# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section I - Introduction</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section II - Conceptual Framework</td>
<td>5</td>
</tr>
<tr>
<td>Section III - Classification Plan Allocations</td>
<td>21</td>
</tr>
<tr>
<td>Section IV - Classification Specifications</td>
<td>27</td>
</tr>
</tbody>
</table>
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 report addresses the classification study objectives and methodology.

STUDY OBJECTIVES

In conducting the classification phase of the study, Bryce Consulting, had the following major objectives:

- To systematically describe in the classification plan the kinds of work currently performed by employees and the levels of responsibility and difficulty of that work.

- To develop a classification structure that reflects the District's overall classification and compensation strategy and includes the clear definition of terms.

- To draft new or revised class specifications, as necessary.

- To allocate each position to the appropriate class based on the duties and responsibilities assigned at the time the position was studied.

- To allow for a review process which permits each employee to review the draft classification recommendations and to submit concerns directly to the consultants.

STUDY METHODOLOGY

To achieve the above objectives, the following tasks have occurred:

- The project consultant met with all available employees included within the scope of the study to discuss the study objectives and procedures. At that time, Position Inventory Questionnaires were distributed to employees to complete regarding their current position.
• Upon independent completion of the questionnaire by the employees, supervisory personnel reviewed the questionnaire for accuracy and provided additional comments. The consultant then conducted a preliminary analysis of the information provided by the employee and management.

• The consultant returned to the field to conduct interviews with selected employees, in addition to management staff. The purpose of these interviews was to gain clarification and additional information regarding each position.

• Based on the information obtained through the questionnaires and interviews, the consultant analyzed and developed a conceptual classification plan that groups classes into series and levels which are similar in the kind of work performed. The class concepts were then reviewed by executive staff.

• Thereafter, the consultant drafted new or revised class specifications for each class recommended to be changed in the classification plan. Executive staff then reviewed the draft of the classification plan along with the new or revised class specifications, and then the employees had an opportunity to review the class specifications for their recommended classification. Following the employee review process, the plan has been finalized and submitted to the District for review and adoption.
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:
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
technical and functional supervision or direct supervision over lower level positions depending on the type of the class series.

The Supervisor level class recognizes full, first-line supervisory positions that plan, assign, and evaluate the work of subordinates and are responsible for a program area within a work unit or department.

The Section level classes perform second line supervision and provide functional management responsibility for a section within a major department.

The Department level classes recognize positions with responsibility for a major department.

The Management level classes recognize positions with full responsibility for the administration of a major organization with multiple departments.

The Executive level recognizes positions that report directly to the Chancellor and have executive level responsibility for the largest and most complex organizational units in the District.

CLASS SERIES – ADMINISTRATIVE SUPPORT, MAINTENANCE AND TECHNICAL
A class series is a set of two or more classes within a job family that are closely related in terms of work performed and distinguished primarily by the level of responsibility and scope of duties assumed. Within a class series it is possible to distinguish general categories or levels based upon factors such as the scope of responsibility assumed, the training and experience required to perform assigned duties, and the nature of supervision received and exercised. Also, common titling designations are generally used to clearly define the applicable class level. The following subsections indicate for each of the defined class levels in the office support, maintenance, and technical class series the titling distinctions, scope of duties assumed, the general experience and training required and the nature of supervision received and exercised which typically reflect each level.

ENTRY LEVEL -- "I" CLASSES -- Entry level classes provide on-the-job training to employees with limited related work experience. Assignments are generally limited in scope and are performed within a procedural framework established by higher level employees. As experience is acquired, the employee performs with less immediate supervision.
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
within a framework of established procedures. At this level, incumbents work with only occasional instruction or assistance. They may be expected to provide direct supervision to subordinate clerical or technical staff and indirect supervision to other professional staff. Work is normally reviewed only on completion and for overall results.

ADVANCED JOURNEY LEVEL -- "SENIOR" CLASSES -- Advanced journey professional classes recognize positions assigned significant responsibility above the journey level or positions possessing specialized skill and experience. Positions at this level perform work requiring significant independent judgment. Positions of this level typically assume responsibility for an organizational unit and provide either technical and functional supervision or direct supervision to professional, technical and administrative support staff.

