Reference #: CAP#0000007
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<br>• Requesting increased hours for an existing position<br>• Informing the committee of a new categorically funded position (information only; not ranked) | • Temporary positions supported by general funds<br>• Positions currently funded but vacant for less than 24 months<br>• 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:** | Sr. 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 | 12 months | 12 months |
| FT/PT Status | 80.00 % | 100.00% |

Name of Current Position Holder: Elizabeth Henry

☐ **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 # 6, 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.*

The Function of the Sr. IA would be to:
- Work with faculty to help implement changes in our Math Emporium program as needed. Offer stability and consistency across the sections of Math Emporium. Support Math Jam coordinating faculty to prepare for the week and assist throughout the week. Support Concurrent Support faculty in coordinating the space and coverage, in addition to supporting the students.
- Work closely with faculty to maintain the integrity of the content given to students. Work closely with faculty to monitor success of students in the program. 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. Full coverage and support during summer (other IA only 10 month)
- 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.

The Senior IA's duties include: Training the IAs, and assisting with training incoming faculty and new student tutors. Work with IAs and faculty to make sure the classroom has sufficient coverage at all times. Work with tutorial center liaison to schedule student tutors. Verifying that the beginning-of-the-semester preparations have been completed (Copies ordered, student data imported, Blueprint Canvas and MyOpenMath courses are copied and adjusted, Target Date Calendars updated, etc.). Support instructors to remove barriers from student progress in their math class. Work with students: Tutor, coach, review assignments, proctor tests.

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

Instructional Assistant: 10hr/wk, 10 months
Instructional assistant: 20hr/wk, 10 month - currently vacant.

**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.*

This position used to oversee 8 sections of Emporium and two instructional assistants (personnel listed above). However, the 20 hr/wk position has been vacant since 2024 and infrequently staffed since Fall 2022. Enrollments in Math and our Emporium sections continued to increase by about 10% each academic year. Our remaining IAs, especially our Sr. IA, felt the drain from the enrollment spike as well as the increased time per student due to the students' lack of prerequisite preparation. Without the additional support of the missing IA, our Sr. IA did not have sufficient time to give students support as well as help coordinate the program needs without feeling like she needed to work overtime. This was after reducing the number of sections and removing the option for online drop-in support. Our Sr. IA was granted temporary funds to work overtime, but those funds expired Spring 2026.

An increase in time spent per student occurred when students were forced out of Basic Skills math classes and into transfer level class in 2022 and it happened again in Fall 2025 with students being told to take calculus as their entry level math course when they may not have even completed intermediate algebra. Even with the latest placement conditions, the state still wants to see all students complete their transfer level math course within their first year. Having the supports in the form of spaces and people in place is crucial to making that happen.

**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. 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.

## 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:Program Challenges:"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 (not enough room to include).

As the program has adjusted to the demands of the state and the students, the need to have not just another IA, but also adjusting the Sr. IA position to be a 100% position has become an obvious need of our department. Our Sr. IA has never been able to properly support the department with more than over seeing the Emporium dur to lack of time. But this position is also supposed to help coordinate and support the Concurrent Support classes as well. 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 Sr. IA is integral to the success of our Emporium sections. They maintain consistency between all of the sections for both the faculty and the students. The position needs to be able to handle tutoring students as well as coordinating the day-to-day and semester-to-semester running of these courses in collaboration with the faculty coordinator. Each semester, students have a familiar face to return to, even if their instructor changes, so they can confidently continue their math journey without needing to rebuild that feeling of belonging in their learning space. Emporium faculty have a valuable partner to help support student learning since the Sr. IA is generally familiar with students across all sections.
Increasing the position hours will:
- Give concurrent support students the ability to have the same familiar face each semester and a place where they already feel like they belong, and encouraging to sign up for a support course again in their next math class.
- Give concurrent support faculty the ability to partner with an IA to better serve their students.
- Give Concurrent Support students a place to get help on Fridays. Currently, no support classes offered on Fridays to keep the space open.

