

Classified and Administrative Position Request Checklist

This checklist is your cover page to your request (pages 3-9)

NOTE: Non-Instructional Position Requests are required for Classified and Administrative positions only
Incomplete forms will be returned.

✓	Action Item	Action Required
	Review Purpose	<p>Submission of the following request to the Resource Allocation Committee (RAC) is required for the following:</p> <ol style="list-style-type: none"> 1. Requesting a new position; 2. Requesting increased hours for an existing position; 3. Informing the committee of the intent to hire a temporary grant-funded position. <p>Non-Instruction position requests are not required for:</p> <ol style="list-style-type: none"> 1. Temporary positions supported by general funds; 2. Positions currently funded, but vacant for less than 24 months; 3. Approved positions, but with a failed search. Approval is extended for 12 months only.
	Section 6: Costs	<p>Costs associated with this position request must be calculated by College Administrative Services Technician, Sharon Davidson before submitting to your Division Dean.</p> <ul style="list-style-type: none"> • Calculation requests must be into Sharon no later than Friday, October 2 to meet October 14 deadline for Division Dean submittal • Send requests via email to Sharon Davidson
	Division Dean Signature	The Division Dean will review the Classified & Administrative Position request form for completion and confirm job description is attached.
	Vice President Signature	The Vice President will review the Classified & Administrative Position request form for completion, and required signatures.
	College Administrative Services Technician	The College Administrative Services Technician will verify the Classified & Administrative Position request form Section 6: Costs, and forward for scanning.

CLASSIFIED & ADMINISTRATIVE POSITION REQUEST

2020-2021

Internal Use

#: 2020-09/10

Requester Name: Amy Mattern/Maureen O'Herin **Division Name:** Arts and Humanities

SUMMARY INFORMATION

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

Instructional Assistant - 2 positions requested

Position Will Reside in Division/Unit:

Arts and Humanities

Indicate To Whom this Would Report:

Dean of Arts and Humanities

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

2018-2019; 2019-2020

The position is:

New

Number of Hours per Week: 24 x 2 position

Number of Months per Year: 1@10; 1@12

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

What key responsibilities would this person assume?

The Instructional Assistants would support students in English 204 NENG, English 104, English 1AEX ("expanded" per AB705), and English 1A stand-alone classes. From the summary description of the Instructional Assistant: "Under general supervision, provide moderately difficult instructional support assistance at the paraprofessional level to students and faculty to ensure effective and efficient teaching/learning in the area of assignment; provide tutorial assistance to students in a classroom or laboratory setting; and perform a variety of other duties as needed to provide technical and teaching assistance to support instructional program laboratory activities."

The most relevant of the "Representative Duties" from the description would be the following:

1. Provide learning assistance to students individually or in groups in understanding and assimilating material presented by a certificated instructor in a variety of educational settings; explain cause of errors in oral and written work.
3. Respond to a variety of student questions and inquiries; direct them to appropriate college resources to address specific needs including tutorial center, transfer center, student health center, and special services.
5. Tutor students in the assigned discipline
7. Develop and revise materials as directed by certificated staff including answer keys, handouts, and various other instructional materials.
8. Participate in regular conferences with instructional staff to exchange information on in-progress assignments and to receive assignments.
10. Assist students and faculty in use of automated learning equipment including computers, printers, scanners, copiers, pay stations, and card dispenser machines.

These key responsibilities are performed by Instructional Assistants currently in this position: They assist in English 204NENG/104 and 1AEX courses. English 204NENG and 104 offer students a non-credit (204), non-transferable (204/104) option for entry-level college English skills. Students who self-enroll in 204NENG/104 sections often want a low stakes entry to their college experience because of learning disabilities, anxiety issues, or other diverse considerations. The Instructional Assistants' extra support in these courses is often the difference between success and non-completion. English 1AEX courses offer a transfer-level English course to students who enter college with a GPA below 2.5.

(Continue on attached document)

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

In English, we are currently allocated four Instructional Assistants. Each position is scheduled to work a 10-month year, with varying weekly hours of 24, 30, 30, and 40 hours each. In Fall, 2020, the Assistant for one of the 30 hours per week positions left for a new job. We are currently struggling along with the remaining three positions.

SECTION 1: PROGRAM NEED (contd)

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.

Our program reviews from Fall 2017, 2018, and 2019 all included a detailed discussion of the importance of Instructional Assistants not only because of the stellar work they do as tutors in the subject of English, but also because they provide support for students struggling to develop skills in the affective domain including time management, completion of homework, prompt communication with instructors, and the like.

