

# CLASSIFIED & ADMINISTRATIVE POSITION REQUEST

## 2020-2021

Internal Use

#: 2020-06

**Requester Name:** \_\_\_\_\_ **Division Name:** \_\_\_\_\_

### SUMMARY INFORMATION

**Title of Position Being Requested:** (Note: Please also attach a current or proposed district [job description](#))

**Position Will Reside in Division/Unit:**

**Indicate To Whom this Would Report:**

**Indicate if this position or a similar position has been presented to RAC previously and in what years:**

**The position is:**

**New**

Number of Hours per Week: \_\_\_\_\_

Number of Months per Year: \_\_\_\_\_

**Increase for an existing funded position**

**From:**       9             10             11 Months

**To:**             10             11             12 Months

**OR**            From:        \_\_\_\_\_ %        to        \_\_\_\_\_ %

**Name of Person Currently Holding Position:** \_\_\_\_\_

**New Categorically funded position (information only; position not ranked)**

**Number of Hours per Week:** \_\_\_\_\_

**Number of Months per Year:** \_\_\_\_\_

## **SECTION 1: PROGRAM NEED**

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**What key responsibilities would this person assume?**

**List other Personnel in the Unit (i.e. with shared or similar responsibilities):**

## **SECTION 1: PROGRAM NEED (contd)**

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**Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (refer to your program review relating to human resources.) You may use narrative or relevant data.**

**And/or provide additional information supporting a need for this position and resulting impact on students or program:**

## **SECTION 2: STUDENT LEARNING AND SUCCESS**

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**Explain how this position will contribute to and/or support student learning and success:**

**Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:**

### **SECTION 3: LPC MISSION AND PLANNING PRIORITIES**

#### **LPC MISSION STATEMENT:**

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

#### **LPC PLANNING PRIORITIES:**

- Implement the integration of all ACCJC standards throughout campus structure and processes.
- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus

**Indicate how this position supports the College's mission and/or planning priorities:**

## **SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS**

**Please check one.**

- This need was described explicitly in a Program Review (Year\_\_\_\_\_).
- This need was implied in a Program Review (Year\_\_\_\_\_).
- This need was not included in a Program Review, but has become a need since that time.

**Explain, including language from Program Review (if available):**

**SECTION 5: SAFETY (if applicable)**

**Explain how this position will improve safety on campus or within your unit:**

**SECTION 6: COSTS\***

**Estimated Increase or Proposed Annual Salary Cost:** \$ \_\_\_\_\_

**Estimated Benefits Cost:** \$ \_\_\_\_\_

**Total Cost for Position:** \$ \_\_\_\_\_

**NOTE:** Full Time = 20-40 hours per week or 50% - 100%  
Regular Hourly = 18 hours or less per week (<50%)

*For accurate costs, contact the College Administrative Services Technician in the LPC Office of Administrative Services email to [SDavidson@laspositacollege.edu](mailto:SDavidson@laspositacollege.edu)*

**SECTION 7: SIGNATURES**

**Requester**

**Administrative Services Technician**

*Sharon Davidson*

Date - *click for drop-down*

Date - *click for drop-down*

**Division Dean**

**Vice President**

*Elizabeth David*



Date - *click for drop-down*

Date - *click for drop-down*

# **CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT**

## **ASSESSMENT SPECIALIST**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

### **SUMMARY DESCRIPTION**

Under direction, perform a variety of specialized duties in support of the Assessment Center and coordination of the college's overall assessment and testing program; establish testing schedules and administer assessment tests, which may include basic skill assessments, career/vocational assessments, chemistry placement tests, and/or other standardized tests mandated by the State Chancellor's office; process results; coordinate and participate in outreach program activities to facilitate the matriculation process for students; respond to a variety of inquiries related to the assessment program in a courteous manner; and maintain a variety of files and reports.

