BRYCE CONSULTING

# WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT CLASSIFICATION PLAN APRIL 2016 – FINAL REPORT

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# SECTION I INTRODUCTION

The West Valley-Mission Community College District retained Bryce Consulting to conduct a District-wide classification and compensation study. This report presents the final classification plan. Section II summarizes the major class concepts used in the classification plan and includes a description of the format to be used to develop the class specifications. Section III presents an allocation list by organization showing how current positions would be affected by the revised classification plan respectively. Section IV presents the class specifications for all classes recommended in the class plan. This introductory section of the (if)-4(ic)4(at)-4(i94(at)-4(i(y)8( s)6(e)3

# SECTION II: CONCEPTUAL FRAMEWORK

This section of the report presents a conceptual framework for the classification plan. The classification analysis as applied to positions within the West Valley-Mission Community College District used sound principles of job evaluation and job analyses. The approach utilized classes that reflect distinct differences in levels and types of work as determined through the use of established allocation factors and class concepts.

The classifications emerging from the analysis represent a carefully designed classification structure tailored to the particular needs of the West Valley-Mission Community College District. While the West Valley-Mission Community College District is a relatively stable organization, it is one that needs classes that provide flexibility. Within these job classes are positions that require a full range of knowledge, skills, and abilities to successfully accomplish a wide array of administrative, managerial, professional, technical, maintenance, administrative support and clerical assignments. The class concepts as outlined in the following pages accommodate these diverse needs and requirements in a manner that encourages the highest degree of management flexibility possible. At the same time, these class concepts reflect organizational consistency within job series. Finally, the proposed classifications emphasize the duties performed and responsibility exercised as documented through the job analysis process. This section elaborates upon these and other classification concepts used to build the proposed classification plan. The concepts addressed include the following:

- Classification Levels
- Class Series
- Flexible Staffing
- Titling of Management and Supervisory Job Classes
- Class Specification Format
- Definitions of Levels of Supervision
- Allocation Factors

## CLASSIFICATION LEVELS

Position classification represents the grouping of jobs within the District into a systematic classification structure based on the interrelationship of the duties performed, nature and level of responsibilities and other work-related requirements of the jobs. Within the overall classification plan it is possible to generally categorize each classification according to the following possible levels:

Class Level
Entry
Journey
Advanced Journey
Supervisor
Section
Department
Management
Executive

Within each job family, there may exist a classification at every level or only at selected levels. The levels within a job family reflect the organization and should be tailored to that organization's needs and priorities. For instance, there are areas where it is to the District's advantage to fill positions at a fully working journey level. There is no need for functions to be performed at the entry level. Therefore, there would be no entry level classification in that particular job family. Furthermore it is important to note that while two given job families may both contain, for example, a journey level classification, the two journey level classes will likely be treated differently for compensation purposes. Distinctions between class levels for all types of job families may be expressed in terms of the general amount of responsibility to be assumed within each class level. The following subsections generally define the responsibilities to be assumed at each class level identified.

Entry level classes are designed to provide an on-the-job training opportunity to an employee who has limited directly related work experience and is not yet prepared to perform the full range of work assigned to the journey level class.

Journey level classes are designed to recognize those positions which require the incumbent to perform a broad range of tasks usually under general supervision. A journey level position is fully trained in the scope of duties associated with this level.

Advanced Journey level classes possess a specialized technical or functional expertise. They typically are assigned significant responsibilities above the journey level, possess specialized knowledge, abilities, skills, and experience, and often exercise independent judgment in the performance of their duties. Advanced journey level classes may provide

JOURNEY LEVEL "II" OR "NO DESIGNATION" CLASSES – Journey level classes recognize positions that require the incumbent to work under general supervision and within a framework of established procedures. Incumbents are expected to perform the full range of duties with only occasional instruction or assistance. Positions at this level frequently work outside the immediate proximity of a supervisor. A journey level position is fully trained in the scope of duties associated with this level and work is normally reviewed only on completion and for overall results.

