

Los Angeles Southwest College Human Resources Restructuring Plan

Analysis and Recommendations

December 2021

Submitted by: Linda Beam, HR Consultant

Project Overview

Los Angeles Southwest College (LASC) sought external assistance in assessing its organizational structure with a goal toward long-term, financial sustainability. As one of nine college within the Los Angeles Community College District (LACCD), LASC seeks to balance its workforce and operational expenses within California’s Student Center Funding Formula (SCFF) revenue model. The college’s service area includes some of the most diverse and underserved community populations in Los Angeles. Los Angeles Southwest College seeks to establish a general fund budget with a maximum of 90% total employee compensation expenses with a long-term goal of an 85% total compensation expense ratio.

As part of this effort and to ensure participatory governance, the College President established the *Human Resource (HR) Taskforce*. All constituency groups were asked to appoint one member to represent their interests in this process. Membership representing all the college’s constituent bases (management, confidential, classified professionals, and faculty) included:

Dan Hall, Vice President, Administrative Services – Taskforce Chair
Linda Beam, Human Resource Consultant

Committee Members:

Tasha Anderson	James Bradley	Eric Hopper
Jeanette Magee	Preston Mortley	Courtney Pierce
Chauncine Stewart	Robert Stewart	Sandra Lee

Data Collection

Data was collected using a qualitative conversational interview process over a four (4) month period. Consistent guiding question for all interviews included, but not limited to:

- What functions does LASC do well?
- What do you believe are areas of improvements?
- What are examples of inefficiencies?
- If you had the power to change one (or more) thing at LASC, what would it be?
- What should LASC be known for?

Potential interview candidates were recommended by the HR Taskforce Members, college administration, and through the interview process as new recommendations emerged. The consultant met with 34 classified, academic, and management employees (the President and Vice Presidents were not included in the interview total). The representatives interviewed were asked to provide candid and confidential insight regarding the opportunities for college improvement, efficiencies, and areas of concern.

In consultation with the Vice President of Administrative Services, budget data was regularly reviewed to identify opportunities to address general fund savings through attrition, retirements, and restructuring.

Throughout the interview timeframe, common themes emerged and were shared regularly with the HR Taskforce. The following indicates the frequency of responses:

Responsive Themes from LASC Employees*	Frequency of Interviewees' Responses
Commitment to Students, Community, and Social Equity	97%
Opportunities and need to examine existing processes and seek efficiencies will require collaboration, communication, and commitment	91%
Acknowledgement of the College's financial situation	85%
More integration, tear down the silo mentality. Synergy could work wonders in serving students.	82%
Difficult choices must be made to maintain solvency	82%
LASC has so much potential	71%
Accountability for those who are not performing	68%
We are part of the culture, we have to be part of the change. Need to get away from the "culture of blaming."	65%
Clarification/Need for College identity and focus	65%
Cleanliness of the campus is translating to "safety"	62%
More training in SAP and campus procedures (regular and ongoing training)	62%
Willingness to consider sharing/cross-training resources	53%
Onboarding training (Department Chairs, Administrators, Administrative Support, etc.)	44%
The SCFF Model is complex and constituents want to understand it in more detail	32%
A small college still has the same reporting/service requirements of larger college. It stretches the existing limited resources.	26%
Same people are on all the committees. Need more employee engagement.	18%

* LASC President and Vice Presidents' responses were excluded from the thematic interview responses/percentages.

The interviewees also shared that LASC had undergone a recent history of presidential turn-over and recognized the current stability within the executive ranks.

The HR analysis included pertinent LASC and LACCD Guiding Documents and Frameworks (see Appendix 1). The recommendations within this plan, including the prioritizations, are based on the consultant's unbiased assessment of the College's reference documents:

[LASC Strategic Education Master Plan: 2021-2026](#)

[Cambridge West's Fiscal Recovery and Long-Term Sustainability Assessment](#)

[LASC Work Plan](#)

LASC's [Mission, Vision, and Values](#)

Low, medium, and high positioned were established based on the emerging themes and operationalization of the College's Strategic Education Master Plan by 2026.

Additional Notes:

Due to the COVID-19 Pandemic, the majority of LASC’s workforce has been under a work from home/remote environment since mid-March 2020 and is in the midst of transitioning back to a more robust on-campus presence. Some of the college’s essential workforce educational programs remained on campus throughout the pandemic providing instruction in-person. The custodial, maintenance, and landscaping employees have also provided in-person services for much of the pandemic period.

Two district-wide early retirement incentives were offered during the 2020/2021 fiscal year, resulting in 24 retirements for LASC (staff, faculty, and administration) in the first round and 3 retirements in the second round. The 2021/2022 projected budget considers retirement reductions, with appropriate adjustments, as staffing needs are determined.

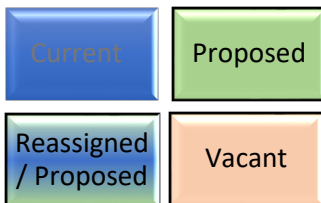
LASC needs to assess positions identified as priorities and those contractually required to determine timeline of hiring. Due to the likelihood of continued reduced student and employee capacity, some positions normally providing direct services may not necessitate an immediate hire. This plan reviewed existing organizational structures and acknowledges normal staffing fluidity determined by vacancies and evolving college priorities.

For proposed cost estimates, the following percentages were used to calculate “benefits” (includes statutory and health/welfare benefits):

- Classified Employees: 51.76%
- Adjunct Employees: 18.55%
- Full-Time Faculty: 33.88%

The HR Restructuring Plan is a multi-year design contingent upon funding, enrollment, and staff attrition. Should the college not be able to maintain sufficient and sustainable enrollment revenue, a further review of long-term viability must occur, especially for general fund positions and expenditures.

Organization Chart Legend:



Executive Summary

Observations and Recommendations

Sustainable Organizational Structures

Establish sustainable college-wide organizational structures providing career pathways, supervision, and synergy. “Flat” organizations result in inability for career progression; aspiring employees will leave for other colleges/organizations. The need to share existing employee resources must be considered for long-term fiscal sustainability. Create pools of clerical/administrative support to deploy to departments during impacted period or pending projects. Smaller organizations do not have the luxury of bifurcated/siloed structures. Not everyone nor every department can or will have dedicated clerical support. The pandemic has introduced opportunities to leverage technology. For example, Zoom has the capability to record and transcribe conversations, reducing the need for clerical note-takers. Establish substitute pools to provide coverage for absences, especially for functions providing direct student support (library services, custodial, etc.). Categorical/restricted funds must support the broadest permissible staffing expenditures.