The Instructional Assistants have adapted to a changing basic skills landscape over the past few years, as high-performing "basic skills" students have progressively been moved into transfer-level coursework. Some historical perspective:

(Continue on attached document)

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

English 1AEX students need as much targeted, small group, and one-on-one help as possible to succeed. Even though data have shown that success rates are better if students start in 1A than if they proceed through a 1-3 basic skills pipeline of courses, the success rates are not what they need to be. Statewide, success rates are 58% for those with a high school GPA ranging from 1.9-2.6, and 43% for a GPA below 1.9.

Many other colleges statewide who have been implementing an "accelerated" approach to English 1A entry and skill-building have been placing extra support in the classroom. These colleges have much higher success rates than the state-wide numbers listed above, which indicates that these colleges will do a better job closing equity gaps in the long run. In the publication *Up to the Challenge*, in which LPC is also featured, Skyline reports 72% success in one semester, Solano reports 65% success in one semester, and Sacramento City College reports 85% success in one semester. These colleges came to speak with us at our summer 2018 work and planning session and reported that they all have at least one or more of the following: faculty coaches, teaching apprentices (students who have earned a BA or BS), Instructional Assistants, and/or supplemental instruction.

At Las Positas, we have a history of Instructional Assistants serving as tutors and "coaches," as the California Acceleration Project describes this role. Compared to the successful colleges listed above, our Instructional Assistants' times and availability are quite limited.

(Continue on attached document)

SECTION 2: STUDENT LEARNING AND SUCCESS

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

As explained above, Instructional Assistants will tutor in areas that lower-performing students typically struggle with. The topics for the Smart Shops, some of which Instructional Assistants teach, came out of RAW Center data showing the most common areas in which students have needed help meeting student learning outcomes. In addition, our SLO assessment study indicates that MLA citation is an area of significant struggle for students, and the Instructional Assistants are vital in helping students learn these bedrock rules of academic honesty. Every semester we run a student survey at the end of the semester, and we ask students if the Instructional Assistants were helpful. In the spring of 2018, of 95 students surveyed, when asked if having an Instructional Assistant help with grammar instruction was helpful, the following percentages of students responded as listed:

(Continue on attached document)

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

These two positions will surely have a positive impact on our Accreditation. In fact, we suggest that meeting these standards will be very, very difficult without the presence of Instructional Assistant support in the stand-alone and expanded English 1AEX classes. It is important to note that Instructional Assistant support in English is one area where LPC consistently supports both day and evening students, as no RAW Center or Smart Shops are held past 6 pm and 7 pm, respectively.

(Continue on attached document)

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:

The state has decided that success rates in English 1A statewide are disturbingly low, and data show that if students begin their English studies at college-level, in English 1A with support, their success rates jump up. In an economy where having a college degree is vital to increase earning potential and close income gaps for families that are due to class, race, region, and other factors, the statewide college system must change to meet these students' needs and include everyone in a college education.

With its mission statement in mind, LPC must pursue what one might call radical inclusivity. Allowing formerly "basic skills" students to take English 1A, for which many of them are unprepared, but failing to take the steps necessary for them to succeed will not allow LPC to provide "educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals."

(Continue on attached document)

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

This need was described explicitly in a Program Review (Year 2017,18+19).

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):

See LPC Planning Priorities discussion, in Section 3.

SECTION 5: SAFETY (if applicable)

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

Though the issue of campus safety may seem unrelated to a classified position request like this, the supportive relationships that Instructional Assistants develop with students, over weeks of working with them in small groups and one-on-one, help to prevent college anxiety, a phenomenon that Rebecca Cox has called "the college fear factor." Our English 104 and 1AEX program shells have information on campus resources, including the Health Center and Counseling, and Instructional Assistants calmly help students do everything from printing and submitting assignments, to signing up for tutoring, to registering for Smart Shops, to checking their grades, to navigating ConferZoom meetings. This kind of on-the-ground support may prevent some anxiety and perhaps even self-harm among our students.

