Reference #: CAP#0000005
Fiscal Year: 2026-2027

CLASSIFIED & ADMINISTRATIVE POSITION (CAP) REQUEST FORM

PROCESS OVERVIEW

- Submit a complete form with all required sections, including an attached job description.
- RAC will review and prioritize submissions based on criteria in the scoring rubric below.
- Incomplete requests will not be scored.
- RAC will make hiring recommendations to the College President, who will make the final hiring decision.

NOTE: If you are submitting on behalf of an area where you work but do not supervise, briefly describe your relationship to the area in the Summary Information section.

KEY DEADLINES

Deadline	Action
11/04/2026	Cost calculation request submitted to Administrative Services Officer (section 6)
11/10/2026	CAP form submitted to Division Dean (with approved cost calculation)
11/18/2026	Request presented at Division / Area meeting
11/20/2026	Submit completed form, signed by Dean & VP, to Administrative Services Office by 5:00pm

SUBMISSION CHECKLIST

☒ **[Step 1]** All sections of the form are complete.

☒ **[Step 1]** Current or proposed job description is attached.

☐ **[Step 2]** Section 6: Cost Calculations have been completed by the Administrative Services Officer (allow sufficient lead time before the Dean deadline).

☐ **[Step 3]** Form signed and submitted to Division Dean by deadline.

WHEN IS THIS FORM REQUIRED?

Required for:	Not required for:
• Requesting a new position • Requesting increased hours for an existing position • Informing the committee of a new categorically funded position (information only; not ranked)	• Temporary positions supported by general funds • Positions currently funded but vacant for less than 24 months • Approved positions with a failed search (approval extended 12 months only)

More information on the CAP request process can be found here.

SCORING RUBRIC: HOW YOUR REQUEST WILL BE EVALUATED

Criterion	Strong Evidence (high scores)	Adequate Evidence (mid scores)	Limited Evidence (low scores)
Program or Unit Need *(10 pts) [Section 1]*	**8–10:** Clear and compelling evidence of substantial need with demonstrated impact on students, program, or college operations.	**4–7:** Clear evidence of need with identifiable impact on students, program, or college operations.	**0–3:** Limited or no evidence of need or demonstrable impact.
Program Plans, Goals, and Initiatives *(10 pts) [Section 2]*	**8–10:** Clear and compelling evidence that this position is identified in program review or plans with a well-articulated connection to specific goals or initiatives.	**4–7:** Clear evidence that this position is connected to program review or plans with reasonable articulation of relevant goals or initiatives.	**0–3:** Limited or no connection to program review, plans, or program goals and initiatives.
(A) Student Learning & Success **— or —** **(B) Institutional Effectiveness & Excellence** *(10 pts) [Section 3]*	**8–10:** Clear and compelling evidence that position will substantially advance (A) student learning & success or (B) institutional effectiveness & excellence.	**4–7:** Clear evidence that position will contribute to (A) student learning & success or (B) institutional effectiveness & excellence.	**0–3:** Limited or no evidence of contribution to (A) student learning & success or (B) institutional effectiveness & excellence.
Mission & Planning Priorities *(10 pts) [Section 4]*	**8–10:** Clear and compelling evidence that position strongly supports College Mission and/or Planning Priorities.	**4–7:** Clear evidence that position supports College Mission and/or Planning Priorities.	**0–3:** Limited evidence that position supports College Mission and/or Planning Priorities.
Organizational Safety & Compliance *(10 pts) [Section 5]*	**8–10:** Clear and compelling evidence of significant safety or compliance implications if this position remains vacant.	**4–7:** Clear evidence of safety or compliance implications if this position remains vacant.	**0–3:** Limited or no evidence of safety or compliance implications.
Total	**50 points**		

*** Section 3 is dependent on type of position:** *Positions with direct student contact use Version A (Student Learning & Success). Positions without direct student contact use Version B (Institutional Effectiveness & Excellence). RAC has final discretion on what criterion to apply.*

Requester Name: Jennie Graham **Division:** STEM

SUMMARY INFORMATION

Tip: Use specific evidence and data throughout each narrative section. Requests without supporting evidence receive lower scores. Incomplete requests will not be ranked.