Cross-Training Opportunities

Classified employees have identified opportunities for career advancement at LASC to be limited. The need for cross-training between departments and functions provide exposure and learning for those seeking career mobility, as well as creating back-up for critical operational responsibilities, when needed due to leaves/vacancies.

Business Process Analysis/Training and Resource Documents

The college has not undergone a business process analysis (BPA) project in recent memory. The deconstructing of business processes allows departments to identify redundancies, unnecessary extra steps, and potential efficiencies. This same BPA process also assists in the creation of training and resource materials. The lack of written processes and related training materials results in new employees, or those in new roles, relying on other employees’ differing knowledge as the primary source of training. A lack of skills with the college/district’s existing enterprise systems software (i.e., SAP and Early Alert) results in inefficiencies and the inability to fully leverage technological capabilities.

Physical Facilities

A consistent theme brought by the employees is the campus’s cleanliness status. An on-campus visit and tour confirmed the need for an in-depth analysis of the current custodial workforce distribution, responsibility, and effectiveness. LASC has 21 full-time custodian positions; the condition of the facilities is subpar. With many relatively newly constructed buildings, the opportunity to present a vibrant, attractive, and modern institution of higher learning is within reach. College employees’ impressions and experiences perceive that the college does not adequately reflect the cleanliness standards expected for current COVID safety requirements and general environmental attractiveness.

Student Employees

LASC should consider leveraging the talents of its student population. Providing students with meaningful work opportunities at their learning institutions increases recruitment and retention rates. Students earn income and employment-related experiences, while remaining on campus and establishing a stronger college connection. Students, who may not otherwise have considered a career in education, are provided exposure to the broad services and expertise needed in support of higher education. These students are the most valuable and effective ambassadors to the community and prospective students.

College Identity

LASC is in a period of self-reflection and the redefining of its identity. As a “small” college, its human and financial resources are limited. It cannot be “*all things to all people.*” Consequently, it must establish its focus and identity to best direct its mission, resources, and marketing. Projects and programs that cater to a small populations or individual interests must be evaluated to determine the rationale for continued resource allocation. Members of the LASC community acknowledge this painful, but necessary process of becoming more streamlined and focused on educational programs and services. There is a desire to be “known” for specific educational programs of specialization and excellence to provide robust and focused marketing opportunities.

Culture and Change

The college has a long and respected history; however, it finds itself at a crossroads of putting well-intentioned plans into action. Many constituents commented that the college has good discussions and creates thoughtful plans, but implementation is limited. The perceptions of “silos” and a lack of understanding between divisions and groups (us vs. them) perpetuate misperceptions, mistrust, blame, and inertia. Opportunities for respectful dialogue, re-engineering processes, implementing innovative methods to serve students, and desires for increased morale is a reoccurring theme. “*We’re part of the culture, we have to be part of the change.*” Meaningful employee engagement with the college and the community is expected – creating and enhancing school spirit. Faculty’s job is more than just teaching. Classified staff keep the college operations moving and Management provides organizational leadership in support of student success.

Constituents want underperforming employees to be held accountable for job responsibilities and to uphold each other to campus cultural norms. Ineffective, “pet” projects, and outdated programs require evaluation to determine rationale for continued resource allocation. Focus on the degrees and programs that lead to transfer and/or employment. When resources are limited, inefficiencies, territorialism, and self-interest must be set aside in favor of the best interests of the college and students. There will never be enough monetary resources and supporting deficient practices as “tradition” will continue to drain scarce funds. A small college has the same expectations and compliance requirements as larger district colleges; therefore, labors must be focused and intentional. Additional staffing is not always the answer in providing an outstanding student experience. Students will choose the college to attend based on programs, customer service, and reputation. LASC has the advantage of a “small college feel” and must market this compelling characteristic to attract and retain students. LASC’s service area demographics have and will continue to shift; the services and programs must do the same.

High Priority Staffing Recommendations (Summary)

Administrative Services:

- Hire Vice President of Administrative Services (#1009)
- Hire the College Human Resource Officer (#2082) (replaces the prior vacant Administrative Analyst (#5075 Single Point of Contact [SPOC] position)
- Hire a College Financial Administrator (#1121) (replaces the Associate Vice President of Administrative Services position)
- Convert Senior Accountant to Supervising Accountant (#1160)
- Combine Campus Store, mail, and reprographics function
- Reclassify the College Store Supervisor (#2144) to a College Store Manager (#2140)
- Convert Reprographics Equipment Operator (#4770) position to Lead Support Services Assistant (#4765)
- Eliminate vacant Office Assistant – Mail/Reprographics (#5248)
- Hire an Administrative Assistant, Administrative Services (#2440) to support the Vice President position
- Transition Warehouse/Receiving Operations to the Facilities Department
- Fill vacant College Store Cashier (#5166) and continue to hire intermittent Campus Store Assistants (Intermittent/Peak Seasons), as needed
- Hire one Custodial Supervisor and replace the 2 vacant Gardener, 2 Custodial, and Trades positions. Convert one Custodial position to Groundskeeper classification. Address custodial work performance in support of the college's cleanliness and appearance.

President's Office:

- Increase Administrative Assistant position by .5 FTE to provide support to Dean of Institutional Effectiveness.
- Evaluate faculty release time granted in support of college programs. Excluding contractual requirements (department chair [6.1 Full Time Equivalent Faculty (FTEF)] and union representatives [1.0 FTEF]), over 10.0 FTEF additional release time is currently granted.

Academic Affairs:

- Modify one Dean position to an Associate Dean to oversee workforce development, manage dual enrollment, and non-credit programs. Transition affected programs and staff.

Student Services:

- Implement a redistribution of student service/counseling assignments between the two deans.
- Through attrition, re-designate 2 to 3 future Financial Aid Specialist positions to Financial Aid Technicians. This redesign provides entry-level career opportunities for those seeking careers in Financial Aid.
- Establish an Enrollment Services and Student Life position to manage the student experience, including recruitment, enrollment, financial aid, basic needs, and campus life.

President’s Office

The President’s Office is currently staffed with 1.5 FTE level of administrative support. As a result of the current office co-location, it is recommended that the part-time Administrative Assistant position be increase to full-time to provide shared support to the Dean of Institutional Effectiveness.