ADVANCED JOURNEY LEVEL "SENIOR" CLASSES – Advanced journey level classes recognize positions that perform a full range of duties, possess specialized technical or functional expertise, and are assigned specialized duties. They typically are assigned significant responsibilities above the journey level that requires specialized knowledge, abilities, skills, and experience, and often exercise independent judgment in the performance of their duties. Advanced journey positions may exercise technical, functional or lead supervision over lower level positions.

CLASS SERIES – PROFESSIONAL

As with the clerical, maintenance, and technical job families, professional job families may contain classes at the entry through advance journey class levels. Distinctions in levels in professional class series parallel those for other job families, but differ in some respects in scope of duties, supervision, and titling designations, as the following subsections indicates. Typically, professional classes require a Bachelor's degree.

ENTRY LEVEL "I" CLASSES – The entry level classes are designed to provide a continuing on-the-job training opportunity to incumbents. This level recognizes the longer learning curve inherent in professional positions and provides incumbents with an opportunity to assume increasing levels of responsibility. Incumbents at this level are expected to perform the less complex work with complete independence and assume increasingly complex tasks associated with the full journey level. They may be expected to provide indirect supervision to clerical or technical staff. Less complex work is normally reviewed only on completion while more complex tasks are performed under direct supervision.

JOURNEY LEVEL "II" OR "NO DESIGNATION" CLASSES – Journey level professional classes pertain to positions that perform a full range of tasks and work under direction

Management Analyst I/II
Office Assistant I/II
Parking Services Assistant I/II
Program Analyst I/II
Program Assistant I/II
Program Specialist I/II
Purchasing Assistant I/II
Warehouse Services Clerk I/II

## TITLING OF MANAGEMENT AND SUPERVISORY JOB CLASSES

To promote consistency in position titling both within the District and in relationship to other community college districts, we suggest specific titles be used to reflect organization responsibilities and levels. The titles recommended for management and supervisory classifications are defined as follows:

### SUPERVISOR / SERGEANT / PROGRAM SUPERVISOR

When the word "Supervisor" or "Sergeant" or "Program Supervisor" appears in a job title, it identifies classes that:

- Positions at this level exercise first-line supervisory responsibility for administrative or program activities, operations and staff.
- Provide full, first-line,jEj-

DIRECTOR / LIEUTENANT / DEAN – Where the word "Director" or “Lieutenant” or “Dean” appears in a job title, it identifies classes that:

- Positions at this level exercise full line and functional management responsibility for the activities of a department including multiple, varied functions.
- Exercise responsibility for the development and implementation of department goals, objectives, policies, and priorities.
- Exercise responsibility for the preparation and administration of an assigned department budget.
- Exercise significant responsibility for a variety of departmental personnel activities including performance evaluations, training, selections, and disciplinary actions.
- Provide second level management and supervision over supervisory staff.

EXECUTIVE DIRECTOR / CHIEF / VICE PRESIDENT – Where the word "Executive Director" or “Chief” or “Vice President” appears in a job title, it denotes the administrative head of a major management operation.

- Positions at this level exercise responsibility over multiple departments, and provide management and supervision over department head level staff.
- Exercise responsibility for the development and implementation of division goals, objectives, policies and priorities.
- Exercise responsibility for preparation and administration of division budget.

VICE CHANCELLOR / ASSOCIATE VICE CHANCELLOR / PRESIDENT – Where the word “Vice Chancellor” or Associate Vice Chancellor” or “President” appears in a job title, it denotes classes that operate at the executive level:

- This is the highest organizational level below the Chancellor, at both the district and campus levels.
- Exercise responsibility for the development and implementation of district-wide and/or college-wide goals, objectives, policies and priorities.
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## EXCEPTIONS TO TITLING GUIDELINES

At times, a title has been recommended that uses terminology that may appear inconsistent with the recommended titling guidelines. The recommended title in these instances conforms with titles used conventionally within the respective industry, trade or profession or past history within the District (e.g. Program Director). NwProthiro5TJ-0.005 Tt1i0 5TJ-0.0-0.012 Tc -60.005 Tt1i0 9( t)-4(in

the work. The statement "Performs related duties as required" is included in all class specifications to provide flexibility to management in assigning duties.

