management in planning and coordinating operations to meet established goals and objectives, establishes timelines for processes and participates in forecasting business needs as it relates to District, State, and/or Federal policies and procedures.
6. Identifies methods and techniques of trouble shooting website, portal, applications and network problems.
7. Monitors and analyzes all systems metrics and maintains optimal performance for all portals.
8. Works with functional leads, consultants and other departments to conduct needs analysis and ensure that proposed processes and related systems changes are properly implemented, taking into account possible impacts in various areas.
9. Defines and maintains security profiles for systems and helps coordinate the administration of user security and systems access of end-users.



State Center Community College District

10. Confers with staff to assist in creating web-accessed databases, managing web servers and assuring security and integrity of District information.
11. Designs, publishes and updates new and existing web sites and pages in order to maintain an appealing flow and uniformity.
12. Performs ongoing research and evaluation of new tools, software, products and technologies related to web sites and makes recommendations for improvement.
13. Develops proposals and timelines for completion of web site projects.
14. Presents a consistent visual image on the web by abiding by District branding standards and promotes uniform fonts, formatting, icons, images, layout techniques and modularization.
15. Integrates graphics, animation, video, sound and/or content for use in presentations, multimedia programs, web sites, CDs, DVDs, emails, and other electronic media.
16. Creates and assures the functionality of web page links, online forms, surveys, and scripts running behind the web site and converts files between various formats.
17. Determines appropriate compression techniques, resolutions, sizes, color maps and depths to assure images are delivered to the viewer in high speed and quality.
18. Evaluates user trends and recommends modifications to provide continuous improvement of the District's web site.
19. Maintains records and prepares reports regarding web site design and implementation activities, user traffic and statistics.
20. Responsible for applications development and administration, in collaboration with staff, to ensure that web site architecture, functionality and design are consistent with all information technology strategies.
21. Assists in the installation of all Web Center Interaction systems.
22. Follows and assists in enforcing District policy related to information access.
23. Runs routine software tests and backup web site data in accordance with established procedures.
24. Participates in a variety of meetings and committees regarding designing, developing and implementing web-based applications to promote District programs and activities.
25. Assigns, monitors, and reviews the work of others.
26. Performs other duties as needed.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

Minimum Qualifications

Education & Experience

Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Graduation from an accredited four-year college or university preferably with a major in computer information systems, management information systems, computer science, computer engineering or a closely related field AND two (2) years of recent experience in developing web applications for an Enterprise portal and business applications analysis, design, and programming for large scale, multi-programmed computers.

Licenses & Certificates

Valid Driver's License

Knowledge of:

1. Advanced knowledge of standard web programming and graphics mark-up languages.
2. Principles and techniques of optical scanning and graphic design software including creation, editing, and publishing.
3. Operational characteristics of operating systems, computer systems, applications, hardware, software, and peripheral equipment.
4. Programming theory and operating systems capabilities and constraints used in web development, data system analysis and design, planning, testing and implementation.



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5. Operations, production capacity, and uses of web portals and applications.
6. Methods and techniques of troubleshooting web applications and evaluating performance.
7. Adult and individual learning theory and training methods.
8. Web portal application standards, protocols, hardware, software and network management practices.
9. Federal, state and local laws, codes and regulations pertaining to the use of network technologies.
10. Principles and practices of analytical systems for effective evaluation.
11. Methods, practices and terminology used in statistical technical work.
12. Recordkeeping and report preparation techniques to ensure information is accurately presented.
13. Math including addition, subtraction, multiplication, and division.
14. Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
15. Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
16. Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs.
17. Knowledge of methods and techniques of troubleshooting web site, applications and network problems.

Skill to:

1. Analyze, identify and resolve user problems related to web portal and website performance and operation.
2. Analyze systems from design specifications using programming languages such as HTML, Java, JavaScript, XML, CGI, Servlets, Power Shell, JSP, JavaBeans, Oracle, J2EE, ASP, PHP, .NET, SQL server, COM, MTS, CSS, SQL, PL/SQL, Infomaker and other related languages.
3. Conduct research and analyze data, trends, and organizational needs to make recommendations and prepare reports.
4. Analyze system needs and devise effective solutions, document computer application systems for both technical and non-technical audiences.
5. Demonstrate active listening skills, communicate ideas and information effectively both orally and in writing, and speak effectively before large and small groups.
6. Effectively communicate with individuals for whom English is not a primary language.
7. Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
8. Plan and organize work to meet established timelines and department schedules.
9. Operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
10. Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
11. Rapidly learn and acquire skills in areas and technologies not previously assigned.
12. Type at a sufficient speed to maintain workflow.

Ability to:

1. Understand and apply the analysis of functional requirements to the development of systems proposals, specifications and recommendations for efficient, cost effective web portal applications and technology solutions.
2. Conceptualize practical web-based application solutions to district, department, student, and other customer requirements.
3. Troubleshoot and resolve web portal, site, application, and related problems.
4. Coordinate with other departments responsible for web application and site content.
5. Perform complex systems and analyses related to the District's web portal.
6. Research, analyze and evaluate new web application systems, develop systems testing and conversion plans.
7. Establish general schedules and priorities for systems development projects and support services.
8. Define systems security and control procedures.
9. Understand and apply technical instructions, materials and resource publications.
10. Establish and maintain effective working relationships with District administrators, management, staff, business and industry contacts, independent programs consultant/trainers, and the public.
11. Participate in technical discussions with technical and non-technical groups.
12. Prepare clear, concise and accurate systems documentation and reports of work performed.