### 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: The Sr. IA monitors the Emporium classroom space throughout the day so that students are monitored between class sessions as well as while testing. The instructor and Sr. 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. A full time Sr. IA could assist with making a more continuous learning space.

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. The Sr. IA is integral to the upkeep and transition of the materials from one semester to the next in Emporium. Concurrent Support sections would be afforded the same care in their organization and upkeep.

**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: | 1.00 | Step/Column: | 37 / 1 |
| **Current Annual Salary** | | | $ 59,356 + 51,091 = 110,447 | |
| **Proposed Increase** | | | $ 74,195.00 | |
| **Estimated Benefits Cost** | | | $ 63,863.00 | |
| **Total Annual Position Cost** | | | $ 138,058.00 | |

## 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 Checchi | 11/09/2026 |
| President/Vice President: | Nan Ho | 11/09/2026 |

## 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

## SENIOR 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 direction, oversee, coordinate, and participate in the work of staff providing instruction-related assistance 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 at this level are assigned to a large instructional support center that is staffed with a number of positions at the Instructional Assistant level and requires a position to assume the more responsible day-to-day functions of coordinating services within the center and providing lead direction to assigned staff. Working under general supervision, oversees and coordinates the day-to-day operations of an assigned instructional support center, program, or function including to oversee and coordinate the activities of assigned staff, assist management staff, faculty, and other staff in providing services within assigned program or function, and perform the full range of paraprofessional Instructional Assistant duties in support of the assigned instructional program.

## 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. Coordinate and plan the daily activities and operations of the assigned center, program, or function, exercising professional judgment in the organization of activities.
2. Lead, plan, train, and review the work of assigned staff and student workers; coordinate the activities and services of assigned programs through assigned staff; schedule assigned staff including student employees.
3. Coordinate activities related to employee training; train assigned employees in their areas of work including appropriate methods, procedures, and techniques; evaluate assigned employees including tutors and student employees; identify staff development needs and opportunities.
4. Coordinate student assistant hiring processes; complete necessary documents; maintain records.

5. Coordinate the activities and events related to student support; assist students in identifying appropriate assistance for success in the program; utilize knowledge of college policies and procedures to make appropriate referrals to counselors and/or other campus resources.
6. Serve as liaison between department or program staff and faculty and administrative offices.
7. Provide technical support and advice on the preparation of research materials and reports; maintain records of usage and student demographics; collect and record data from students and instructors regarding services offered; collect data regarding student retention/student success in the assigned program.
8. Participate in budget preparation and administration; prepare cost estimates for budget recommendations; submit justifications for budget item; monitor and control expenditures.
9. Perform the full range of Instructional Assistant duties; tutor students on materials covered in the assigned courses using program materials and supplemental materials when needed; correct and record tests; review tests and quizzes with students, tutoring concepts as needed; maintain records.
10. Assist in the design, implementation and maintenance of internal laboratory procedures and programs; coordinate with faculty to provide orientations to classes; conduct class orientations and explain rules, guidelines, and procedures within assigned area.
11. Assist students in use of assigned equipment and materials; provide students and other users with answers to questions relating to assigned equipment and materials.
12. Maintain a clean and safe learning environment; clean floors, table tops, desks and furniture; perform routine and minor repairs on equipment; maintain, clean, and test assigned equipment as appropriate and necessary.
13. Assist instructors in developing instructional materials; prepare study sheets, visual instructional aides, and sample exercises and exams; may assist in grading exams and maintaining related records.
14. Assist with special projects as assigned.
15. Oversee and participate in the ordering and maintenance of supplies, materials and equipment; acquire and maintain an inventory of materials for instructional programs; store, discard and rotate materials according to standard procedures; receive, assemble and test new equipment.
16. As assigned, oversee assigned programs; coordinate students enrolling in program; coordinate with Admissions and Records to oversee enrollments; track student attendance and contact students as necessary; prepare and oversee appointment book for instructors; assist in training new instructors; update and order program materials; maintain records.
17. As assigned, oversee assigned outreach activities; coordinate with faculty to provide orientations to classes; provide on-site and off-site orientations; publicize services to the college community; serve as liaison to college community.
18. As assigned, serve as liaison to Admissions and Records for all prerequisite challenges, placement problems, course equivalency evaluations, and scheduling questions; process prerequisite challenges once outcome has been determined; notify student, Admissions and Records, and when necessary, enter the appropriate override code in to the computer system to enable the student to register for the appropriate course.
19. As assigned, schedule existing adjunct faculty; keep track of faculty assignments; serve as contact person for adjunct faculty including to serve as liaison between adjunct faculty and the coordination team.

