

# Classified and Administrative Position Request Checklist

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

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"> <li>1. Requesting a new position;</li> <li>2. Requesting increased hours for an existing position;</li> <li>3. Informing the committee of the intent to hire a temporary grant-funded position.</li> </ol> <p>Non-Instruction position requests are <b>not</b> required for:</p> <ol style="list-style-type: none"> <li>1. Temporary positions supported by general funds;</li> <li>2. Positions currently funded, but vacant for less than 24 months;</li> <li>3. Approved positions, but with a failed search. Approval is extended for 12 months only.</li> </ol>
	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"> <li>• Calculation requests must be made no later than November 5 to meet November 12 deadline for Division Dean submittal</li> <li>• Send requests via email to <a href="#">Sui Song</a></li> </ul>
	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

## 2025-2026

Internal Use

#: 2026-

**Requester Name:** Jennie Graham

**Division Name:** STEM

### SUMMARY INFORMATION

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

Instructional Assistant

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

STEM

**Indicate To Whom this Would Report:**

DEAN of STEM

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

**The position is:**

☐ New

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

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

☒ Increase for an existing funded position

**From:**

☐ 9

☒ 10

☐ 11 Months

**To:**

☐ 10

☐ 11

☒ 12 Months

**OR**

From:

50 %

to

80 %

(based on % in position control)

**Name of Person Currently Holding Position:** Vacant

☐ 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?**

With an approved increase from 20 to 32 hours a week of coverage, the IA will effectively:

- 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 Fridays (Note: both the Sr. IA and 10/hr IA only work M-Th)
- Expand full coverage and support for summer 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 (i.e. with shared or similar responsibilities):**

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

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

**Provide a historical perspective of changing demands on the unit over the past 3-5 years. (Refer to your program review section related to human resources.) You may use narrative or relevant data.**

See Attached.

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

See Attached.

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

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

The increased time for this position:

- Gives the Sr. IA a valuable 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.
- Gives Emporium faculty a valuable partner to help support student learning since the IA is generally familiar with students across all sections.
- Give concurrent support students the ability to have the same familiar face each semester.
- Give concurrent support faculty the ability to partner with an IA to better serve their students.
- Give all Emporium and Concurrent Support students a place to get help on Fridays.
- Give Emporium students one more day during the week when they can test to make progress in their course.
- 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.
- 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.

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

See Attached.

## **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:**

- **Equity:** 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.
- **Student Success:** 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.
- **Health and 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.

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

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

**Please check one.**

☐ This need was described explicitly in a Program Review (Year \_\_\_\_\_).

☒ This need was implied in a Program Review (Year 21,22,23,24).

☐ 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):**

For the last several years, the department has called out the need for more support in our Emporium and Concurrent Support classes:

2021-2022: Challenges, Obstacles and Needs:

"There is also a need for instructional assistants for our concurrent support courses. We expect the demand for these to increase as more students start in higher level classes post-AB705, and as we increase advertising/awareness."

2022 - 2023: Challenges, Obstacles and Needs:

- "Emporium mode of instruction need reassign time to support the Department Initiative.

Changes to these student supports have VERY slowly due to instructors needing to split time between their full load and working on improving these supports.

- Concurrent support could also use an Instructional Assistant to help facilitate the running of the Blueprint Canvas courses, facilitate student understanding, and coordination of part time instructors and collaboration with the faculty coordinators."

- 2023 - 2024: Challenges/Barriers:

"Lack of interested personnel to help with needed updates and supports for under-prepared students in our first level transfer courses. Faculty are spread too thin and it constantly feels like an uphill battle to stay on top of all of the updates and changes that are required of our program let alone take the time to really polish and improve what we have."

- 2024-2025: Challenges/Barriers:

"An overarching challenge is balancing the diverse educational needs with effective course deliveries under limited resources and support structures. Furthermore, AB 1705 and inadequate state funding has adversely impacted many students who lack sufficient preparation for our transfer-level courses. Concurrent support and Math Jam can only do so much, and our faculty are stretched thin trying to offer these services as efficiently and effectively as possible."

- 2024- 2025: Planning:

"Updating the evening Instructional Assistant position to have hours in the afternoon, five days a week to have better student coverage for both concurrent support and Emporium."

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 a space and people in place to help facilitate their success. Increasing 20hr/wk, 10 mo position to a 32 hr/wk, 12 mo 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.



## **SECTION 5: SAFETY and/or ORGANIZATIONAL EFFECTIVENESS**

**Explain how this position will improve safety and/or organizational effectiveness on campus or within your unit:**

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.