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13. Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, teachers, administrators and staff.
14. Assign, monitor and review the work of others.
15. Learn and apply college and district policies and procedures.
16. Analyze problems, develop sound problem-solving models, and propose logical solutions to problems.
17. Maintain confidentiality of sensitive information and records.
18. Operate computers and their peripherals.
19. Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment such as file servers weighing up to 50 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Duties Approved By:	Board of Trustees	Date:	June 2, 2015
Class Approved By:	Personnel Commission	Date:	July 21, 2015
Updated By:	Elba Gomez	Date/Time:	7/16/2015

College/Agency	Job Title	Education	Experience	Licenses/Certificates	Monthly Salary Low	Monthly Salary High	Classified or Academic
SCCC	Web Portal Administrator	Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Graduation from a recognized four-year college or university preferably with a major in computer information systems, management information systems, computer science, computer engineering or a closely related field AND	two (2) years of recent experience in developing web applications for an Enterprise portal and business applications analysis, design, and programming for large scale, multi-programmed computers	A valid driver's license is required.	\$ 6,361.25	\$ 7,740.42	Classified
Fresno State University	Information Technology Consultant	To enter this classification, a basic foundation of knowledge and skills in technical information systems and application program packages is a prerequisite. This foundation would normally be obtained through a bachelor's degree in computer science, information systems, educational technology, communications, or related fields, or similar certified coursework in applicable fields of study.	To enter this classification, a basic foundation of knowledge and skills in technical information systems and application program packages is a prerequisite. This foundation would normally be obtained through a bachelor's degree in computer science, information systems, educational technology, communications, or related fields, or similar certified coursework in applicable fields of study.	Not Available	\$ 6,249.00	\$ 10,541.00	Classified
Kern CCD	Web Developer			Not Available	\$ 5,816.84	\$ 8,219.05	Classified
Fresno USD	Web Administrator			A valid driver's license is required.	\$ 5,320.75	\$ 6,488.55	
Fresno County Office of Education	No Position				\$ -	\$ -	
Yosemite CCD	No Position				\$ -	\$ -	
County of Fresno Personnel Services	No Position				\$ -	\$ -	
Central USD	No Position				\$ -	\$ -	
Clovis USD	No Position				\$ -	\$ -	
Merced USD	No Position				\$ -	\$ -	
Sanger USD	No Position				\$ -	\$ -	
West Hills CCD	No Position				\$ -	\$ -	

Average Salary \$ 5,795.53 \$ 8,416.20
Personnel Commission Recommendation - Classified Range 75 \$ 6,361.25 \$ 7,740.42

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval of New
Classification Specification for Child
Development Lab School Manager

ENCLOSURE(S):
Classification
Specification, Salary
Survey

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Action

ITEM NO: 15-32

Background:

At the July 7, 2015 meeting, the Board of Trustees approved a new position at Clovis Community College. The title proposed by the board was Child Development Lab Director. After review of the duties and comparable positions in other colleges, Commission Staff recommends the title of Child Development Lab School Manager. The new classification and title will allow for a valid and reliable recruitment and selection process.

The following individuals were invited to suggest changes:

- President, Clovis College
- Vice President of Instruction & Student Services, Clovis College
- Dean of Instruction, Clovis College
- Director of Human Resources

Recommendation:

It is recommended the new classification specification for Child Development Lab School Manager be approved as presented with a recommended classified management salary range of 38.



State Center Community College District

Job Title:	Child Development Lab School Manager	Classification Series:	Instructional Services
FLSA Status:	Exempt Management	Classification Group:	Instructional Assistance
Salary Schedule:	Classified Management	Classification Level:	Supervisor/Manager
Recommended Salary Range:	38	Date Duties Created:	July 7, 2015

Definition

Under direction plans, manages, evaluates and oversees the activities, services, and staff associated with the Child Development Lab School.

Distinguishing Characteristics

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

The **Child Development Lab School Manager** supervises the Child Development Lab School that is responsible for providing a model early childhood care and educational program for children and early childhood education students. Duties are carried out with considerable independence within a framework of policies, administrative guidelines and state laws/codes. The incumbent must utilize excellent communication skills to effectively facilitate and interact with a wide range of schools, management, administrators, faculty, staff and students while maintaining day to day management of the child development lab school and student programs and services. The incumbent must also possess strong organizational and leadership skills.

Supervision Received

Administrative direction is received from the Dean of Instruction.

Supervision Exercised

Direct supervision is exercised over professional, technical, and clerical staff assigned to the department.

Essential Job Functions

1. Plans, coordinates, directs and supervises the activities, operations and staff of the Child Development Lab School.
2. Ensures the health and safety of children in attendance, staff, parents, and volunteers on site.
3. Develops and implements the college philosophy of early childhood education that is used to establish goals and objectives and to evaluate program effectiveness.
4. Maintains and applies current knowledge and theory of best practices in child development.
5. Maintains health and safety standards including nutritional programs, universal health precautions, emergency procedures, facility and equipment safety for children, parents, staff and students.
6. Maintains National Association for the Education of Young Children Accreditation status including submission of all annual and accreditation reports in a timely manner.
7. Develops, manages and monitors the annual lab school budget, in collaboration with instructional faculty, and controls the expenditures of funds.
8. Interviews, hires, schedules, supervises, and evaluates all lab school staff.
9. Schedules staff and assigns work to maintain teacher/child/adult/ratios.
10. Advises and assists program staff in the resolution of work-related problems.