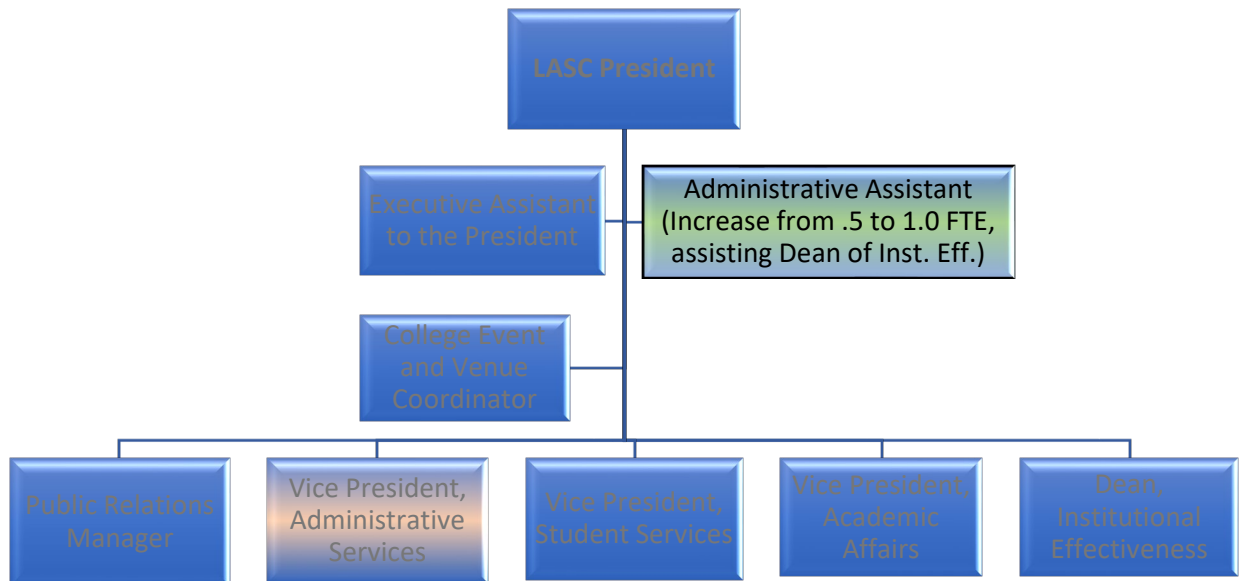
A common theme from constituent groups was the need for regular, robust training for LASC employees regarding college processes/resource documents, organizational efficiencies, and opportunities for advancement. The Professional Development Coordinator position would establish the resource needed to support college employees’ desire and need for continued organizational improvements.

The College is pursuing additional resource development opportunities and structures. These efforts include fundraising and grant opportunities in support of academic programs and student needs. The establishment of a Foundation require appropriate dedicated personnel in support of the fundraising function.

Recommendations:

- **High Priority** -- Increase the current part-time (.5 Full Time Equivalent [FTE]) Administrative Assistant to full-time (1.0 FTE) and provide the additional administrative support to Dean of Institutional Effectiveness.
- **Medium Priority** – Establishment of a Professional Development Coordinator position in support of continual improved efficiencies, skills, and training for all college personnel. Redirect the responsibility and coordination of campus-wide training to support all employees (i.e., onboarding, skill development, and micro/macro trainings). Currently .6 FTE faculty release time is dedicated to this function; the future of this assignment should be discussed with the Academic Senate leadership.
- **Medium Priority** – The College should expand its resource development function, to include a Director of Foundation. In its infancy, a part-time Director position is appropriate until the revenue sufficiently supports the personnel expansion.
- **Low Priority** -- The College may consider the establishment of a Grants Coordinator position to assist with the identification and oversight of external funding sources.

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High	Administrative Assistant (+.5 FTE)	#2478	**Cost noted in Institutional Research Section.
Medium	Professional Development (PD) Coordinator (1. FTE)	#5043	~\$150,913 annual (= \$99,442 + 51.76% benefits) *A portion of cost can be offset by redirecting faculty PD release time currently at .6 FTE)
Medium	Director of Foundation (.5 FTE)	#2106	~\$93,477 annual (.5 FTE = \$123,190 + 51.76% benefits)
Low	Grants Coordinator (.5 FTE) (*Also consider a fee-based grant consultant.)	#2209	~\$67,794 annual (.5 FTE = \$89,344 + 51.76% benefits)



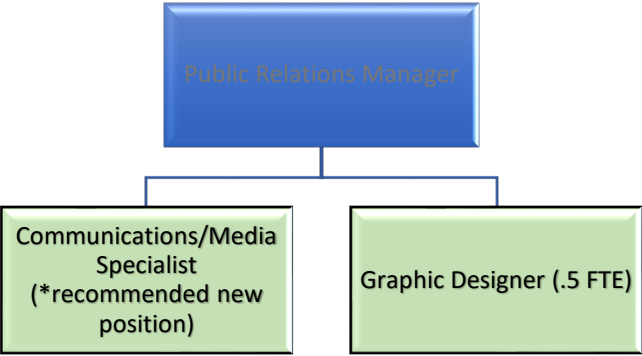
Public Relations

The Public Relations Department currently consists of one management employee responsible for the college's entire marketing and communications efforts. It is recommended that a support position be established to assist with online communications, video, and graphic design. As the college continues to pursue increased enrollment growth, establishing appropriate resources for emerging communication technologies, social media, and community outreach is essential for its strategic marketing plan.

Recommendations:

- **High Priority** -- Hire Communication/Media Specialist (this classification does not currently exist at LACCD. (*The Student Support Services Representative classification (#5051) is currently used in lieu at other LACCD colleges until a more appropriate can accurate classification is developed.)
- **Medium Priority** -- A Sports Photographer/Videographer (#5387) may be retained as part of the program's growth plan and onward, as this classification typically works on an on-call basis for specific sporting events.
- **Low Priority** -- As LASC develops additional athletic programs, it is recommended that a part-time Sports Information Specialist position be established.