FLEXIBLE STAFFING
Associated with the above described class series is the practice of flexible staffing. The District may choose to flexibly staff positions within a class series containing an entry and a journey level position. Flexible staffing gives the District the flexibility to hire employees at the entry level or the journey level depending upon applicant qualifications and staffing needs. Positions budgeted at the journey level and encompassing full journey level work would normally be filled at the entry level when they become vacant, unless the needs of the District require that the position be filled at the journey level. The distinction between the entry level and the journey level is based upon the degree of responsibility to which an incumbent is expected to perform rather than on the types of duties assigned. After gaining the experience and knowledge to perform the full range or journey level tasks and fulfilling any special requirements for the journey level, the employee could reasonably expect to progress to the journey level based upon the judgment of management. It is emphasized that flexible staffing does not preclude the District from identifying certain positions in the class that contain primarily routine and repetitive tasks and assigning those positions to the entry level permanently. In these cases, the employee at the entry level could not reasonably expect to advance to the journey level while in the assigned position.

Advancement to the advanced journey level would be achieved through competitive selection rather than the more routine promotion from the entry to the journey level under the flexible staffing concept. However, should the District choose not to flexibly staff a given class series,
appointment to the journey level would also be done through the traditional competitive selection method. The following classes are recommended for flexible staffing:

- Accountant I/II
- Administrative Specialist I/II
- Buyer I/II
- Child Development Specialist I/II
- Custodian I/II
- Duplicating Services Assistant I/II
- Enrollment and Financial Services Advisor I/II
- Facilities Project Analyst I/II
- Financial Analyst I/II
- Financial Assistant I/II
- Financial Technician I/II
- Groundskeeper I/II
- Human Resources Analyst I/II
- Human Resources Specialist I/II
- Human Resources Specialist I/II - Confidential
- Information Technology Analyst I/II
- Information Technology Technician I/II
- Instructional Technician I/II - Art
- Instructional Technician I/II - Biology
- Instructional Technician I/II - Chemistry
- Instructional Technician I/II - Costumes
- Instructional Technician I/II - Court Reporting
- Instructional Technician I/II - Foreign Language/ESL
- Instructional Technician I/II - Music
- Instructional Technician I/II - Photography
- Instructional Technician I/II - Physics and Engineering
- Instructional Technician I/II - Tutoring Center
- Instructional Technician I/II - Writing Center
- Instructional Technician II/I - Physical Science
- Instructional Technology Analyst I/II
- Instructional Technology Technician I/II
- Library Media Technician I/II
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 -- Where 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, direct supervision to assigned employees.
- Assist with the development and implementation of program goals, objectives, policies and priorities.
- Exercise responsibility for effectively recommending a variety of personnel actions in such areas as performance evaluations, training, selections, transfers, and disciplinary measures.
- Assist in budget development and administration.

MANAGER / PROGRAM DIRECTOR – Where the word “Manager” or “Program Director” appears in the title, it identifies classes that:

- Positions at this level exercise full line and functional management responsibility for the activities of a section or program within a major department.
- Provide full, first-line, direct management and supervision over professional and technical staff assigned to a specific program.
- Exercise responsibility for the development and implementation of section or program goals, objectives, policies, and priorities.
- Exercise responsibility for the preparation and administration of an assigned section budget.
- Contact, coordinate, and liaison with outside agencies and organizations related to the program.
- Represent the department at outside events and activities related to the program.
**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.
- Exercise highest-level oversight of college, division and/or department budgets.
- Provide management and supervision over management staff.
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). Nothing in this report will preclude the District from using working titles in individual employees' day-to-day business activities.

CLASS SPECIFICATIONS FORMAT
The class specifications for the proposed job classes as outlined in this report are descriptive and explanatory in defining classes. Each class specification may contain all or part of the following information:

Class Title - The class title is a brief and descriptive designation of the type of work performed. The class title on payrolls, budgets, personnel reports and other official forms and reports dealing with positions or personnel will provide a common reference to the position. It should be understood that the class title is selected to serve this purpose and is not to be construed as limiting the use of working titles.

Definition - This section is a general description of the work and includes a brief, concise definition of the primary responsibilities assigned to positions in the class.