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11. Arranges for timely maintenance and repair of lab school facilities and plans for equipping indoor/outdoor learning environments.
12. Ensures compliance with campus, state, and county regulations and other legal and regulatory provisions concerned with the operation of the Centers.
13. Oversees the maintenance of records and submits reports as required by licensing and the District.
14. Develops and maintains a system for the maintenance of confidential files, which includes all documents required by licensing and other pertinent information.
15. Supervises the assessment of children, making referrals for children as needed.
16. Oversees the development, review and currency of the lab school policies and parent handbook with the input of lab school staff.
17. Oversees the development and maintenance of classroom environments and curriculum to create a warm, interactive, intellectually stimulating, physically challenging, and emotionally secure program based on individual children's and families' specific needs, including language and cultural values which reflect and support the child development instructional program in close collaboration with child development faculty.
18. Ensures the program's design and curriculum reflects theories and practices taught in the child development lecture courses, developmentally appropriate practices, emergent curriculum, documentation, use of industry standard tools and the integration of in-depth projects.
19. Oversees and ensures the appropriate delivery of classroom curriculum including assessments, observations and conferences.
20. Oversees lab school staff in-service training and professional development.
21. Ensures lab school staff develops positive interpersonal relations with parents through parent orientations, parent education, individual conferences, parent meetings and daily parent communication.
22. Ensures the facilitation of positive interpersonal relations with staff, students, children and the public through accessibility, positive dialogue, and regularly scheduled staff meetings.
23. Advocates for and represents the lab school Program on campus and in the community and provides on-going reports to the Advisory Committee, child development faculty and other related campus and community interest groups.
24. Communicates with other administrators, personnel, social services, and other outside agencies to coordinate activities and programs, resolve issues and conflicts, and exchange information.
25. Provides on-going training concerning mandated reporting of suspected neglect or child abuse.
26. Communicates effectively orally and in writing.
27. Learns and applies emerging technologies.
28. Attends and participates in seminars, conferences, workshops, and other meetings related to the lab school.
29. Supervises the planning and implementation of the nutritional program.
30. Generates resources and funds through grant writing and program proposals.
31. Performs other duties as assigned.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or logical assignment to this classification.

Minimum Qualifications

Education & Experience

Education and experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Bachelor's degree from an accredited college or university in child development, early childhood education, human development, or related field (degree must show 24 units in child development and 9 units in business) AND two (2) years or more of increasingly responsible experience working in a child development program, including at least one year of supervisory experience.

Licenses & Certificates

1. Valid Driver's License is required.



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2. Possession of a California Child Development Program Director's Permit or ability to obtain permit within 6 months of hire.
3. Valid certification in pediatric cardiopulmonary resuscitation (CPR).
4. Valid certification in first aid and preventative health practices or ability to obtain certification within 30 days of hire.

Knowledge of:

1. National Association for the Education of Young Children Accreditation requirements and other related child care center licensing requirements and/or standards.
2. State and Federal laws, rules, policies, procedures, and regulations regarding child care activities.
3. Methods of observing, evaluating and recording child behavior.
4. Nutritional standards.
5. Health and safety standards, universal health precautions and emergency response techniques
6. Facility and equipment safety.
7. Early childhood education philosophies and best practices.
8. Budget preparation and control.
9. Record keeping and report preparation techniques to ensure information is accurately presented and reported.
10. Basic math including addition, subtraction, multiplication, and division.
11. Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
12. Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
13. Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, and database programs.

Skill to:

1. Independently plan and implement a comprehensive and innovative early childhood education program for children and early childhood education students.
2. Coordinate enrollment activities for the child development center.
3. Analyze a variety of administrative problems to make sound policy and procedural recommendations for their solutions.
4. Make effective oral presentations to a variety of audiences with differing levels of knowledge regarding early childhood education and child development center operations.
5. Effectively communicate with individuals for whom English is not a primary language.
6. Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
7. Plan and organize work to meet established timelines and department schedules.
8. Operate standard office equipment such as computers, fax machines, copy machines, telephones, and others.
9. Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
10. Rapidly learn and acquire skills in areas and technologies not previously assigned.
11. Type at a sufficient speed to maintain workflow.

Ability to:

1. Foster a developmentally appropriate and diverse learning environment for children and Early Childhood Education students by managing enrollment, laboratory learning opportunities, maintaining licensing standards, developing relationships with early care education peers and supporting center operations staff.
2. Effectively represent the college at community events and present clear, concise, comprehensive reports to all in attendance.
3. Establish and maintain effective working relationships with District and campus administrators, management, staff, students, diverse community, collaborative partner contacts, independent programs consultant/trainers, and the public.



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4. Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
5. Promote workplace diversity and a positive work environment.
6. Analyze problems, develop sound problem-solving models, and propose logical solutions to problems.
7. Research, evaluate data, and prepare comprehensive, concise reports and recommendations.
8. Prepare and monitor a budget.
9. Learn Title 5, California Education Code, Merit System Rules, Board Policy, Administrative Regulations and collective bargaining agreements in the District.
10. Maintain confidentiality of sensitive information and records.
11. Supervise, train, and evaluate personnel.
12. Operate computers and their peripherals.
13. Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies, equipment and children weighing up to 50 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, Personnel Commissioners, board members, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; exposure to fumes, vapors or airborne particles, hazardous chemicals, and biological hazards such as cleaning solutions and human waste. NOTE: All exposure is under OSHA Permissible Exposure Levels (PEL); work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Duties Approved By:	Board of Trustees	Date:	July 7, 2015
Class Approved By:	Personnel Commission	Date:	July 21, 2015
Updated By:	Elba Gomez	Date/Time:	7/8/2015