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:	\$ <u>31,171 (12 mos) / \$25,976 (10 mos)</u>
Estimated Benefits Cost:	\$ <u>\$17,144 (12 mos) / \$14,287 (10 mos)</u>
Total Cost for Position:	\$ <u>0.00</u> \$48,315 (12 mos) / \$40,263 (10 mos)

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

SECTION 7: SIGNATURES

Requester

Maureen O'Herin

10/14/20

Date - *click for drop-down*

Division Dean

ay mt

10/14/20

Date - *click for drop-down*

Administrative Services Technician

Sharon Davidson

10/14/20

Date - *click for drop-down*

Vice President

Approval sent via email on 10/23/20

10/14/20

Date - *click for drop-down*

**Classified Position Request
2020-2021**

Section 1: Program Need

What key responsibilities would this person assume?

(continued from Position Request form)

These students require extra support from the embedded Instructional Assistant in order to persist and achieve the transfer-level skill outcomes for this course. Instructional Assistants help students with essay organization, essay editing and revision, MLA formatting and citing, and topics such as study skills and reading strategies. The Instructional Assistants also work on just-in-time remediation, guiding students to the Support Hub (including Tutoring, Health Center, etc.) as needed. In addition to taking on all of these critical responsibilities, the requested positions would expand Instructional Assistant support to students in English 1A (currently offered no Instructional Assistant support) and allow the English Department to offer English 204NENG/104/1AEX in the summer (presently impossible without Instructional Assistant support).

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.

(continued from Position Request form)

- In Fall 2017, we added English 1A (transfer-level) sections, post-Multiple Measures Assessment Project (MMAP), and many more students began directly entering English 1A with 2.5 high school GPA placement, which meant that 104 and 100A sections (our non-transfer level courses) were reduced.
- Though success rates in English 1A stayed stable, validating the hypothesis that more students were ready for English 1A than Accuplacer had suggested, we saw a wider diversity of student preparation and needs. The success rate stayed roughly the same, 75%, providing validation that these students were, in large part, prepared to do transfer-level work. Still, as captured in the data packets prepared for Fall 2019's program review, the number of students receiving grades of F and W in English 1A increased (+7% each).
- To focus on the needs of the roughly 25% who had not been passing 1A, we decided to place basic skills Instructional Assistants in English 1A classrooms beginning in Fall 2017. As a result, they began splitting their time between assisting instructors and students in English 104 and English 1A. This created equity issues, as we have over twenty sections of these courses, and we had to spread Instructional Assistants' time to a minimum in some sections, while some sections couldn't be offered support at all because of conflicts with Instructional Assistants'

hours. To add to equity issues, students enrolled in 1ADE sections or summer session 1A sections received no support at all from Instructional Assistants or from campus tutorial services.

- To address the skills gap that some students faced when beginning English 1A, we devised a course that was transferable but offered extra support. Beginning in Fall 2019, all students with a 2.49 GPA and below entered the new “expanded” English 1AEX. Because of our limited Instructional Assistant hours, we pulled all Instructional Assistant support from 1A courses at this point and focused Instructional Assistants in 204NENG/104/1AEX courses (all offered in face-to-face mode).
- In Fall 2020, after the online experience of Spring 20, it became clear that all Instructional Assistants’ hours would need to be embedded in the now online 204/104/1AEX courses. This means that currently, 29 sections of English 1A receive no Instructional Assistant support at all, even though there are students in these sections with virtually the same GPA (a 2.51, as opposed to a 2.49, for instance) and the same need for support as those in 1AEX.
- Without the additional Instructional Assistant positions that we are requesting, this limited coverage and support will continue when we move on from remote learning. It is difficult to see how success rates will increase, or withdrawal rates will decrease in 1A without additional Instructional Assistant support.
- Our Instructional Assistant positions are all currently 10-month. Without our requested 12-month Instructional Assistant position, we have not been/will not be able to offer any summer sections of 204/104/1AEX, and the sections of 1A that we do offer in summer will continue to receive no support from Instructional Assistants. This limits the possibility of increased through-put rates for these courses, and it also continues a history of equity issues.