### **REPRESENTATIVE DUTIES**

*The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.*

1. Organize and participate in programs and activities within the College's Assessment Center; administer, proctor, and score standardized testing instruments, which may include math, English, English as a Second Language (ESL), and/or chemistry, for new and continuing students; provide Ability to Benefit (ATB) and Career testing.
2. Process test results; may review or discuss test results with individual; make referrals for assessment follow-up and support services.
3. Organize and coordinate testing schedules including scheduling and administering off site assessments; maintain appointment system.
4. Perform online scoring and prepare online reports using a variety of websites.
5. Interface with the Disabled Student Resource Center (DSRC) in order to provide all testing materials needed for DSRC students; score, report, and upload test for DSRC students as necessary.
6. Provide support with online services; assist students in navigating through admissions, registration, and matriculation requirements.
7. Collaborate with counseling to coordinate orientation and group counseling sessions; arrange for and schedule room and equipment requests; set up equipment or arrange for set up as necessary and appropriate.
8. Interface with staff, faculty, students and the community on matters related to the assessment programs; provide information within limits of authority and/or refer as appropriate; resolve complaints in an efficient and timely manner.
9. Work collaboratively with faculty and ITS in the development and maintenance of computerized testing; troubleshoot computer/assessment website problems; interface as necessary with ITS to build computer files, prepare data for reports, and transmit data.
10. Participate in outreach program activities designed to facilitate the matriculation process for high school students and increase the number of matriculated students; schedule calendar of on-site visits; may conduct college information workshops independently or in collaboration with counselor;



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Assessment Specialist (Continued)**

schedule and coordinate testing for the high school outreach program; serve as liaison to assigned high schools;

11. Facilitate the training of support staff and student assistants and coordinate daily activities.
12. Proctor make-up exams from instructors as requested.
13. Provide student support with the orientation and registration process.
14. Maintain assessment center materials' inventory; order online test units, paper/pencil booklets, scantrons, and other supplies as needed.
15. Perform a full range of technical and administrative duties in support of assigned operations and programs; maintain assigned websites; maintain a variety of files and records; prepare various reports; maintain security of equipment, documents, and records.
16. Maintain current knowledge of Assessment Center processes and programs; attend related training and workshops; participate in assigned college activities and committees.
17. Perform related duties as required.

**MINIMUM QUALIFICATIONS**

*The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

**Knowledge of:**

1. Operational characteristics, services, and activities of a student support center.
2. Test administration using different tools such as computerized online testing, paper/pencil tests; scoring tools, and scanner functions.
3. Test security measures.
4. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
5. Principles of business letter writing and basic report preparation.
6. English usage, spelling, grammar, and punctuation.
7. Principles and practices used to establish and maintain files and information retrieval systems.
8. Oral and written communication skills.

**Ability to:**

1. Understand the organization, operation, and services of the Assessment Center and interrelation with other District offices and outside agencies as necessary to assume assigned responsibilities.
2. Interpret and apply departmental policies and procedures.
3. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
4. Adapt to changing technologies and learn functionality of new equipment and systems.
5. Troubleshoot routine computer network, hardware, and specialized software problems.
6. Give presentations in front of large groups.
7. Compile data, maintain records and files, and participate in the preparation of administrative or technical reports.
8. Plan and organize work to meet changing priorities and deadlines.
9. Meet critical deadlines while working with frequent interruptions.

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10. Work independently in the absence of supervision.
11. Understand and follow oral and written instructions.
12. Communicate clearly and concisely, both orally and in writing.
13. Establish and maintain effective working relationships with those contacted in the course of work.
14. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

**Minimum Education & Experience** - Any combination of the following would provide a typical way to obtain the required knowledge and abilities.

**Education/Training:**

Equivalent to the completion of the twelfth grade supplemented by two years of college level course work in education, social sciences, or a related field.

**Experience:**

Two years of increasingly responsible experience providing assistance directly to students or other diverse population and, preferably, that demonstrates knowledge and understanding of testing processes..

**License or Certificate:**

Possession of, an appropriate, valid driver's license.

**PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

**Environment:** Work is performed primarily in a standard office setting; occasional travel to off-site locations or other District sites.

**Physical:** Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

8/2/01;

Adopted by Board of Trustees on October 20, 2015

Effective: October 21, 2015

Job Family: Technical - Paraprofessional