Distinguishing Characteristics - This section, when used, describes the level of work in relation to higher or lower classes in the same series.

Supervision Received and Exercised - This section describes the level of supervision received and exercised by positions in the class. For a definition of the terms used to denote levels of supervision, see the next part of this section.

Examples of Essential Duties - This section is intended to enable the reader to obtain a more complete concept of the actual work performed in positions allocated to this class. It lists typical tasks which are common to positions of the class. These examples show, further, the range of duties performed by employees in the class. The list is descriptive, but not limiting. It is not intended to describe all the work performed in all positions allocated to the class. This section merely serves to illustrate the more typical portions of
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 of the class require and that applicants for positions in the class at a minimum must possess to be qualified.

Also included are the desirable levels of experience and education and/or training most likely to produce the desired knowledge and abilities. It should be stressed that this section does not in any way refer to the qualifications of present employees. Personal characteristics commonly required of all employees, such as honesty, industry, freedom from habitual use of intoxicating beverages to excess or drug addiction, should not be listed since they are to be implied as required qualifications for all classes. The experience and education standards may be useful in the development of recruitment and selection approaches, but are intended as guidelines only, and should not be construed as minimum requirements. The provided experience and education statements are written as a middle ground to evaluate candidate qualification. Any individual may have more education and less experience than the guidelines describe and still be qualified for the position. Therefore, the statement above the experience and education guidelines reads "Any combination of experience and education or training", rather than an absolute requirement.

**License or Certificates** - In certain classifications, legal or special provisions require possession of a specific license or certification issued by a Board of Licensure as a condition of employment or continued employment. These requirements will appear on the class specification under the section entitled License or Certificate.
CLASSIFICATION SPECIFICATION FORMAT

WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT

CLASS TITLE

DEFINITION

DISTINGUISHING CHARACTERISTICS (for class series)

SUPERVISION RECEIVED AND EXERCISED

EXAMPLES OF ESSENTIAL DUTIES - Duties may include, but are not limited to, the following:

MINIMUM QUALIFICATIONS

Knowledge of:

Ability to:

Experience and Training

Any combination of experience and training that would provide the required knowledge and abilities is qualifying. A typical way to obtain the required knowledge and abilities would be:

Experience:

Training:

License or Certificate
DEFINITIONS OF LEVELS OF SUPERVISION
The following terms may be used to denote the levels of supervision received and exercised by positions in the various classes of work:

**DIRECT SUPERVISION** - The basic characteristics of direct supervision are the assignment of tasks; the observance, review, and evaluation of performance; the administration of line personnel functions (e.g., selection, discipline, grievances, privileges); and responsibility for the worker, as well as the work. The gradations of direct supervision are described below in terms of supervision received by employees.

- **Immediate Supervision** - The employee works in the presence of his/her supervisor or in a situation of close control and easy reference. Work assignments are given with explicit instructions or are so routinized that few, if any, deviations from established practice are made without checking with the supervisor. This type of supervision generally is exercised over the entry level in a series.

- **General Supervision** - Assigned duties require the exercise of judgment or choice among possible actions, sometimes without clear precedents and with concern for the consequences of the action. The employee may or may not work in proximity to his/her supervisor. This type of supervision typically pertains to the journey levels in a technical, administrative support, or maintenance class series and entry level of professional classes.

- **Direction** - The employee receives general instructions regarding the scope of and approach to projects or assignments, but procedures and techniques are left to the discretion of the employee. This category is usually applied to advanced journey level technical, administrative support, and maintenance classes in which employees are expected to operate with a reasonable degree of independence and journey level of professional classes.

- **General Direction** - The employee is responsible for a program or function(s) and is expected to carry out necessary activities without direction except as new or unusual circumstances require. This category is usually reserved for advanced journey level professional, supervisory or section/program levels.

- **Administrative Direction** - The employee has broad management responsibility for a large program or set of related functions. Administrative direction is usually received in terms of goals; review is received in terms of results. This category is usually reserved for department and management levels.
• **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. "Functional supervision" may include "technical supervision", but goes beyond it in that the supervisor schedules and assigns tasks, monitors progress, reviews results, evaluates the employee regarding area of assignment, and is the person responsible for the completed work product.