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High	Communication/Media Specialist (*Student Support Services Representative classification (#5051) is used at other LACCD colleges, in lieu)	TBD	~\$68,441 annual (~\$45,098 + 51.76% benefits)
Medium	Sports Photographer/Videographer	#5387	\$16.70/hour On-Call, as needed
Medium	Graphic Designer (.5 FTE)	#4613	~\$49,049 annual (~\$64,639 + 51.76% benefits x .5 FTE)
Low	Sports Information Specialist (.5 FTE)	#2115	~\$42,080 annual (~\$55,456 + 51.76% benefits x .5 FTE)



Institutional Effectiveness Department

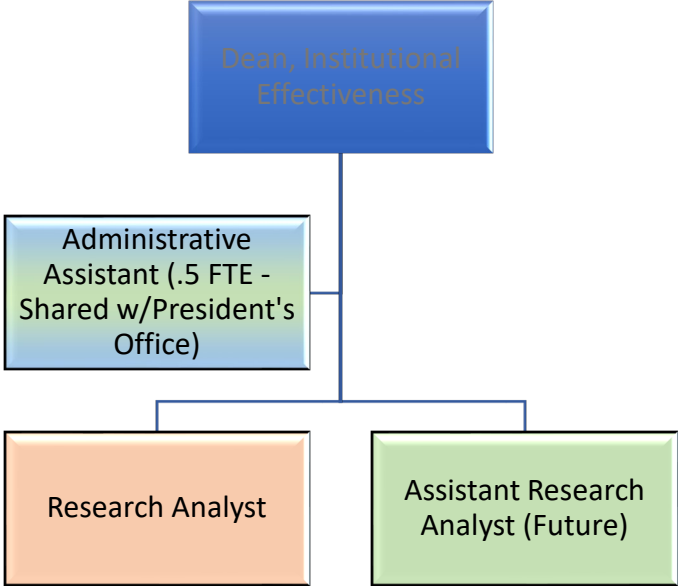
The Institutional Effectiveness Department previously had additional classified support positions that became vacant through attrition and was not replaced. The Department needs to fill the vacant research analyst positions to adequately support the college’s continued and increased requirements for data analysis. Multiple constituents have placed the reinstatement (and additional resources) as a priority for the college. An Assistant Research Analyst position is recommended to provide additional resource support.

The Dean does not currently have any dedicated administrative support. An increase in the hours of the current part-time Administrative Assistant position in the President’s Office will provide an improved level of clerical/administrative support.

Recommendations:

- **High Priority** -- Increase the current .5 FTE Administrative Assistant position in the President’s Office to 1.0 FTE to provide administrative support for the Dean of Institutional Effectiveness.
- **High Priority** -- Hire 1 Research Analyst.
- **Medium Priority** – Establish an Assistant Research Analyst position.

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High	Administrative Assistant (+.5 FTE)		~\$28,966 annual (currently at .5 FTE + 51.76% benefits)
High	Research Analyst	#2079	~\$121,819 annual (\$80,271 + 51.76% benefits)
Medium	Assistant Research Analyst	#2081	~\$98,334 annual (\$64,796 + 51.76% benefits)



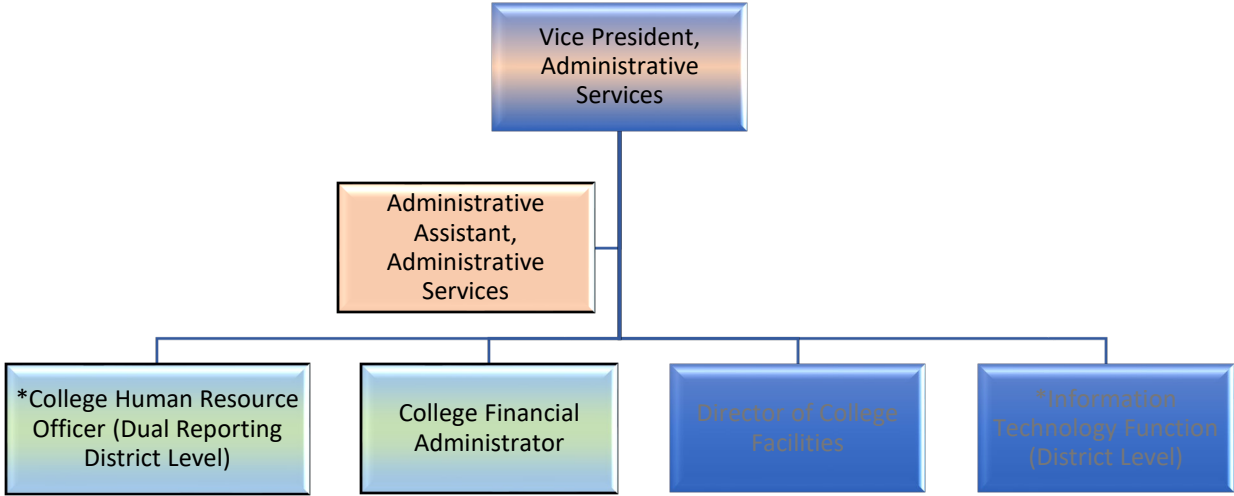
Administrative Services

The Information Technology (IT) services previously managed at the campus-level were reorganized and centralized under a district-wide IT consolidation. This results in the Administrative Services division being focused more on facilities and business support services.

LACCD approved a new classification entitled Campus Human Resource Officer. The HR-related duties were previously addressed by a position known as a Single Point of Contact (SPOC) position.

- **High Priority** -- LASC has initiated a recruitment for the new HR position to provide campus-level expertise in addressing personnel matters and act as a liaison with the District HR function.
- **Medium Priority** -- Recommend modifying the vacant Senior Personnel Assistant (#2270) to a Personnel Assistant (#2278).

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High	Replace Administrative Analyst - Single Point of Contact (SPOC) position with the Campus Human Resource Officer	#5075 #2082	Initial savings of \$19,000 per year (including 51.76% benefits)
Medium	Replace the vacant Senior Personnel Assistant with a Personnel Assistant	#2270 #2278	Initial savings of \$5,000 per year (including 51.76% benefits)



*The Information Technology function was centralized to a District-level function. LASC is assigned 2 Senior Network Specialists, 1 Network Specialist, and 1 Instructional Media position assigned in support of the college’s IT needs.