20. As assigned, contact publishers to request desk copies and supplemental materials for assigned courses; notify instructors regarding books/handbooks that have been adopted by the department for specific courses; distribute desk copies to appropriate faculty.
21. As assigned, participate in scheduling meetings to determine course offerings; review assigned section of the college schedule for conflicts and appropriate course offerings and accompanying information; serve as contact person with Scheduling Technician.
22. As assigned, participate in the development and updating of handbooks, presenting materials, and record keeping procedures for assigned courses for all faculty and staff working in the assigned department or program.
23. As assigned, design and prepare panel ads for the college schedule; prepare and distribute posters advertising specialty classes; prepare group mailings to target groups for special course offerings.
24. As assigned, assist in the preparation of materials for monthly staff meetings; record minutes of meetings.
25. 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. Operations, services, and activities of the center, program, or function to which assigned.
2. Principles of lead supervision and training.
3. Advanced theories and applications of the assigned subject matter.
4. Materials and equipment used in the area of assignment.
5. Advanced principles, methods and procedures of instructing and providing learning opportunities to students.
6. Advanced methods and techniques of tutoring.
7. College and departmental policies and procedures.
8. Sensitivity to and understanding of the diverse academic, socio-economic, cultural, and ethnic backgrounds of community college students.
9. Interpersonal skills using tact, patience, and courtesy.
10. Written and oral communication skills.
11. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
12. Principles and procedures of record keeping and filing.
13. Basic principles and practices of budget preparation and administration.
14. Occupational hazards and standard safety practices.
15. Inventory and purchasing processes and procedures.
16. English usage, spelling, grammar, and punctuation.

### Ability to:

1. Provide lead supervision and training to assigned staff including student employees.
2. Oversee the day-to-day management of assigned center, program, or functional area to which assigned.
3. Perform duties at an advanced skill level with a considerable degree of independence.
4. Analyze situations, evaluate solutions, and make creative recommendations.

5. Exercise sound judgment within policy and procedural guidelines.
6. Organize work, set priorities, and direct the work of others.
7. Perform the full range of paraprofessional instructional assistant duties.
8. Assess student needs and provide appropriate instructional assistance and support functions within a variety of areas.
9. Interpret assignments, instructions, rules and policies to students with various learning styles.
10. Monitor student progress, identify problem areas and recommend effective course of action.
11. Relate positively to students in a teaching/learning environment and recognize the difficulties students may have in comprehending the subject matter.
12. Listen actively and effectively, identify and solve problems, facilitate learning for students, and build student confidence in assigned subject matter.
13. Meet deadlines and work effectively in a demanding work environment.
14. Use the materials used in the assigned center, program, or function.
15. Compile data from a variety of sources.
16. Relate effectively to people of varied backgrounds.
17. Enter, modify, and retrieve data using a computer at a speed necessary for successful job performance.
18. Interpret and apply department policies, procedures, rules and regulations.
19. Ensure adherence to safe work practices and procedures.
20. Participate in budget preparation and administration.
21. Maintain an adequate inventory of materials for instructional programs.
22. Prepare and maintain accurate records and files.
23. Operate a variety of office equipment including computers and supporting word processing and spreadsheet applications.
24. Understand and follow oral and written instructions.
25. Work independently and collaboratively.
26. Communicate clearly and concisely, both orally and in writing.
27. Establish and maintain effective working relationships with those contacted in the course of work.
28. 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:**

Four 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.

6/25/02; 12/10/02;

Adopted by Board of Trustees on October 20, 2015
Effective: October 21, 2015
Job Family: Technical – Paraprofessional