College/Agency	Job Title	Education	Experience	Licenses/Certificates	Monthly Salary Low	Monthly Salary High	Classified or Academic
SCCCD	Child Development Lab School Manager	Education and experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Bachelor's degree from an accredited college or university in child development, early childhood education, human development, or related field (degree must show 24 units in child development and 9 units in business)	AND two (2) years or more of increasingly responsible experience working in a child development program, including at least one year of supervisory experience.	1. Valid Driver's License is required. 2. Possession of a California Child Development Program Director's Permit or ability to obtain permit within 6 months of hire. 3. Valid certification in pediatric cardiopulmonary resuscitation (CPR). 4. Valid certification in first aid and preventative health practices or ability to obtain certification within 30 days of hire.	\$ 5,773.33	\$ 7,270.42	Classified
Kern CCD	Child Development Center Program Manager	Master's degree from an accredited college/university, preferably in human development, child development, or early childhood education or equivalent based on Bachelor's Degree,	and a minimum of four (4) years' experience in a child care center environment with increasing supervisory responsibility. Experience in directing a licensed program and the corresponding management experience.	Possession of, or eligibility to obtain and retain, a Child Development Program Manager Permit issued by the California Commission on Teacher Credentialing.	\$ 5,687.16	\$ 8,123.50	Classified
Yosemite CCD	Child Care Center Manager	Education: Equivalent to possession of a Bachelor's of Arts Degree in Early Childhood Education (ECE), Child Development (CD) or related field including a minimum of 24 ECE/CD units; plus 6 units in administration and supervision of CD programs and 2 units in adult supervision.	Experience: Three years child care center experience with at least one year experience supervising adults and one year of site supervisor experience.	Possession of a valid California driver's license. State of California Child Development Program Director Permit required. Valid Pediatric First Aid and CPR certificates.	\$ 5,399.00	\$ 6,849.00	Classified
West Hills CCD	Child Development Center Site Supervisor	AA degree or 60 units with 24 ECE units (including the core courses, Child Development, Child Family, & Society, and Program/Curriculum), plus 6 units administration and 2 units adult supervision ALTERNATIVE: BA or higher with 12 units of ECE, plus 3 units supervised field experience in ECE setting, Teaching or Administrative credential with 12 units of ECE,	comply with five year renewal of 105 hours of professional growth. also expected to have 350 days (of 3+ hours per day within 4 years) of experience, including at least 100 days supervising adults ALTERNATIVE: plus 3 units supervised field experience in ECE setting, or CTC approve training.	Must hold a Child Center Permit at the Site Supervisor level Valid First Aid & CPR Certificate and Preventative Health Training Practices - (15 hours) Certificate or completion of ECE 18: Health, Safety, & Nutrition with a grade C or better or in the process of obtaining certificates or class. Class B Drivers License - must meet Federal DOT drug testing requirements.	\$ 3,297.38	\$ 6,528.51	Classified
Fresno State University	No Position				\$ -	\$ -	
Central USD	No Position				\$ -	\$ -	
Clovis USD	No Response				\$ -	\$ -	
County of Fresno Personnel Services	No Position				\$ -	\$ -	
Fresno Couty Office of Education	No Comparable				\$ -	\$ -	
Fresno USD	No Comparable				\$ -	\$ -	
Merced USD	No Position				\$ -	\$ -	
Sanger USD	No Position				\$ -	\$ -	
UC Merced	No Position				\$ -	\$ -	

Average Salary \$ 4,794.51 \$ 7,167.00

Personnel Commission Recommendation - Classified Management Range 38 \$ 5,773.33 \$ 7,270.42

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval of Revised
Classification Specification for Executive
Director of Public and Legislative Relations

ENCLOSURE(S):
Classification
Specification

REASON FOR PERSONNEL

COMMISSION CONSIDERATION: Action

ITEM NO: 15-33

Background:

A vacancy has occurred in the position of Executive Director of Public and Legislative Relations at the District Office. In reviewing the classification specification prior to recruitment, changes have been made to update the Definition, Distinguishing Characteristics and Employment Standards. The changes will allow for a valid and reliable recruitment and selection process of positions in this classification.

The following individuals were invited to suggest changes:

- Vice Chancellor, Human Resources
- Director of Human Resources

Recommendation:

It is recommended the revised classification specification for Executive Director of Public and Legislative Relations be approved as presented.



State Center Community College District

Job Title:	Executive Director of Public and Legislative Relations	Classification Series:	Administration
FSLA Status:	Exempt Management	Classification Group:	Communications & Public Relations
Salary Schedule:	Classified Management	Classification Level:	Director/VP/VC
Recommended Salary Range:	59	Date Created:	October 18, 1999

Definition

~~Under direction of the Chancellor, plans, organizes, directs, and coordinates the marketing, public relations, community relations and legislative affairs programs of the district.~~

Under direction of the Chancellor, plans, develops, implements, and directs an effective and strategic marketing, communications, legislative affairs, and a public relations program for the District that increases public awareness and support of District programs, services, and activities, and enhances the image of the District.

Distinguishing Characteristics

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

The **Executive Director of Public and Legislative Relations** works closely with the Chancellor and the Board of Trustees and is the executive responsible for developing and implementing short and long-range plans and strategies to meet the District's goals and objectives. Duties are carried out with considerable independence within a framework of policies, administrative guidelines and state laws/codes. Incumbents must utilize excellent communication skills to effectively facilitate and interact with a wide range of schools, management, administrators, board members, donors, faculty, staff, students, and public while maintaining day to day management of the Public and Legislative Relations office. Incumbents must also possess strong organizational and leadership skills.