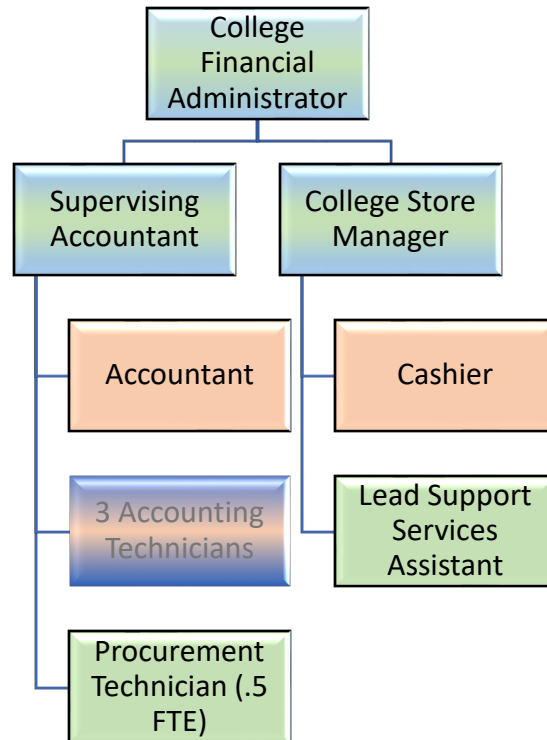
Business Office

- **High Priority** -- The Business Office structure currently includes an Assistant Vice President of Administrative Services (#1054). Recommend this position be redesignated to a College Financial Administrator (#1121).
- **High Priority** -- Recommend the current Senior Accountant (#1161) be reclassified to a Supervising Accountant (#1160) to oversee accounting functions.
- **High Priority** -- Hire the vacant Administrative Assistant, Administrative Services (#2440).
- **High Priority** -- Recommend reclassification of College Bookstore Supervisor (#2144) to College Store Manager (#2140).
- **High Priority** -- Recommend the reprographic and mail services be reorganized under the supervision of the College Store Manager.
- **High Priority** -- Eliminate the Reprographics Office Assistant (#2694)
- **High Priority*** -- Replace the vacant Cashier (#5166) position to support the College Store operations. (*Contingent upon return to full campus service.)

- **High Priority** -- Eliminate the Reprographic Equipment Operator (#4770) and replace with Lead Support Services Assistant (#4765) providing broader support services such as reprographics, mail processing, office delivery, and central supply.
- **Medium Priority** -- Recommend the establishment of a part-time Procurement Technician (#5140).

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High	Replace Vice President of Administrative Services	#1009	Initial savings ~\$14,000 for 6 months
High	Replace Associate Vice President of Administrative Services with College Financial Administrator	#1054 #1121	Initial savings of ~\$21,000 for 6 months
High	Reclassification of Senior Accountant to Supervising Accountant	#1161 #1160	Approximate cost \$8,077 (including 51.76% benefits)
High	Reclassification of College Store Supervisor to College Store Manager	#2144 #2140	Approximate cost \$6,166 (including 51.76% benefits)
High	Eliminate Reprographic Equipment Operator. Replace with Lead Support Services Assistant	#4770 #4765	Initial savings of \$8,900 per year (including 51.76% benefits)
High	Eliminate (Reprographics) Office Assistant.	#2694	Savings of \$58,000 annually (including 51.76% benefits)
High*	Fill vacant with (College Store) Cashier	#5166	~\$57,388 annually (\$37,815 + 51.76% benefits)
Medium	Establish a part-time Procurement Technician	#5140	~\$35,537 annually (\$23,417 + 51.76% benefits)

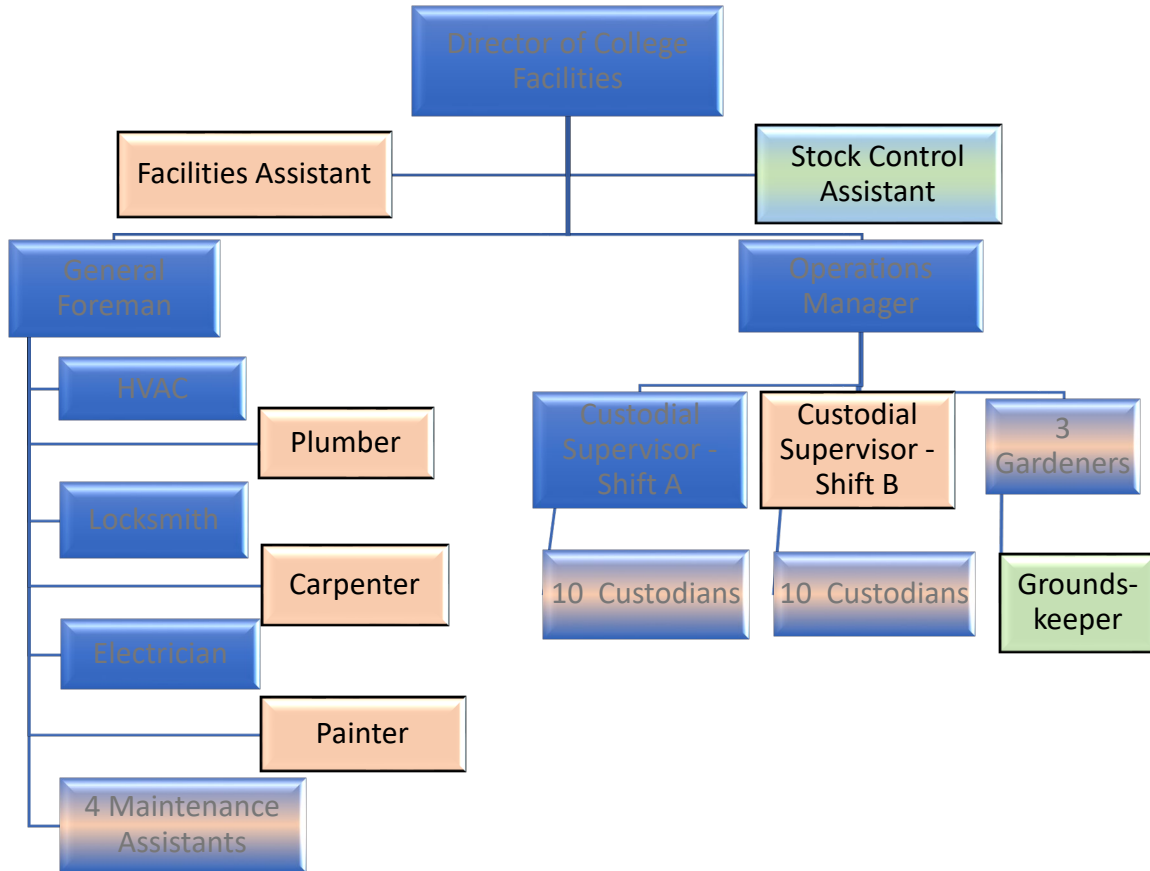
* Upon reopening of campus operations.