Title of Position Being Requested:	Instructional Assistant

Please also attach a current or proposed district job description. 1 📎 Job Description

Position Will Reside in Division/Unit:	STEM
This Position will Report to:	Dean of STEM

The Position Being Requested Is: Increase for Existing Position

☐ **New Position:** Hours/week: _____ Months/year: _____

☒ **Increase for an Existing Funded Position:**

TYPE	CURRENT (From):	REQUEST (To):
Service Months	10 months	12 months
FT/PT Status	41.67 %	80.00 %

Name of Current Position Holder: Vacant

☐ **New Categorically Funded Position** *(information only — not ranked)*

Hours/week: _____ Months/year: _____

Has this position or a similar position been submitted to RAC previously?

[✓] Yes Year(s): 2025-2026

Outcome: Ranked #1, not funded.

Will this position have direct student contact? [✓] Yes

Direct student contact includes classified and administrative positions whose primary function involves directly assisting, supporting, or serving students in an instructional, academic support, or student services capacity.

If you work in, but don't supervise, this area, briefly explain your relationship to the position:

I am the faculty coordinator for our Emporium classes as well as the Math Department coordinator.

SECTION 1 — Program or Unit Need

Scored 0–10 points

Strong responses provide clear and compelling evidence of substantial need with demonstrated impact on students, the program, or college operations (e.g., enrollment trends, service gaps, program growth, or instructional and operational needs).

What key responsibilities would this position assume?

List the primary duties and functions. Be specific about what this person would do day to day.

An IA's duties include:
- Collaborate with faculty and Sr. IAs to offer full coverage of the Emporium courses and concurrent support sections.
- Support instructors with course needs to remove barriers from student progress in their math class.
- Work with the Disabilities Resource Center to schedule tests for students as needed.
- Work with students: Tutor, coach, review assignments, proctor tests.
- Expand full coverage and support for all semesters and classes (other IA is only 10 month employee) to both Emporium and Concurrent Support classes.
- Work with faculty and Sr. IA to help implement changes in our Math Emporium program as needed.
- Offer stability and consistency in student support across the sections of Math Emporium and concurrent support.
- Work closely with students to act as an academic coach (not counselor) throughout the semester. While the instructor should be the students primary source of academic guidance, research showed that students feel more comfortable speaking about their progress with someone not directly in charge of their grades.
- Increase the safety and support of the students in the classroom by offering additional coverage between sections to help supervise this large area with lots of moving parts.
- Support Math Jam coordinating faculty and Sr. IA to prepare for the week and assist throughout the week, including tutoring students.

List other personnel in the unit with shared or similar responsibilities:

Instructional Assistant: 10hr/wk, 10 months
Senior Instructional Assistant: 32hr/wk, 12 months

Describe the historical context and changing demands on this unit over the past 3–5 years:

Refer to relevant program review section. Consider bandwidth issues, enrollment changes, service gaps, or staffing changes.

Position started as a 15 hr/wk 10 mo. position offering coverage to our evening Emporium classes. Our long-time evening IA left the position in Sp 22, and we were unable to keep a replacement in the position for longer than a semester even after increasing the hours to 20hr/week. With vacant position, we adjusted as best we could to maintain options for our students, but after a few attempts, our 20hr/wk, 10 month position was denied a repost in Fa 24 and has been vacant ever since, leaving our remaining IAs to take on more work to support the program and leaving quite a few projects in a "good enough" state instead of polishing them to be as effective as possible at a time when "good enough" really isn't. During the last several academic years, enrollment in our Emporium and Concurrent Support sections has increased about 10-15% each year, and this is with decreasing the number of Emporium sections and removing the option for online support due to lack of personnel support. But time spent per student has increased drastically since students were forced out of basic skills math in Fa 22 and then strongly encouraged into Calc 1 or Stats in Fa 25 (regardless of past math experience) due to state mandates.
Enrollments continue to grow into AY 2026-2027 and we desperately need a new permanent IA to support them. The best way to keep someone in this position long term is to adjust it to a 12-month, 32 hr/wk position. One of the biggest reasons the position continued to be vacated was the 2-month gap in work. Another was the late evening hours. In making the position more desirable for long term employment, we also have the opportunity to make it more effective in supporting our students in both Emporium and Concurrent Support throughout the whole week (M – F) and into the summer.