Supervision Received

Administrative direction is received from the Chancellor.

Supervision Exercised

Direct supervision is exercised over professional, technical, and clerical staff assigned to the department.

Essential Job Functions

1. Planning, organizing, directing and monitoring the district's marketing, public relations program.
2. Assisting the chancellor with communications to board members.
3. Developing, directing and approving the information provided to the media.
4. Supervising the campus public information offices.
5. Maintaining positive relationships with local, regional and national media.
6. Coordinating and approving the production of publications for the district and monitoring publications from the campuses to insure the district image is consistent.
7. Serving as lead media spokesperson for the district.
8. Organizing and directing the district's legislative liaison efforts by maintaining regular contact with state legislators and their aides.



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9. Serving as a member of the district's legislative committee.
10. Establishing and maintaining a legislative hotline.
11. Representing the district at legislative hearings.
12. Organizing the district's representation in community activities and serving as liaison with various community organizations.
13. Directing the preparation, scripting, on-camera production and hosting of the district's cable television program.
14. Supervising the preparation and data collection, editing, designing and distributing the district's class schedule.
15. Assisting the chancellor in matters pertaining to board elections and community relations.
16. Serving as a member of chancellor's cabinet.
17. Participating in the formulation and administration of district policies, regulations and procedures.
18. May perform other duties as needed.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

Minimum Qualifications

~~Education: Bachelor's degree in journalism, public relations or a related field. Master's degree preferred.~~

~~Experience: Considerable experience in marketing/public relations, writing and editing publications; public relations, community relations, television on-camera production, working with legislative offices to monitor and influence the progress of legislation.~~

Education & Experience

Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Bachelor's degree in journalism, public relations or a related field and five (5) years of recent experience in marketing, public relations, writing and editing publications, community relations, television on-camera production, working with legislative offices to monitor and influence the progress of legislation including at least five (5) years of management level experience. Master's degree is preferred.

Licenses & Certificates

Valid Driver's License

Knowledge of:

~~Knowledge and Abilities: Knowledge of technical and professional skills related to the fields of publishing, communications and marketing; knowledge of the media, its structure and procedures; the legislature, its structure and procedures; effective communication techniques used in writing, photography, and public speaking; television production; layout and design of publications; role of community colleges in education and the community; the role of community colleges in international development; workshop preparation and organization; research techniques and applications. Skill to maintain good relations with media, community organizations, legislators and their staff, board members, and the public; inform media of district and college events; compose and type news releases, newsletters and bulletins; make presentations; write, edit, design and photograph; project a positive image, initiative and self-confidence; maintain confidentiality; plan, coordinate and conduct meetings. Ability to assign, monitor, and evaluate the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.~~

- Layout and design of publications such as...
- The role of community colleges in education, the community and international development.



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- Principles of communications and public relations and its role in advancing an organizational agenda.
- Principles, theories, practices, and techniques of marketing, branding, and advertising.
- Communications, media sources and their most effective uses, including print, broadcast, web, and social media.
- Methods and techniques of preparing and disseminating news releases and securing media placements.
- Design content and production of marketing and public relations materials.
- Missions, goals, and policies of the District and its colleges.
- Objectives and interests of legislative, political, professional, employee, student, business and community groups impacting the District.
- Principles of conflict resolution and crisis management.
- Organization, functions, and inter-relationships of various operating units of the District and its colleges.
- Principles of supervision, training, evaluation, and development.
- Strategic planning and resource allocation.
- Budget development and expenditure tracking.
- Record keeping and report preparation techniques to ensure information is accurately presented to the Chancellor and the Board of Trustees.
- Basic math including addition, subtraction, multiplication, and division.
- Proper English usage, including spelling, grammar, and punctuation in order to compose items such as press releases, correspondence and/or reports.
- Customer service principles in order to appropriately interact with students, staff, faculty, and the public.
- Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, publishing, and database programs.

Skill to:

- Project a positive image, initiative and self-confidence.
- Compose speeches, news releases and other types of communications for the Chancellor and/or Board of Trustees.
- Inform media of district and college events.
- Achieve the understanding and support of individuals or groups with indifferent or opposing points of view.
- Maintain good relations with media, community organizations, legislators and their staff, board members, and the public.
- Plan and develop events and materials as needed by the Chancellor and the Board of Trustees.
- Make effective oral presentations to a variety of audiences with differing levels of knowledge regarding District services.
- Conduct research and prepare reports as required by the Chancellor and the Board of Trustees.
- Effectively communicate with individuals for whom English is not a primary language.
- Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Plan and organize work to meet established timelines.
- Operate standard office equipment such as computers, fax machines, copy machines, telephones and others.
- Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Rapidly learn and acquire skills in areas and technologies not previously assigned.
- Type at a sufficient speed to maintain workflow.

Ability to:

- Plan, develop, direct, and maintain a strategic communications, marketing, and public relations program for the District.
- Apply research and analytical techniques in the collection, summarization, and analysis of information for media distribution and presentations.
- Coordinate and direct the production and distribution of a wide variety of promotional materials.