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

(continued from Position Request form)

- These classified coaches are vital to helping LPC English reach the success rates that other colleges are seeing.
- At this point (Fall 2020), we see students struggling in 204NENG/104, 1AEX, and 1A courses. The students’ needs are diverse. The greatest needs are in 204/104 and 1AEX courses, which we are barely able to support with the Instructional Assistant hours we currently have. More instructional Assistant hours are needed in order to offer these classes at different times and in different modalities (rather than the limited time/day offerings we currently have). Also, many students who enter 1A with a GPA of over 2.49 are still struggling to establish learning (affective) skills and basic English skills. Extra Instructional Assistant hours will provide some targeted support for students in 1A stand-alone sections by coordinating with Instructors and offering just-in-time remediation and coaching for students in distress. Currently, support for

these students is uneven and inconsistent. For example, even with the boost in funds coming after the pivot away from NetTutor, Jin Tsubota can only find tutors in the afternoons, creating access issues, and RAW tutors are not available in the evenings. Indeed, Instructional Assistants embedded in evening classes are often the only connection to campus support that students have. Additionally, these students are usually in their first semester of college, and they may not know how to access tutoring, nor may they feel comfortable going to see a "Tutor" in an institutional setting. Working with an Instructional Assistant is often a gateway for these students to understand how helpful support can be and where to seek it out in the institution once they complete 1A. In fact, our Instructional Assistants are often the ones who first introduce and acclimate first-semester students to all the support systems at the college.

- We believe that adding more Instructional Assistants is the most logical way to meet our students' diverse needs, given our institutional culture and history in basic skills English, our track record of working well with Instructional Assistants to serve the needs of the students, and our collaborative curriculum around grammar, essay structure, and MLA/research skills. Unlike any other college tutoring, Instructional Assistants understand the curriculum and scaffolding of skills for students in 204NENG/104/1AEX/1A. They can step in and help students navigate the course no matter the class/section or instructor in question.
- We propose that Instructional Assistants will continue to be embedded in English 204NENG/104 and 1AEX courses. Additionally, they are needed to coach students in the stand-alone English 1A sections through just-in-time remediation, workshops, small-group tutoring sessions, etc.

To meet these needs, we are asking for one 24-hour, 10-month Instructional Assistants and one 24-hour, 12-month Instructional Assistant based on the following calculations:

- We need to institutionalize Instructional Assistant embedded support in all English 204NENG/104/1AEX courses, and at least 3-hour per semester Instructional Assistant support for students in English 1A stand-alone courses. This means that Instructional Assistants are needed for early morning and night classes, DE courses (all modalities), and Hybrid courses, as well as summer sections, which currently have no support. We are currently only able to support 8-11 sections of 204NENG/104/1AEX courses per semester, and we are unable to put Instructional Assistant support in any courses offered over summer or in any courses offered at a time not currently scheduled for our Instructional Assistants. Closing this equity gap will up the Instructional Assistant hours from 180 to 270 per year, assuming the structure of a modest 3 hours per semester for each stand-alone 1A class.
- Currently, we have placed Instructional Assistants in the lab portion of the expanded AB705-compliant English 1AEX courses. Maintaining this coverage has resulted in an increase of roughly 260 Instructional Assistant hours per year.

- We still offer approximately three English 204NENG/104 basic skills sections per year, requiring 3 hours per week per lab throughout the semester. This continuation of basic skills offerings will require an additional 210 Instructional Assistant hours per year.
- We need to offer support for summer session 104/1AEX/1A course offerings, requiring 144 additional Instructional Assistant hours per year.
- Aside from time spent embedded in classes or addressing just-in-time remediation, the Instructional Assistants need additional time to allow for lesson preparation, sending/answering email, Canvas messaging for targeted interventions with students, Canvas maintenance for shared materials and modules, Instructional Assistant/instructor course planning conferences, and maintenance of shared English program materials. Our current Instructional Assistants' hours limit our abilities to support these best practices, and we have found an increased need for these practices as AB705 is becoming fully implemented.

Section 2: Student Learning and Success

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

(continued from Position Request form)

Having an instructional assistant in the lab and/or classroom helped me understand the grammar lessons.

strongly agree 57%

agree 43%

not sure 3%

disagree 0%

strongly disagree 0%

instructional assistant not used in my class 0%

Positive impacts: Support from instructional assistants

Strong support 63 (number of students, not percent)

Moderate support 23

Almost no support 5

This was the second-highest after:

Support from instructor

Strong support 66

Moderate support 23

Almost no support 2

The number of students citing Instructional Assistant support was significantly higher than the number citing family support, support from classmates, or friends' support.

Student learning is also profoundly influenced by habits of mind and feelings of safety, confidence, and belonging. Instructional Assistants, at a remove from grading, often have qualitatively different relationships with students and can help encourage students to recommit themselves to their work.