Facilities Operations

- **High Priority** -- A review of authorized release time to attend to union (Local 99, SEIU) business must be verified with the LACCD District Office. The amount of claimed time appears to be in excess of contract permissibility (Article 6). Verification of requested and granted release time is required.
- **High Priority** -- A review of custodial assignments and assurance of facility cleanliness is imperative. Given the fact that the custodial workforce is in excess of 20 funded positions and that the college's facilities have been minimally occupied in excess of eighteen (18) months; there is no justification for the current level of sub-par cleanliness. Accountability for work expectations and performance is expected.
- **High Priority** -- Recommend reassignment of Stock Control Assistant (#5248) from the Business Department to the Facilities Department. This position is within the Facilities classification family.
- **High Priority** -- Recommend filling the Facilities Assistant position, as it serves as the primary department administrative support.
- **High Priority** -- Repurpose one vacant Custodial (#4076) position to a Groundskeeper (#4187) to pick up trash and maintain the cleanliness of outside grounds.
- **High Priority** -- Recommend filling current vacancies in maintenance assistants, professional trades, and gardeners with the expectation that all campus interiors and exteriors will provide an exceptional learning and working environment. ***Vacant custodial services are crucial, but may be temporarily delayed based until increased campus population/use is reinstated.***

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High/Medium	Replace 2 vacant Custodial positions (2 budgeted positions to remain unfilled). *May consider temporary delay pending reinstatement of campus repopulation levels.	#4076	~\$59,959 annually (\$37,532 + 51.76% benefits) each
High	Convert one vacant Custodial position to a Groundskeeper	#4076 #4187	~\$64,369 annually (\$42,415 + 51.76% benefits)
High	Custodial Supervisor	#4053	~\$67,231 annually (\$44,301 + 51.76% benefits)
High	Maintenance Assistant	#3768	~\$74,853 annually (\$49,323 + 51.76% benefits)
High	Plumber	#3343	~\$143,607 annually (\$94,628 + 51.76% benefits)
High	Painter	#3473	~\$116,420 annually (\$76,713 + 51.76% benefits)
High	Carpenter	#3433	~\$125,008 annually (\$82,372 + 51.76% benefits)
High	Facilities Assistant	#2449	~\$83,297 annually (\$54,887 + 51.76% benefits)
High	Gardener	#4183	~\$70,755 annually (\$46,623 + 51.76% benefits)