Minimum Qualifications- This section lists those knowledge and abilities that the duties

- Executive Direction -- The employee has broad management responsibility for a department. Policy direction is usually received in terms of District-wide goals; review is received in terms of results. This category is usually reserved for executive levels.

INDIRECT SUPERVISION -- Indirect supervision is characterized by some form of authority over the work of employees not under direct supervision. In other words, the "Supervisor" is responsible for the work but not for the worker. The descriptions above were written in relation to the employee under direct supervision; the following describes persons with responsibility for exercising indirect supervision:

- Technical Supervision - The "Supervisor" is responsible for prescribing procedures, methods, materials, and formats as a technical expert in a specialty. He/she may produce or approve specifications, guides, lists, or directions. He/she may give direction to employees, but usually on "how" and "why", and does not assign tasks or observe and evaluate performance. "Technical supervision" is related to an occupational specialty or function--not to specified employees.
- Functional Supervision - The "Supervisor" is responsible for a project or recurrent activities which involve tasks performed by persons over whom he/she has authority to give direction in regard to that project, even though they are under the direct supervision of someone else.

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These criteria are briefly defined below:

Decision Making

This standard consists of (a) the decision making responsibility and degree of independence or latitude that is inherent in the position and (b) the impact of the decisions.

Scope and Complexity

This standard defines the breadth and difficulty of the assigned function or program responsibility inherent in the classification.

Contact with Others Required by the Job

This standard measures (a) the types of contacts and (b) the purpose of the contacts.

Supervision Received and Exercised

This standard describes the level of supervision received from others and the nature of supervision provided to other workers. It relates to the independence of action inherent in a position.

Knowledge, Skills and Abilities

This standard defines the knowledge, skills and abilities necessary to perform assigned responsibilities.

These allocation factors are carefully and consistently applied during the analysis of each position included in the scope of the study. They are then compared with the same elements in positions that involve similar kinds of work. Not all factors will be as pertinent to all positions and each factor is analyzed in accordance with the importance of that particular factor to the kind of job under study.

Consideration of these a

Instructional Technology Technician I/II

Program Analyst I/II
Program Specialist I/II
Program Assistant I/II

Senior Enrollment and Financial Services Advisor
Enrollment and Financial Services Advisor I/II

Career and Transfer Advisor
Financial Aid Advisor

Senior Student Records Advisor
Student Records Advisor

Senior Child Development Specialist
Child Development Specialist I/II

Senior Library Media Technician
Library Media Technician I/II

Athletic Director
Athletic Trainer
Athletic Operations Technician

Graphic Designer

Accommodations Specialist
Educational Testing Specialist

Duplicating Services Assistant I/II

Instructional Technician I/II - Art
Instructional Technician I/II - Biology
Instructional Technician I/II - Chemistry

## Fiscal Services

Executive Director, Financial Services
Director, Accounting
Supervisor, Payroll

## Information Systems

Executive Director, Information Technology
Director, Information Technology
Supervisor, Information Technology

## Facilities

Executive Director, Facilities Maintenance, Operations and Construction
Director, Facilities Maintenance

Senior Maintenance Mechanic
Maintenance Mechanic

Maintenance Electrician
Maintenance Plumber
HVAC Mechanic
Auto and Equipment Mechanic
Locksmith

Senior Irrigation Technician
Groundskeeper I/II

Supervisor, Custodial Services

Director, Facilities Construction
Facilities Project Analyst I/II
Manager, Construction Finance

## Advancement Foundation

Executive Director, Advancement

Bryce Consulting has developed class specifications describing the above recommended classes. These specifications are written to be general descriptions of the main focus of the assigned duties and responsibilities not inclusive of every task assigned to a position. For a general explanation of the format of the class specifications refer to Section II of this report.