Provide additional evidence supporting the need for this position and its impact on students or the program:

Our algebra based success rates have already started to decrease in an alarming way with a AY 20-21, 71% success in Calc 1 dropping to a AY 25-26 62% success rate in just 5 years. With the removal on online testing for our asynchronous classes, we expect this number to drop significantly. Having the ability to offer more support, including online support, for these students will be invaluable.
Note: Trigonometry, College Algebra and Precalculus have a similar downward trends, with our first year of precalculus (AY 25-26) only reaching a 50% success rate. The state wants to see all students complete their transfer level math class within their first year, but without appropriate supports, that is not going to happen.

SECTION 2 — Program Plans, Goals, and Initiatives *Scored 0–10 points*

Strong responses provide clear and compelling evidence that this position is identified in program review or emergent plans, with well-articulated connections to specific program goals, initiatives, or institutional priorities.

Was this position need identified in your Program Review?

Yes, explicitly identified in Program Review

Year: 25-26

Describe the goals, challenges, or emerging circumstances this position is intended to address.
Where program review documented this need, be sure to cite the relevant portions and expand on it if needed. If this need has emerged since your last program review, describe the circumstances that make it a priority now.

25-26:"A replacement for our missing instructional assistant was ranked number 1 via RAC in Spring 2026, but the position was not funded. Our position increase request for our Sr. Instructional assistant was not ranked high enough for potential funding but was equally as important. Thankfully, we were able to hire a replacement for our Sr. IA (retired May 2026) for the next academic year, but at the previous 32-hour/week 12-month. This Sr. IA's only support, outside of the faculty, is a 10hr/week, 10-month position which is just enough to give them time to have lunch and still give the faculty support. The ranked #1 IA position was another 12-month position that would have not only offered more substantial support for our Sr. IA, but also our students. It would have allowed us to support not only the Emporium classes, but the Concurrent Support classes as well."

24-25: "Program Challenges: We submitted a midyear Classified Position Request for both the vacant 20-hour/week 10-month position and our current Sr. IA position to adjust their hours, but both were denied. Our Emporium classes only run effectively and efficiently with the aid of instructional assistants. Missing an IA and not increasing the hours for our Sr. IA means we've had to reduce the availability of those classes to ease the burden on our remaining support, which can make it challenging for students to continue and complete their math class during the next semester. Our concurrent support classes have never been able to benefit from the aid of instructional assistant support, and this is the point at which the students (and faculty coordinator) really need it. The increased support for our students will not only help them complete their first transfer level math class during their first year of enrollment but also support them through their full pathway."

In previous AY PRs, the department implied need for this position in the Planning, Challenges/Barriers, and Challenges, Obstacles and Needs sections.

As the department navigates the ever changing demands the state puts on students to complete their math within a year, it has become clear that we need to have both space and people in that space to help facilitate their success. Increasing 20hr/wk, 10 month position to a 32 hr/wk, 12 month position would allow us to create that space and give the students the support they need through double coverage and extending the hours those spaces are available. The falling success rates of students in our algebra based course sequence are evidence of the need to fund this position. There is only so much time faculty can spend on the material during class, so the rest of the support needs to come from elsewhere if we want to increase the number of students successfully completing their transfer level math class within one year.

How does filling this position support the college's ability to meet ACCJC standards related to staffing adequacy, student learning and support services, or institutional effectiveness and accountability?

"Standard 2.2: The institution, relying on faculty and other appropriate stakeholders,... support attainment of learning outcomes and achievement of educational goals for all students." This position allows our Sr. IA time to help collaborate on the course materials that are delivered to students via Canvas and other learning tools. Increased enrollment #s and time-per-student due to the students' lack of prerequisite knowledge takes up a considerable amount of time, which means our Sr. IA does not currently have time to collaborate on material improvements. With the coordinating faculty also stretched thin on their time, this leaves a lot of elements in a "good enough" state instead of being invaluable resources helping students achieve their educational goals.
"Standard 2.7: The institution designs and delivers effective services and programs that support students ... and maximize their potential for success. Such services include... academic ... and support, and ...." Enhancement of student supports to be more effective would be possible with more help, but crucially, there would be another outlet for students' questions and concerns. Additionally, providing both online and in-person support becomes a viable option again.
"Standard 2.8: The institution fosters a sense of belonging and community ..." This position would not only keep the doors open for support throughout the academic year, but also ensures support outside of the scheduled class periods in Concurrent Support and Emporium creating a reliable space to study and collaborate.