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- Evaluate the public relations value of information.
- Present information on a wide variety of subjects using the full array of written, oral, and visual formats and techniques for diverse media outlets.
- Identify the characteristics of diverse target audiences and determine the most effective communications techniques for reaching and motivating these groups for maximum support of District programs, services, and activities.
- Establish and maintain effective and cooperative working relationships with District administrators, business and community leaders, and representatives of communications media and governmental organizations.
- Analyze situations accurately, adopt an effective course of action, and maintain composure in all situations.
- Exercise the authority of the position with diplomacy, honesty, integrity, charisma, and tact.
- Exercise initiative, discretion, and critical judgment.
- Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Maintain consistent, punctual and regular attendance.
- Learn, interpret and apply federal and state laws and regulations, district policies and procedures.
- Maintain confidentiality of sensitive information and records.
- Receive and follow instructions in order to build and maintain effective working relationships.
- Assign, monitor, and/or review the work of others.
- Appropriately interact with students, staff, faculty, and public.
- Operate computers and their peripherals.
- Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment weighing up to 25 lbs.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, Personnel Commissioners, board members, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site and within the country; schedule changes may frequently occur based on business needs; be



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accessible outside of normal business hours; work inside protected from the weather; work outside exposed to the weather and varying temperatures; noise exposure under 65 decibels, roughly that of a normal conversation or a ringing telephone.

Class Approved By:	Personnel Commission	Date:	October 18, 1999
Duties Approved By:	Board of Trustees	Date:	October 18, 1999
Class Revised By:	Personnel Commission	Date:	July 21, 2015
Updated By:	Elba Gomez	Date/Time:	1/28/2015

State Center Community College District
PERSONNEL COMMISSION
1525 East Weldon Avenue
Fresno, CA 93704

Presented to the Personnel Commission:

Date: July 21, 2015

SUBJECT: Consideration and Approval of Revised
Classification Specification for Construction
Services Manager

ENCLOSURE(S):
Classification
Specification

REASON FOR PERSONNEL
COMMISSION CONSIDERATION: Action

ITEM NO: 15-34

Background:

A vacancy has occurred in the position of Construction Services Manager at District Operations. In reviewing the classification specification prior to recruitment, changes have been made to update the Definition, Distinguishing Characteristics and Employment Standards. The changes will allow for a valid and reliable recruitment and selection process of positions in this classification.

The following individuals were invited to suggest changes:

- Associate Vice Chancellor, Business & Operations
- Director of Human Resources

Recommendation:

It is recommended the revised classification specification for Construction Services Manager be approved as presented.



State Center Community College District

Job Title:	Construction Services Manager	Classification Series:	Facilities
FLSA Status:	Exempt Management	Classification Group:	Construction
Salary Schedule:	Classified Management	Classification Level:	Supervisor/Manager
Recommended Salary Range:	40	Date Created:	October 19, 1998

Definition

~~Under direction assists with the development and coordination of district construction projects.~~

Under direction plans, develops, directs and coordinates district construction projects, supervises the bid process, manages data, drawings, and documentation maintained in a variety of facilities management systems, provides data, reports, and analysis to support facilities planning, management decisions and reporting requirements.

Distinguishing Characteristics

This is a management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, lay off, recall, promotion, and termination.

The **Construction Services Manager** is responsible for managing data, drawings, and documentation maintained in a variety of construction projects and facilities management systems, coordinating district facility bid processes, and developing and maintaining budgets. Duties are carried out with considerable independence within a framework of policies, administrative guidelines and state laws/codes. Incumbents must utilize excellent written and verbal communication skills to effectively facilitate and interact with a wide range of campus and district staff, and outside professionals including, management, administrators, board members, faculty, classified staff, students, architects, engineers, inspectors, and city officials while maintaining day to day management of the office. Incumbents must also possess strong organizational and leadership skills.

Supervision Received

Administrative direction is received from the Associate Vice Chancellor, Business and Operations.

Supervision Exercised

Direct supervision is exercised over professional, technical, and clerical staff assigned to the department.

Essential Job Functions

Responsibilities include working with administration and identified committees to identify projects; estimating costs; developing and processing for approval the plans, specifications, and budget for projects; assisting in the development of bid specifications; evaluating bids; overseeing the progress and budget; coordinating and reviewing change orders; inspection and testing reports; project scheduling, progress payments and final acceptance of projects; ensuring compliance with state and local building code requirements; working with architects, engineers, consultants, inspectors, contractors, suppliers, district journeymen, operations staff, and other staff to ensure successful project completion. Performs other duties as needed.

Auxiliary Job Functions

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.



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Minimum Qualifications

~~Education: Bachelor's degree in Engineering, Industrial Arts/Technology, Architecture, or Construction Management or a related area.~~

~~Experience: Journeyman experience in one of the building trades and experience in contracting, engineering architecture or project management.~~

Education & Experience

Any combination of education and/or experience, which demonstrates that the individual is likely to possess the required knowledge, skills and abilities: Bachelor's degree preferably in Engineering, Industrial Arts/Technology, Architecture, Construction Management or related area and five (5 years or more) of recent experience in construction management of new building construction and modernization projects.