## **SECTION 6: COSTS\***

<b>Estimated Increase or Proposed Annual Salary Cost:</b>	\$	<u>23,687.00</u>	(Increase)
<b>Estimated Benefits Cost:</b>	\$	<u>8,549.00</u>	(Increase)
<b>Total Cost for Position:</b>	\$	<u>32,236.00</u>	

**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 [SSong@laspositascollege.edu](mailto:SSong@laspositascollege.edu)*

## **SECTION 7: SIGNATURES**

**Requester**

**Administrative Services Technician**

11/11/20

*Sr. Song*

11/13/25

Date - *click for drop-down*

Date - *click for drop-down*

**Division Dean**

**Vice President**

*Paula Checchi*

*Nan Ho*

11/13/25

11/19/25

Date - *click for drop-down*

Date - *click for drop-down*



## **Section 1: Program Need**

**Provide a historical perspective of changing demands on the unit over the past 3-5 years. (Refer to your program review section related to human resources.) You may use narrative or relevant data.**

### **AY 2019-2020:**

- Due to AB 1705 Basic Skills classes (math below transfer level) became optional for students. Students were allowed to self-select into a transfer level math course regardless of their math preparation.
- Emporium sections were the only classes for students to take Prealgebra and Elementary Algebra since enrollment numbers in those classes were unpredictable.
- Intermediate algebra course offerings were mostly in the Emporium sections, with just a handful of traditional lecture classes.
- Students deciding to take Intermediate Algebra instead of their recommended prerequisite demanded more time per student to help them succeed, but enrollment numbers decreased due to student focus shifting to transfer level, which meant the IAs had the time to support, and Sr. IA had time to work on their coordination duties as well as support students.
- All classes were held in-person in Fall 2019. Classes shifted to fully online in Spring of 2020
- Coverage included: Sr. IA 32hr/wk M - Th, 12mo; IA 10hr/wk M-Th, 10mo; IA 15hr/wk M-Th, 10mo
- Enrollments: Summer 62, Fall 261, Spring 226, Total 549

### **AY 2020-2021:**

- Statistics added to the Emporium sections to help capture the influx of students interested in taking Statistics without its traditional prerequisite course of Intermediate Algebra completed.
- Emporium continued to offer basic skills classes, but enrollments in those classes continued to decrease either from transfer level course enrollment or pandemic.
- All sections were fully online each semester.
- Low enrollments and online classes meant student facing time was minimal, giving more time to support each student as well as completing other tasks for the mode.
- Coverage included: Sr. IA 32hr/wk M - Th, 12mo; IA 10hr/wk M-Th, 10mo; IA 15hr/wk M-Th, 10mo
- Enrollments: Summer 69, Fall 213, Spring 203, Total 485 (Enrollment decreased by 12%)

### **AY 2021-2022:**

- Classes started to meet on campus again.
- Emporium sections were offered in HyFlex mode to allow students to attend in whichever mode they were more comfortable.
- Enrollments were still very light, and the combination of in-person and online students meant that the use of faculty/staff time during class was minimal.
- Coverage included: Sr. IA 32hr/wk M - Th, 12mo; IA 10hr/wk M-Th, 10mo; IA 15hr/wk M-Th, 10mo
- Spring 2022 – Evening IA resigned, leaving a 15-hr/week, 10-month position vacant.
- Enrollments: Summer 54, Fall 198, Spring 202, Total 454 (Enrollment continued to decrease by 6%)

**AY 2022-2023:**

- AB 705 Memo took effect, forcing the department to remove all Basic Skills classes that were not intended for High School.
- Emporium sections began to offer all transfer level courses: Statistics, Math for Liberal Arts, College Algebra and Trigonometry.
- Classes were still offered in hyflex mode.
- We posted the evening IA position and found a replacement, but they resigned at the end of the semester. We posted again, found a replacement half-way through the spring semester, but they resigned at the end of the semester.
- Enrollments start to pick up.
- Coverage included: Sr. IA 32hr/wk M - Th, 12mo; IA 10hr/wk M-Th, 10mo
- IA 15hr/wk M-Th, 10mo – Fall coverage, Spring partial coverage. Position was again vacant.
- Enrollments: Summer 59, Fall 205, Spring 212, Total 476 (5% increase from previous year)

**AY 2023-2024:**

- Even with classes offered in HyFlex mode, the number of in-person students increased, which increased the support time during class for our faculty and IAs.
- Coverage included: Sr. IA 32hr/wk M - Th, 12mo; IA 10hr/wk M-Th, 10mo
- Our 15hr/wk M-Th, 10mo IA was not replaced by Fall 2023. Instead, we used temporary hires of two of PT faculty to help cover each other during the Fall semester. Position was approved to increase from 15hr/wk to 20hr/wk without RAC approval process and posted.
- During the Spring semester, we were able to hire someone halfway through Spring semester with PT faculty supporting each other with office hours during the evening to compensate.
- Our remaining IAs, especially our Sr. IA, however, were feeling 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.
- The now 20hr/wk, 10mo position was once again vacated at the end of Spring semester.
- Enrollments: Summer 53, Fall 260, Spring 248, Total 561 (18% increase from the previous year).