SECTION 3 — Student Learning & Success | Institutional Effectiveness & Excellence

Scored 0–10 points

Complete either Version A or Version B based on your response in the Summary Information section.

VERSION A — For positions with direct student contact

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

Strong responses provide clear and compelling evidence that this position will substantially advance student learning and success (e.g., assessment data, best practices, or industry standards).

The increased time for this position:
- Gives the Sr. IA a necessary partner in maintaining the materials for both Emporium and Concurrent Support. These materials need to stay updated to help students learn the content in a meaningful way. Currently, there is very little time to make enhancements and fix errors from semester-to-semester.
- Gives the students another familiar face to return to each semester in the Emporium and Concurrent Support allowing them to continue their math journey without needing to rebuild their feeling of belonging in that space.
- Gives Emporium and Support faculty a valuable partner to help support student learning since the IA is generally familiar with students across all sections.
- Allows for more time to be spent with individual students at a time when the students are coming to class without having taken the prerequisites course material. Even though students have the option to take Trigonometry or Precalculus before Calculus, there was a spike in Calc 1 enrollments in Fall 2025 when it became the recommended starting place for STEM majors. Students who took Trigonometry and Precalculus then took Calc 1 during the Spring semester even though they did not pass Trig or Precalc in the Fall. The need to have more help available in their required support classes is essential to helping these underprepared students succeed.
- Gives additional support during the summer classes to both Emporium and Concurrent support classes when students are being asked to work at an accelerated pace. With summer sessions in both Emporium and Concurrent support seeing higher and higher enrollments each year, consistent and quality coverage is necessary. We're not just asking students to learn material that they may have never seen before, but we're asking them to do it at twice the usual speed. However, we can't offer them twice the support to meet that goal. Currently, only the Sr. IA is available to support the summer classes.

VERSION B — For positions without direct student contact

Explain how this position strengthens the college's operational capacity, service quality, or institutional effectiveness, including its ability to respond proactively to challenges or changing demands.

Strong responses provide clear and compelling evidence that this position will substantially advance institutional effectiveness and excellence (e.g., utilization data, service gaps, compliance needs, or best practices).

SECTION 4 — Mission & Planning Priorities

Scored 0–10 points

LPC MISSION STATEMENT

Las Positas College is 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 lifelong learning.

LPC PLANNING PRIORITIES

☒ **Equity:** Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.

☒ **Student Success:** Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.

☒ **Health & Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Explain how this position supports LPC's Mission and/or the Planning Priorities.

Strong responses provide clear and compelling evidence that this position strongly supports the College Mission and/or Planning Priorities (e.g., specific program goals, student populations, or outcomes).

Equity:
On our 24-25 Program Review, we wrote the following for the prompt: Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?
-"Barrier: The AB 705 and AB 1705 laws in principle contribute to equity by starting students in a similar/the same math course, but disparity in students' preparation creates a new equity barrier. Post-AB 705, we are especially seeing this with students in the STEM track/Calculus sequence, with some students entering Calculus with minimal or zero background in trigonometry and minimal Algebra preparation. We expect that the implementation of AB 1705 will only worsen these inequities. During the semester, concurrent support classes were developed to help fill in the gaps in student understanding, but the limited personnel in the concurrent support classes means that only the most vocal of students tend to get the help that they need. With one instructor per 35 students and maybe a student tutor, many of the most vulnerable students in need of that support slip through the cracks. Before the semester starts, Math Jam has offered students confidence in joining their math class as well as encouraged students to join concurrent support classes during the semester, but the program is not as well funded, nor attended as it was in the past.
- Suggestion: We would like to expand our concurrent support offerings, but limited FTEF makes that challenging. However, with more classified personnel (or current personnel with expanded hours), we could make the Integrated Learning Center/Math Learning Center a true learning center that is open not just during the support classes, but also in between classes to give students more opportunity for support."