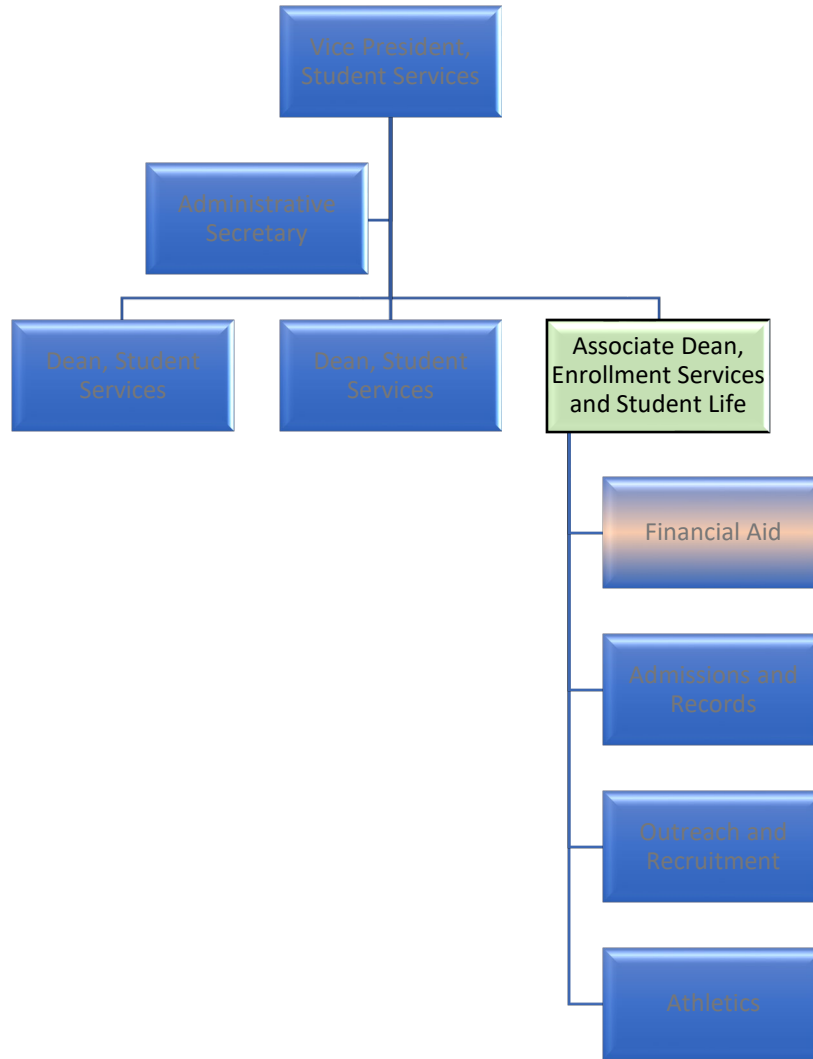


Student Services

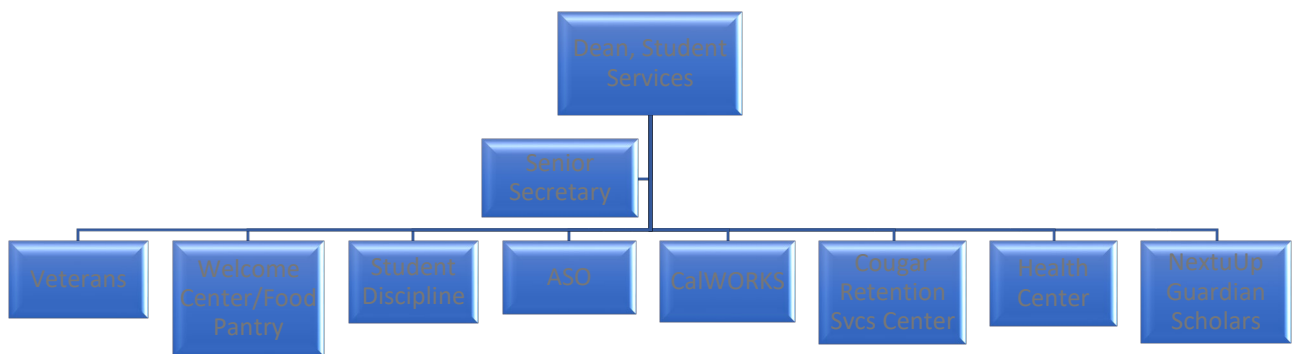
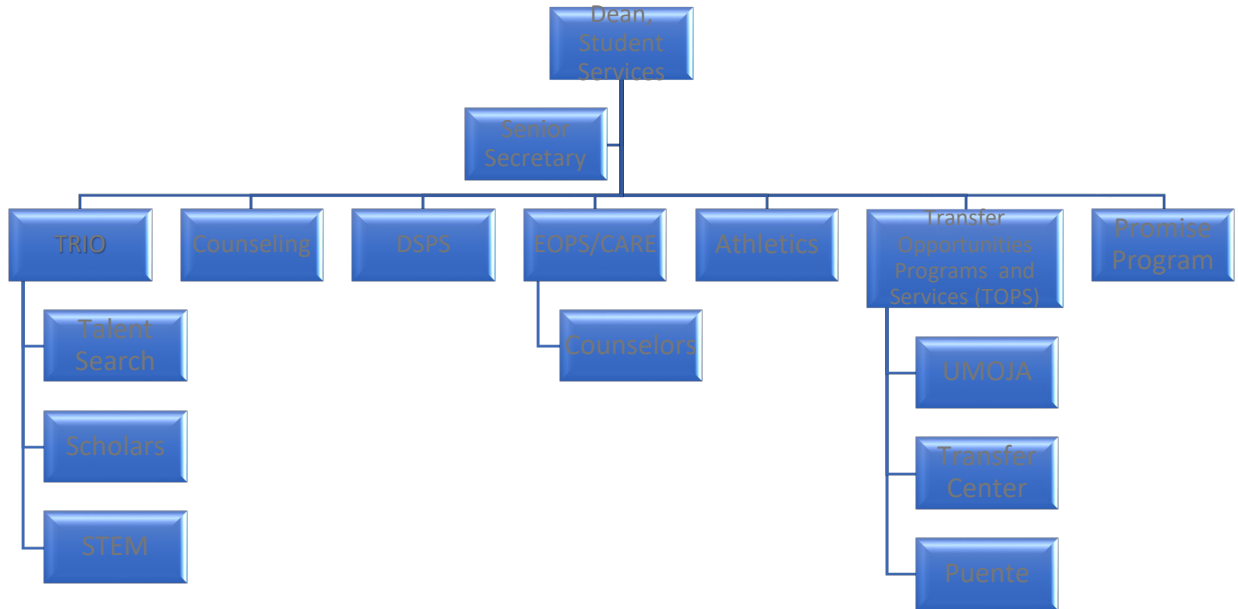
- **High Priority** – Student Services initiated a redistribution of Dean area assignments. Recommend implementation of drafted reorganization.
- **High Priority** -- Recommend the phasing out and discontinuance of a formal International Student Program.
- **High Priority** -- The Outreach and Recruitment program is a one-person operation and would benefit from additional support, a cadre of student ambassadors, and more integration with the other college departments for strategic synergy of resources (Dual Enrollment, Student Life and Promise Program).
- **Medium Priority** -- Modify DSPS Counselor assignment to include adjunct Learning Disability Specialist support. Provide part-time, Instructional Assistant, Assistive Technology classified support.
- **Medium Priority** -- Restructure to provide oversight to Enrollment Services and Student Life. Would manage the student experience (recruitment, enrollment, financial aid, basic needs, and campus life).

- **Medium Priority** -- Consolidate oversight of the TRIO programs, providing opportunities for efficiencies and program synergy.
- **Medium Priority** -- Address the athletic eligibility needs. The college interest in increasing its athletic offerings must comply with athletic conference reporting and eligibility requirements.

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High	Restructure 2 existing Dean positions' responsibility to balance scope		None
Medium	Consolidate the oversight of the TRIO programs to provide greater synergy and efficiencies		SFP Consolidation
Medium	Establish an Associate Dean of Enrollment Services and Student Life	#A0665	~\$155,820 annual (~\$116,388 + 33.88% benefits)
Medium	Establish a Student Services Assistant position to support the college's outreach efforts	#5046	~\$80,366 annual (~\$52,956 + 51.76% benefits)
Medium	Modify DSPS Counselor assignment to include Learning Disability Specialist support		No Cost
Medium	Establish .5 FTE DSPS Instructional Assistant, Assistive Technology position	#4584	~\$39,991 annual (\$26,352 + 51.76% benefits)