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

(continued from Position Request form)

II.A.2

Faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

Faculty and IA experience in English 104 indicate that helping students rise to the expectations of English 1AEX/1A work will be incredibly challenging. Once high-performing students left English 104 for English 1AEX/1A, faculty found that they had to make serious adjustments as far as what they could cover due to students' high needs in the areas of reading, grammar, and time management in particular. Now, we will have to bring these same students up to the performance expectations of English 1A. Having one faculty member in a class of 25 1AEX/28 1A who is expected to maintain academic and professional standards and expectations will not be tenable.

II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Students need direct support. The best place to get this is in the classroom, "just in time," as the California Acceleration Project puts it. At the same time, we will need to be aggressive about increasing tutor availability and providing embedded forms of support.

II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

It will not be possible to meet this standard under AB705 without more instructional support in the classroom. The diversity of our students' needs is writ large in the current English 104 classroom and is even more prominent in our expanded 1A offerings.

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Instructional assistants will allow us to provide sufficient quantity of staff to support students in their classrooms. They can also connect them to other support services, as they currently do.

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Instructional assistants help students reach the following English 104 outcomes and will continue to do so for English 1A; we now need them in the expanded 1A, every day.

SLO's, English 104:

- *Upon completion of English 104, students will be able to use a variety of sentence structures.*
- *Upon completion of English 104, students will be able to write about an author's words and ideas in an academically responsible way.*

SLO's, English 1A/1AEX:

- *Upon completion of English 1A/1AEX, the student will be able to use effective and correct sentence structures to convey ideas.*

Students' performance on the SLO assessment project focused on citation was one factor leading to bringing IA's into the stand-alone 1A classroom.

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Without these positions, English will not have sufficient staff to bring our students' performance up to its potential. In addition, English students will not have equal access to the in-class academic and affective skill support that only Instructional Assistants are uniquely qualified to provide.

Section 3: LPC Mission and Planning Priorities

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

(continued from Position Request form)

As related to the district's goals, it is worth noting that without taking aggressive measures to foster student success in English 1A courses, the CLPCCD will sharply reduce the possibility of meeting its Vision for Success goals, whether increasing by 20% the number of students earning degrees, credentials, certificates, or specific skill sets within five years or reducing equity gaps by 40%; LPC will also be putting itself at risk of not meeting accreditation standards (see above); LPC Planning Priorities will also not be met: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

In our Fall 2017, Fall 2018, and Fall 2019 English Department program reviews, we had the following to say about the tutoring that our Instructional Assistants provide: "There is no campus staff that can better support a student's learning in the English discipline than an Instructional Assistant. No tutoring program or service works as closely or as effectively with English courses and the English program curriculum than an instructional assistant."

For years, the college's planning priorities have included "Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses."

Tutoring in English, both basic skills and transfer, is a specified item on the Instructional Assistants' district approved, collectively bargained job description:

1. Provide learning assistance to students individually or in groups in understanding and assimilating material presented by a certificated instructor in a variety of educational settings
5. Tutor students in the assigned discipline

While tutoring is no longer a distinct planning priority, "coordinating needed academic support and removing barriers" speaks directly to the need for Instructional Assistants. As we face a seismic shift unlike any we have seen in decades, LPC needs to commit to depth and breadth of tutoring. Instructional Assistants provide "intrusive" tutoring, a particular need of the "basic skills" population that will now be entering transfer-level English to "maximize their potential" for earning a college degree.

Stated plainly, English department Instructional Assistants are the most accessible and best tutors for our English 204/104, 1AEX, and 1A students. They are a vital component of the tutoring infrastructure at the college.

Section 6: Costs

Cost estimates for both positions, listed separately

Estimated Increase or Proposed Annual Salary Cost:

\$31,171 (Range 33 Step 1, 60% 24 hrs/wk 12 month)

\$25,976 (Range 33 Step 1, 60% 24 hrs/wk 10 month)

Estimated Benefits Cost:

\$17,144 benefit cost (55% of salary) – 12 month

\$14,287 benefit cost (55% of salary) –10 month

Total Cost for Position:

\$48,315 – 12 month

\$40,263—10 month

Total Cost: \$88,578 for both positions

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

INSTRUCTIONAL ASSISTANT

*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 general supervision, provide moderately difficult instructional support assistance at the paraprofessional level to students and faculty to ensure effective and efficient teaching/learning in the area of assignment; provide tutorial assistance to students in a classroom or laboratory setting; and perform a variety of other duties as needed to provide technical and teaching assistance to support instructional program laboratory activities.