Student Success & Completion:
- Coordinating needed academic support - Assisting the Sr. IA and coordinating faculty with making updates to course materials, fixing errors, and supporting students.
- Removing Barriers: Students have more opportunity to receive support in a timely manner and on all week days. During the summer months, the students will have twice the assistance when being asked to work twice as fast.

Health and Wellness:
- Math is stressful for a lot of students. Having a consistent presence for all sections in their support environment every semester is essential to their mental wellbeing. It gives them a safe outlet for their questions and concerns that they may not feel comfortable voicing to their instructor. The extended time to include Fridays give the Emporium students one more day during the week to take their tests which can alleviate the stress of getting behind in their progress. During the week, having overlapping work hours allows IAs the ability to take the time needed to work with a student who is in crisis mode in an unrushed manner, which will translate directly to that student's success. Similarly, more support also gives the staff the opportunity to take necessary mental health breaks from the day so that they also maintain a healthy state of mind without sacrificing support for the students.

SECTION 5 — Organizational Safety & Compliance

Scored 0–5 points

Strong responses provide clear and compelling evidence of significant safety or compliance implications, addressing both what this position improves and what is at risk if it remains vacant.

Explain how this position will improve safety, compliance, and/or organizational effectiveness:

Consider safety, regulatory compliance, operational continuity, or the college's capacity to meet its institutional obligations.

Safety: This position would allow for more coverage of the spaces in Emporium and Concurrent Support since it would allow for double coverage between themselves and the Sr. IA. This means that if one of the IAs is absent, the instructor and remaining IA can cover for each other during class session if a break is needed, allowing the students to continue working, uninterrupted. The concurrent support space currently does not have the same ability to offer continuous study space since it needs to shut down after each class session. An additional 12-month IA would allow for a more continuous learning space with sufficient coverage.

Organizational Effectiveness: Both Emporium and Concurrent Support classes run on consistency between sections so that students have seamless transitions from one semester to the next. At the moment, the Sr. IA only has time to support the Emporium materials and semester transitions. Adding another 12-month IA would allow the Sr. IA to assist with the Concurrent Support sections.

Describe the operational impact if this position is not filled:

Are there implications for critical systems, processes, safety, or compliance? What critical functions, safeguards, or services are at risk if this position remains vacant?

Other than helping students pass their math class, no critical systems involved.

SECTION 6 — Costs

Cost calculations must be completed by the Administrative Services Officer (Step 2) before it is forwarded to your Division Dean (Step 3). Please submit this request with sufficient lead time.

New Position				
Estimates Based On:	FTE:		Step/Column:	/
Estimated Annual Salary Cost			$	
Estimated Benefits Cost			$	
Total Annual Position Cost			$	
Increasing FTE of Current Position				
Estimates Based On:	FTE:	0.80	Step/Column:	33 / 1
Current Annual Salary			$ 27,960 + 11,067 = $39,027	
Proposed Increase			$ 53,678.00	
Estimated Benefits Cost			$ 52,104.00	
Total Annual Position Cost			$ 105,782.00	

APPROVALS & SIGNATURE ROUTING

Before signing, please confirm all fields are complete and the job description is attached.

Title	Signature	Date
Requestor:	Jennie Graham	11/02/2026
Administrative Services Officer:	Sui Song	11/02/2026
Division Dean:	Paula Marie Checchi	11/03/2026
President/Vice President:	Nan Ho	11/03/2026

REFERENCE: Position Request Process Flow

1	Requester fills out form and submits to Administrative Services Officer
2	Administrative Services Officer provides salary estimate; forwards to Division Dean or Vice President
3	Dean reviews for completeness; presents request at Division / Area Meeting; forwards to Vice President
4	Vice President reviews, signs, and forwards to Executive Assistant, Administrative Services
5	Executive Assistant logs requests and sends to RAC for review
6	RAC reviews and scores requests using rubric
7	Executive Assistant compiles scores for RAC review
8	RAC finalizes rankings and forwards recommendation to College President
9	Co-Chairs meet with College President to discuss ranked requests
10	President provides feedback to RAC on CAP request rankings

Questions? Contact the RAC Co-Chairs or the Executive Assistant, Administrative Services.

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.

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.

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