**ALLOCATION FACTORS**

Allocation factors are standards that are used to measure job requirements of individual positions. These factors can be compared in order to measure the similarities and differences among positions. The allocation factors used to develop the West Valley-Mission Community College District's Classification Plan are:

- Decision Making
- Scope and Complexity
- Contact with Others Required by the Job
- Supervision Exercised and Received
- Knowledge, Skills and Abilities
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 allocation factors leads to the identification of various classes. More specifically, positions are typically divided first into classification families and series that involve the same kind of work and then subdivided into classes based on levels of responsibility within each group.
Positions are classified according to the nature and kind of duties assigned to the position. The assignment of additional duties of a similar nature to a position does not justify a higher classification. Redistributing work or adding employees, not by reclassifying existing positions, properly solves problems of excessive workload.
SECTION III - CLASSIFICATION PLAN ALLOCATIONS

This section presents the preliminary classification plan for your review. As such, it includes a proposed classification list and the allocation of positions to recommended classes.

ALLOCATION OF POSITIONS TO CLASSES

Each position included in the scope of the study has been allocated to an appropriate class within the recommended classification plan. On the following pages is a listing by organization of each position included in the study, its current allocation and its proposed allocation.

It should be noted that changes in titles do not necessarily represent a major change in duties or responsibilities. In the same vein, the retention of a job title currently in use does not always indicate that the job specification for that class will remain unchanged.

CLASS LIST

The proposed classification plan includes the following classes:

**District-wide**

Executive Assistant to the Vice Chancellor
  - Executive Assistant
  - Management Assistant
  - Administrative Assistant
  - Office Coordinator

  Administrative Specialist I/II
  - Office Assistant I/II

  Human Resources Analyst I/II
  Human Resources Specialist I/II - Confidential
  - Human Resources Specialist I/II

  Senior Financial Analyst - Confidential
  - Senior Financial Analyst
  - Financial Analyst I/II
  - Accountant I/II
  - Financial Technician I/II
Financial Assistant I/II

Senior Information Technology Analyst
Information Technology Analyst I/II
Senior Information Technology Technician
Information Technology Technician I/II

Maintenance Worker
Custodian I/II

**Campus-wide**
President

Vice President, Administrative Services
Vice President, Instruction
Vice President, Student Services

Dean
Director, Student Development
Director, Enrollment and Financial Services
Director, Student Health Services

Program Director, Child Development Center
Program Director II, Student Programs
Program Director I, Student Programs

Supervisor, Admissions and Records
Supervisor, Financial Aid Services
Program Supervisor

Research Analyst
Management Analyst I/II

Senior Instructional Technology Analyst
Instructional Technology Analyst I/II
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
Instructional Technician I/II - Costumes
Instructional Technician I/II - Court Reporting
Instructional Technician I/II - Foreign Language/ESL
Instructional Technician I/II - Music
Instructional Technician I/II - Photography
Instructional Technician II/I - Physical Science
Instructional Technician I/II - Physics and Engineering
Instructional Technician I/II - Tutoring Center
Instructional Technician I/II - Writing Center

Chancellor's Office
Executive Assistant to the Board/Chancellor
Executive Assistant to the Chancellor

Administrative Services
Vice Chancellor

General Services
Executive Director, General Services
Supervisor, Purchasing
   Buyer I/II
   Purchasing Assistant I/II

   Supervisor, District Warehouse
   Warehouse Services Clerk I/II

District Police
Police Chief
Police Lieutenant
Police Sergeant
Police Officer

Manager, Parking and Traffic Operations
Senior Parking Services Officer
Parking Services Assistant I/II
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
**Human Resources**
Associate Vice Chancellor, Human Resources
Supervisor, Human Resources

**Mission College Only**
Director, Marketing and Public Relations
Director, Research and Planning
Director, Business and Workforce Development
Registered Nurse
Food Services Technician
Nursing Program Technician

**West Valley College Only**
Director, Communication & Instructional Technology
Supervisor, Mental Health Services
Performing Arts Program Technician
SECTION IV - CLASS SPECIFICATIONS

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.