Restructured Student Services Departments



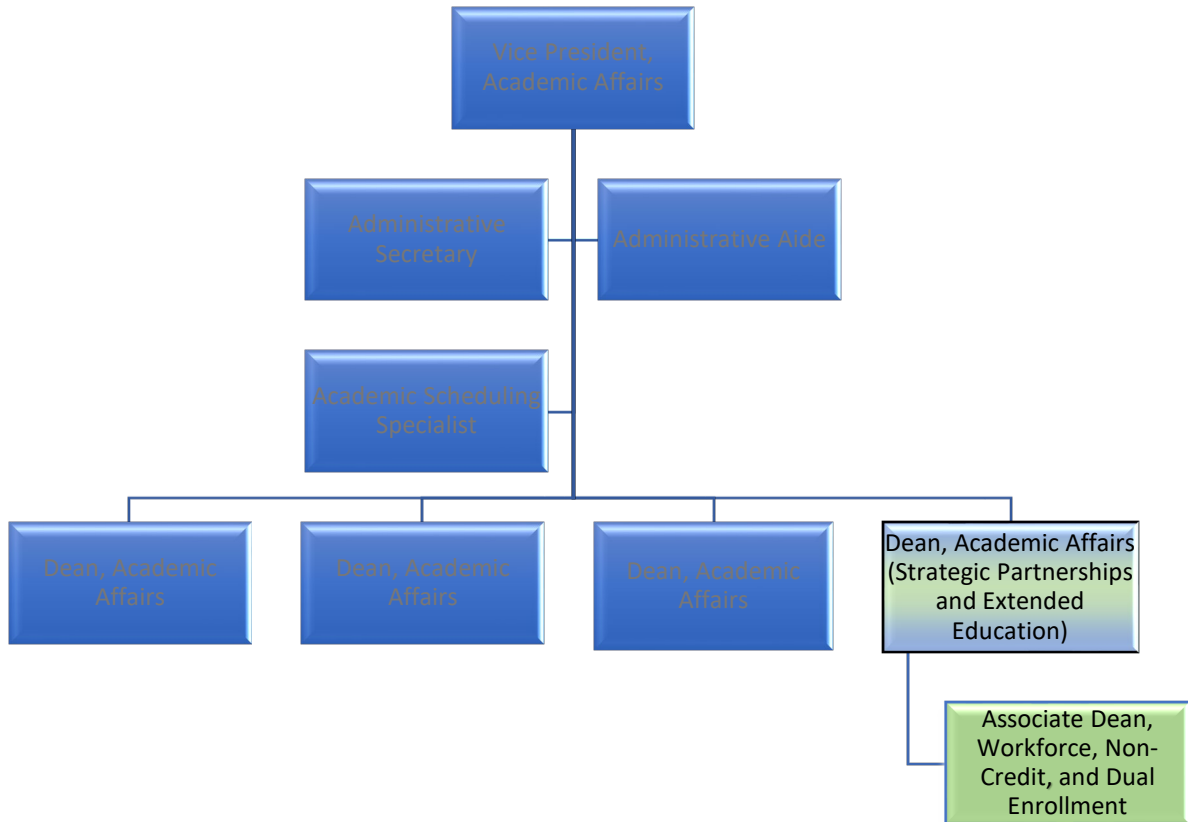
Academic Affairs

- **High Priority** -- Decentralize the bulk of academic scheduling responsibility to the Academic Deans. The Vice President’s Office to be the final review of recommended schedules.
- **High Priority** -- Evaluate and reduce the amount of non-contractual faculty reassigned/release time currently granted (distance education, articulation, student learning outcomes, etc.) for cost savings.
- **High Priority** -- The Programs affected by AB705 (i.e., Reading, Testing/Assessment, etc.) need to be reallocated to provide for current college needs.
- **Medium Priority** -- Establish a .5 FTE “curriculum coordinator” position to track curriculum and articulation functions between the Academic Affairs and Student Services divisions. This classification does not currently exist at LACCD. (*The Administrative Analyst (#5075) may be considered until a more appropriate classification is developed.)

Career Technical Education and Noncredit Adult Continuing Education Services

- **High Priority** -- Recommend the reorganization/integration of the current Career and Technical Education, Workforce Development, and Continuing Education Divisions into one (1).
- **High Priority** -- Retitle the Dean position to encompass strategic partnerships to capitalize on community and workforce alliances.
- **High Priority** -- Modify the one existing Dean position to an Associate Dean of Workforce, Non-Credit, and Dual Enrollment reporting to the Dean.
- **High Priority** -- Transition current CTE Administrative Assistant to support Dean overseeing Strategic Partnerships and Extended Education.
- **High Priority** – Transition Business Department & Allied Health Department to Academic Dean.

Priority	Position	LACCD Classification Code	Total Compensation Cost (Salary and Benefits)
High	Retitle Dean of Adult, Non-credit, Continuing and Community Education to Dean, Academic Affairs (Strategic Partnerships and Extended Education)	#A0638	No cost
High	Transition CTE classified support staff to Dean, Academic Affairs (Strategic Partnerships and Extended Education)		No cost
High	Transition Business Department to Academic Dean. Transition Allied Health/CNA Department to Extended Education		No cost
High	Replace vacant Dean with an Associate Dean (Workforce, Non-Credit, and Dual Enrollment) position	#A0638 #A0678	Minimum savings of \$36,000 annually. Savings up to \$204,963 (\$153,095 + 33.88% benefits), if Asst. Dean is SFP designated
Medium	.5 FTE Curriculum Coordinator (Position classification does not currently exist at LACCD –Admin. Analyst is a potential option.)	(#5075)	~\$60,910 annual (\$40,135 + 51.76% benefits)



Notation and Comments:

The College has the opportunity to leverage its location, space, and resources to external groups as a revenue source. Currently, the class scheduling process is a manual/paper-based system. Utilizing/maximizing scheduling software would create a space management system to provide improved communications and efficiencies across all departments.

Appendix 1

Guiding Documents and Frameworks for the LASC HR Restructuring Plan

Spring 2020 Report by Cambridge West Partnership, LLC

[LOS ANGELES SOUTHWEST COLLEGE: A Report on Fiscal Recovery and Long-Term Sustainability](#)

[LACCD CLASSIFIED SERVICE SCHEMATIC LISTING OF CLASS TITLES BY OCCUPATIONAL SERIES AND GROUPINGS](#)

[LACCD Class Specifications](#)

[LASC Work Plan](#)

[LASC Strategic Education Master Plan: 2021-2026](#)

Approved by the LACCD Board of Trustees on May 5, 2021.

Los Angeles Southwest College Mission Statement

In honor of its founding history, Los Angeles Southwest College is committed to providing a student centered and equitable learning environment designed to empower a diverse student population and the surrounding community to achieve their academic and career goals by:

- attaining certificates and associate degrees leading to transfer and workforce preparation
- eliminating systemic racism and exclusion
- becoming a model educational institution for the success of students of color

College Vision Statement

As a model institution of higher learning, Los Angeles Southwest College will transform the lives of our students of color and members of our surrounding community by supporting their pursuit of academic and personal goals.

Core Values

1. **Accountability and Integrity:** LASC responds to the needs of our community through the ethical assessment and implementation of our mission, vision, and values.

2. **Collegiality:** LASC creates a campus community of mutual respect and shared concern for the well-being of each other.
3. **Excellence and Innovation:** LASC ensures a culture of excellence using innovative pedagogy, technologies, and professional development resulting in our students meeting the highest standards.
4. **Student Learning and Success:** LASC provides a learner-centered environment that promotes academic excellence for its students by ensuring equity and clear pathways to transfer and job placement.
5. **Civic Engagement:** LASC sees itself through an equity lens focusing on academic success for our students, professional success for our employees, and personal success for members of our surrounding community. LASC is All In!

Guiding Documents and Frameworks for this Project

As part of the organizational structure review, the following frameworks, formulas, and plans will be taken into consideration as part of the recommendations:

[Guided Pathways Framework](#)

[Student Centered Funding Formula](#)

[LACCD Chancellor's Framework for Racial Equity and Social Justice](#)