**AY 2024-2025:**

- After reviewing the Emporium success data in early Spring of 2024, we decided it was time to go back to fully in-person classes for Summer 2024. HyFlex classes did not hold students accountable for their math-time and our success rates were down.
- Calculus added to the list of courses in our Emporium sections ahead of the mandate to allow students to self-select into that course regardless of their math preparation.
- We knew we were unlikely to get someone to support the evening sections, so we shifted those to fully asynchronous classes with a Full-Time faculty member teaching them. The FT faculty, during both Fall and Spring, worked with minimal support from the remaining IAs since the full classrooms in the other six sections meant the Sr. IA and remaining 10hr/wk IA had their hands full.
- The 20hr/wk, 10-month position was not approved to be reposted and has been vacant ever since.
- Our Sr. IA was provided with funds through a grant to work on select Fridays at the end of each semester to support students, but those funds expire at the end of Spring 2026.
- Enrollments continued to grow.
- Enrollments: Summer 71, Fall 274, Spring 306, Total 651 (16% increase from the previous year).

Enrollments continue to grow into AY 2025-2026. 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.

Not only has the number of students in the sections increased, but the amount of time needed to work with individual students has as well. We saw an increase when students were forced out of Basic Skills math classes and into transfer level class in 2022 and we're seeing it again with students being told to take calculus as their entry level math course when they may not have even completed intermediate algebra. 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 information supporting a need for this position and resulting impact on students or program:**

Not only will the increase to this position benefit the Emporium sections, but it will also give us a chance to implement better coverage in our Concurrent Support Classes as well.

The Concurrent Support classes the department have run since Fall 2019 have been only supported by coordinating faculty provided with reassign time through AB 705 and AB 1705 monies. For the first few years, the support classes were not required, so the student enrollments were lower. However, those classes, like Emporium sections, require an abundance of care, upkeep, consistency, faculty training and logistics. Even with the low enrollments, the amount of reassign time the coordinating faculty received was not sufficient compensation. In Fall 2022 when support courses became required for students based on their math preparation, that workload increased, but the amount of compensation steadily decreased and will disappear by Spring 2026.

	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024	AY 2024-2025	AY 2025-2026
<b>Summer</b>		43	20	35	25	45	56
<b>Fall</b>	199	112	116	248	322	300	356
<b>Spring</b>	180	141	114	216	251	267	???
<b>Total</b>	379	296	250	499	598	612	412

The department recognized the need for instructional support in running those classes in the same way that we have for our Emporium sections, and included that in our Program Reviews. At the moment, our 80% Sr. IA barely has enough time to support the Emporium sections, so helping with the Concurrent Support sections has been impossible. Adjusting the current 20hr/wk, 10mo position to a 32hr/wk, 12mo position with hours through out the day when both Emporium and Concurrent support are offered gives our students another resource to help them be successful in their academic journey. It allows for Fridays to be included for Emporium students to test and help/support for all Emporium and Concurrent Support students. With summer sessions in both Emporium and Concurrent support seeing higher and higher enrollments each year, the 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. But we can't offer them twice the support. Currently, only the Sr. IA is available to support the summer classes.

## Section 2: Student Learning and Success

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

*Standard 2.2: The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students.*

Another 12-month Instructional Assistant with increased hours in the math department means that our Sr. Instructional assistant has the time to help collaborate on the course materials that are delivered to students via Canvas and other learning tools. The increased enrollment 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 we would prefer students have in order to achieve their educational goals.

*Standard 2.7: The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.*

Another 12-month Instructional Assistant with increased hours in the math department would enhance the effectiveness of the supports for our students. In addition to giving the Sr. IA time to focus with the coordinating faculty on updating the materials and increasing their effectiveness, it also gives the students another outlet for questions and concerns. Having this position filled also makes it possible to add support on Fridays, which gives the students another opportunity to reach out for help both in-person and online since Emporium/Concurrent Support offers both in-person and online support. With the state continuing to put pressure on the institution to facilitate the completion of transfer level math and English within a year, but not preparing the students to complete their transfer level math before they enroll in college it creates an overwhelming need to have people in-place and available who can help our students reach their transfer goals.

*Standard 2.8: The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.*

Increased hours for this IA position facilitate building a stronger community for the students in Concurrent Support and Emporium. Not only does it keep the doors open for support on Fridays, but it also offers students support outside of scheduled class periods in Concurrent support. Students will have a reliable space to study, collaborate and get academic support.

# **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.



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**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.

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**Instructional Assistant (*Continued*)**

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