Positions in classes within the Instructional Assistant Class Series may be assigned a variety of assignments from those duties listed within the REPRESENTATIVE DUTIES section or a combination of those and other related work functions. Even though the same general level of difficulty and responsibility is found within each position in each class in the series, positions in different classes within the series are not interchangeable and each class has its own particular qualification requirements even though they are derived from a general minimum qualifications section. Each class within the class series is a separate and distinct classification as defined in Section 88001 of the Education Code of the State of California.

DISTINGUISHING CHARACTERISTICS

Positions in the Instructional Assistant class are distinguished from the Senior Instructional Assistant by the level of responsibility assumed. In comparison to the Senior Instructional Assistant, positions at this level do not oversee the day-to-day functions of coordinating services within the center and do not provide lead supervision to other Instructional Assistants. Employees at this level are required to be fully trained in all procedures related to assigned area of responsibility and are fully aware of the operating procedures and policies of the work unit.

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. Provide learning assistance to students individually or in groups in understanding and assimilating material presented by a certificated instructor in a variety of educational settings; explain cause of errors in oral and written work.
2. Proctor and correct written and performance assignments, check points, and examinations; give oral quizzes; administer speech and hearing test; assist instructor in grading individual student projects.
3. Respond to a variety of student questions and inquiries; direct them to appropriate college resources to address specific needs including tutorial center, transfer center, student health center, and special services.
4. Maintain security of all designated equipment, supplies, and documents.
5. Tutor students in the assigned discipline; maintain a variety of records concerning student course progress including test files, attendance, and enrollment cards.

Chabot-Las Positas Community College District
Instructional Assistant (Continued)

6. Provide telephone, email, and in-person support to students whose instructors utilize online learning systems; provide information regarding online classes or procedures for contacting instructors.
7. Develop and revise materials as directed by certificated staff including answer keys, handouts, and various other instructional materials.
8. Participate in regular conferences with instructional staff to exchange information on in-progress assignments and to receive assignments.
9. Conduct class orientations and explain rules, guidelines, and procedures within assigned area.
10. Assist students and faculty in use of automated learning equipment including computers, printers, scanners, copiers, pay stations, and card dispenser machines.
11. Insure proper and safe use of all designated learning and laboratory equipment and perform routine operating checks and preventative maintenance on such equipment.
12. Distribute and account for all designated learning supplies, equipment and materials in accordance with established procedures.
13. Perform general clerical duties; answer phones and relay messages; type a variety of letters and documents; enter information into computer; maintain files and records; report all unsafe or irregular conditions to appropriate supervisory personnel.
14. Assist with the assignment and supervision of student and non-student hourly assistants and maintain student assignment schedules.
15. 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. Principles, practices, and application of subject matter to which assigned.
2. Principles, methods and procedures of instructing and providing learning opportunities to students.
3. Methods and techniques of tutoring.
4. Materials and equipment used in the area to which assigned.
5. Interpersonal skills using tact, patience and courtesy.
6. Sensitivity to and understanding of the diverse academic, socio-economic, cultural, and ethnic backgrounds of community college students.
7. Written and oral communication skills
8. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
9. Principles and procedures of record keeping and filing.
10. English usage, spelling, grammar, and punctuation.

Ability to:

1. Assess student needs and provide appropriate instructional assistance and support functions within assigned area.
2. Interpret assignments, instructions, rules and policies to students with various learning styles.
3. Monitor student progress, identify problem areas and recommend effective course of action.

Chabot-Las Positas Community College District
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4. Relate positively to students in a teaching/learning environment and recognize the difficulties students may have in comprehending the subject matter.
5. Listen actively and effectively, identify and solve problems, facilitate learning for students, and build student confidence in assigned subject matter.
6. Learn the tutoring and operational techniques unique to the assigned center.
7. Apply the specialty and use the equipment unique to the learning center.
8. Prepare and maintain accurate records and files.
9. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
10. Understand and follow oral and written instructions.
11. Communicate clearly and concisely, both orally and in writing.
12. Establish and maintain effective working relationships with those contacted in the course of work.
13. 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 completion of the twelfth grade supplemented by two years of college level course work in the specified discipline.

Experience:

Two years of increasingly responsible experience working with materials and/or equipment in assigned instructional field.

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 classroom or laboratory setting with extensive student exposure.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom or laboratory 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.

4/30/74; 3/6/79; 5/19/81; 8/1/85; 7/1/88;

Adopted by Board of Trustees on October 20, 2015

Effective: October 21, 2015

Job Family: Technical – Paraprofessional