Licenses & Certificates

Valid Driver's License

California Professional Engineer's license preferred

Knowledge of:

~~Knowledge and Abilities: Knowledge of modern construction methods, CAL OSHA safety requirements, legal aspects of bidding procedures, development of bid specifications for construction projects and facility renovation projects, state and local building codes, and federal, state and local laws relating to public construction projects. Skill to read, interpret and work from drawings and blueprints, estimate the cost of construction, repair and maintenance, develop work standards, inspect and supervise district capital projects, and prepare bid specifications for district capital projects. Ability to assign, monitor, and evaluate the work of others. Ability to receive and follow instructions and appropriately interact with students, staff, faculty and the public. Ability to learn and apply college and district policies and procedures.~~

- Principles, methods, and practices of planning, design, and construction of new, remodeled, and renovated educational facilities, administration with particular reference to facilities planning, architectural design, facilities renovation and modernization, and structural, mechanical, and electrical engineering.
- Legal and administrative policies, practices, and processes of local, state, and federal agencies which impact facilities planning and development, such as Uniform Building Codes, Division of the State Architect requirements, California Public Contract Code, Americans with Disabilities Act, and other related statutes.
- Principles and practices of organization, leadership, management, and personnel administration.
- Principles of construction technology, construction management, and construction scheduling.
- Business and labor relations policies and practices of the construction industry.
- Sources of funding for higher education facilities projects.
- Principles of budgetary planning, preparation, and management.
- Capabilities of management information systems that relate to facilities planning, budgeting, scheduling, and reporting particularly with multiple funding sources.
- Principles of supervision, training, and staff development.
- Strategic planning, resource allocation, staffing, and supervision.
- Record keeping and report preparation techniques to ensure information is accurately presented to the Chancellor and Board.
- Basic math including addition, subtraction, multiplication, and division.
- Proper English usage, including spelling, grammar, and punctuation in order to compose items such as correspondence and/or reports.
- Customer service principles in order to appropriately interact with students, staff, faculty, and the public.



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- Current computer operating systems, software applications and office productivity software such as word processing, spreadsheets, calendaring, presentation, publishing, and database programs.

Skill to:

- Make effective oral presentations to a variety of audiences with differing levels of knowledge regarding District and Construction Services.
- Effectively communicate with individuals for whom English is not a primary language.
- Exercise tact, diplomacy and confidentiality in dealing with sensitive and complex issues and situations.
- Plan and organize work to meet established timelines.
- Operate standard office equipment such as computers, fax machines, copy machines, telephones and others.
- Utilize word processing, spreadsheets, email, online calendaring and data entry/retrieval from database programs.
- Rapidly learn and acquire skills in areas and technologies not previously assigned.
- Type at a sufficient speed to maintain workflow.

Ability to:

- Plan and manage an integrated program of facilities planning, design and construction.
- Comprehend and evaluate complex architectural and engineering designs, plans, and specifications.
- Read and understand architectural, mechanical, electrical, structural, and civil drawings, as well as related specifications.
- Translate large scale concepts and projects into work products requiring high level of accuracy and detail.
- Establish and maintain effective working relationships with District administrators, management, staff, students, diverse community, business and industry contacts, collaborative partner contacts, independent programs consultant/trainers, and the public.
- Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administrators and staff.
- Maintain consistent, punctual and regular attendance.
- Learn, interpret and apply federal and state laws and regulations, district policies and procedures.
- Maintain confidentiality of sensitive information and records.
- Receive and follow instructions in order to build and maintain effective working relationships.
- Assign, monitor, and/or review the work of others.
- Appropriately interact with students, staff, faculty, and public.
- Operate computers and their peripherals.
- Use current common software applications in order to accurately enter and retrieve data.

Physical /Mental Demands

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk. Specific vision abilities required by this job include close vision and the ability to adjust focus. Lift and carry office supplies and equipment weighing up to 50 lbs. Specific physical abilities required by this job include climbing ladders.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve



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problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with District administrators, management, Personnel Commissioners, board members, faculty, staff, representatives of other agencies, and others encountered in the course of work.

Work Conditions

The work conditions characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Maintain consistent, punctual and regular attendance; required to frequently travel to locations other than assigned site; schedule changes may frequently occur based on business needs; work inside protected from the weather; work outside exposed to the weather and varying temperatures; work on surfaces that vary in stability; work at varying heights and/or on top of building structures; exposure to fumes, vapors or airborne particles, hazardous chemicals, and biological hazards such as cleaning solutions and human waste. NOTE: All exposure is under OSHA Permissible Exposure Levels (PEL); noise exposure under 90 decibels, roughly that of a normal conversation or a ringing telephone.

Class Approved By:	Personnel Commission	Date:	October 19, 1998
Duties Approved By:	Board of Trustees	Date:	October 19, 1998
Class Revised By:	Personnel Commission	Date:	July 21, 2015
Updated By:	Elba Gomez	Date/Time:	7/16/2015

Personnel Commission – Director’s Report

July 21, 2015 Regular Meeting

Recruitment and Examination

Accepting applications for the following recruitments:

Name	Application Deadline
Sign Language Interpreters, Levels I-IV and Faculty Level	Continuous Recruitment
Instructional Assistant – Nursing	Continuous Recruitment
College Trainer	Continuous Recruitment
College Trainer (Seasonal)	Continuous Recruitment
Accounting Clerk III (Reedley only)	July 29, 2015
Secretary to the Vice Chancellor	July 31, 2015
Educational Advisor (PPT Madera only)	August 3, 2015

The following recruitments are in the examination process:

Name	Exam Type	Exam Date
Early Childhood Education Specialist	Performance	TBD
Department Secretary	Competency	July 16, 2015
Scholarship Specialist	Oral Board	July 16, 2015
PE Attendant	Performance	July 17, 2015
Cook	Performance	July 24, 2015
Upward Bound Assistant	Oral Board	July 29, 2015

The following received requests (vacancies) are in process to begin recruitment:

Name	Location	Anticipated Posting Date/Status
College Director of Marketing	CCC	July 2015
Construction Services Manager	DO	July 2015
Executive Director of Public Relations	DO	July 2015
Financial Aid Systems Analyst	DO	July 2015
Publications Specialist	CCC	July 2015
Webmaster	CCC	July 2015
Web Portal Administrator	DO	July 2015
Accounting Clerk I	Districtwide	August 2015
Accounting Clerk III	Districtwide	August 2015
Accounting Technician I	Districtwide	August 2015
Accounting Technician II	Districtwide	August 2015
Admissions & Records Manager	DO	August 2015
Child Development Lab School Manager	CCC	August 2015
Administrative Assistant	Districtwide	September 2015
Building Generalist (5 positions)	DO	September 2015
Farm Production Supervisor	RC	September 2015
Human Resources Technician	FCC	September 2015

Office Assistant I	Districtwide	September 2015
Office Assistant III	Districtwide	September 2015
Piano Accompanist	CCCC	September 2015
General Utility Worker	Districtwide	October 2015
Instructional Tech – Chem/PhySci	FCC	October 2015
Instructional Technician – Welding	Districtwide	October 2015
Lead Custodian	Districtwide	October 2015
Painter	DO	October 2015
Library Learning Resource Assist. III	Districtwide	November 2015
Network Coordinator	Districtwide	November 2015
Registration Assistant	Districtwide	November 2015
Research Assistant	Districtwide	November 2015
Seasonal Student Advisor	Districtwide	November 2015
Executive Secretary to Chancellor	DO	On hold Pending Chancellor Hire
Instructional Aide/Workability	RC	On hold pending position review.
International Trade Specialist	DO	On hold pending position review.
Instructional Tech – Maint, Mechanic	Districtwide	On hold pending position review
Instructional Technician – Manufacturing	Districtwide	On hold pending position review.
Lead Maintenance Person	Districtwide	On hold pending position review.
Lead Maintenance Person	Districtwide	On hold pending position review.
Programmer Analyst	DO	On hold pending position review.
Textbook Purchasing Clerk	Districtwide	On hold pending position review.
Theatre Manager -Flexible	FCC	On hold pending position review

The following are current vacancies with active eligibility lists:

Name	Vacancy Location	Status
Administrative Aide	Student Services, RC	List Referred 6/5/15
Administrative Aide	Office of Instruction, FCC	List Pending Referral
Administrative Aide	Office of Instruction, CCCC	List Pending Referral
Administrative Aide	Grants, District Office HC	List Referred 7/13/15
Bookstore Sales Clerk I – Seasonal	Districtwide	List Pending Referral
Bookstore Seasonal Assistant	Districtwide	List Pending Referral
CalWORKs Assistant	CalWORKs, FCC	List Pending Referral
College/Athletic Trainer-Seasonal	Athletics, RC	List Referred 6/3/15
College Center Assistant	Student Services, MC	List Referred 7/16/15
College Center Assistant	Student Activities, RC	List Pending Referral
Custodian	Building Services, FCC	List Referred 6/22/15
Custodian	Building Services, FCC	List Referred 6/22/15
Custodian	Building Services, FCC	List Referred 6/22/15
Custodian	Building Services, RC	List Pending Referral
Dir College Relations & Outreach	Student Services, FCC	List Referred 6/25/15
Early Childhood Educ. Assoc-PPT	Office of Instruction, RC	List Pending Referral
Early Childhood Educ. Assoc.-PPT	Office of Instruction, CCC	List Pending Referral
Early Childhood Educ. Associate	Office of Instruction, FCC	List Pending Referral
Educational Advisor - PPT	SSSP, MC	List Referred 5/22/15
Educational Advisor	EOPS, RC	List Pending Referral

Educational Advisor	Outreach & Matric., RC	List Pending Referral
Educational Advisor	Outreach & Matric., MC	List Pending Referral
Executive Director of Foundation	District Office	List Referred 7/15/15
Financial Aid Assistant I	Financial Aid, FCC	List Referred 7/16/15
Financial Aid Assistant I	Financial Aid, FCC	List Referred 7/16/15
Instructional Assistant – Nursing	Health Sciences, FCC	List Referred 2/11/15
MicroComputer Resources Tech	Technology Services, RC	List Pending Referral
Office Assistant I	Admissions & Records, FCC	List Referred 6/11/15
Office Assistant III	Tutorial Center, FCC	List Pending Referral
Office Assistant III	Admissions & Records, RC	List Referred 7/1/15
Office Assistant III	Madera Center	List Pending Referral
Office Assistant III	Student Activities, FCC	List Pending Referral
Police Communications Dispatcher	Police Department, DO	List Pending Referral
Police Officer	Police Department, DO	List Referred 2/19/15
Police Officer	Police Department, DO	List Referred 6/25/15
Print, Media & Comm. Manager	Administrative Svcs., FCC	List Referred 7/16/15
Student Services Specialist	Student Services, CCCC	List Pending Referral

Classification

Job Description Updates

Name	Status
Classification Studies	Managers are reviewing the classification study reports and meetings are being scheduled to review the information. Police Job Family has not been scheduled.

HRIS/NeoGov

- NeoGov Onboarding Implementation, Currently Working with IS Department.
- NeoGov Performance Evaluation Implementation, August 2015
- Training Administrators and staff

Around the Office

- WRIPAC Job Analysis Training, July 30 & 31, 2015, Fresno City College

Disciplinary Appeals

- 08-19-14.14-37.1090 – Prehearing conference and mandatory settlement conference were scheduled for May 8, 2015, at 9:00 a.m., in Sacramento, California, and the hearing was scheduled for June 15-17, 2015, at 9:00a.m., in Fresno, California. Office of Administrative Hearings (OAH) will send a separate Notice of Prehearing Conference and Mandatory Settlement Conference. Currently waiting for Hearing Officer decision.