

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">1. Requesting a new position;2. Requesting increased hours for an existing position;3. Informing the committee of the intent to hire a temporary grant-funded position. <p>Non-Instruction position requests are not required for:</p> <ol style="list-style-type: none">1. Temporary positions supported by general funds;2. Positions currently funded, but vacant for less than 24 months;3. Approved positions, but with a failed search. Approval is extended for 12 months only.
	Section 6: Costs	<p>Costs associated with this position request must be calculated by College Administrative Services Technician, Sharon Davidson before submitting to your Division Dean.</p> <ul style="list-style-type: none">• Calculation requests must be made no later than November 5 to meet November 12 deadline for Division Dean submittal• Send requests via email to Sui Song
	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: _____ **Division Name:** _____

SUMMARY INFORMATION

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

Position Will Reside in Division/Unit:

Indicate To Whom this Would Report:

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

The position is:

☐ New

Number of Hours per Week: _____

Number of Months per Year: _____

☐ Increase for an existing funded position

From: ☐ 9 ☐ 10 ☐ 11 Months

To: ☐ 10 ☐ 11 ☐ 12 Months

OR From: _____% to _____%

Name of Person Currently Holding Position: _____

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

Number of Hours per Week: _____

Number of Months per Year: _____

SECTION 1: PROGRAM NEED

What key responsibilities would this person assume?

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

SECTION 1: PROGRAM NEED (contd)

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.

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

SECTION 2: STUDENT LEARNING AND SUCCESS

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

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

SECTION 3: LPC MISSION AND PLANNING PRIORITIES

LPC MISSION STATEMENT:

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

LPC PLANNING PRIORITIES:

- **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:

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

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

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

SECTION 5: SAFETY and/or ORGANIZATIONAL EFFECTIVENESS

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

SECTION 6: COSTS*

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

Estimated Benefits Cost: \$ _____

Total Cost for Position: \$ _____

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

For accurate costs, contact the College Administrative Services Technician in the LPC Office of Administrative Services email to SSong@laspositascollege.edu

SECTION 7: SIGNATURES

Requester

Jennie Graham

Date - *click for drop-down*

Division Dean

Paula Checchi

Date - *click for drop-down*

Administrative Services Technician

Si Song 11/14/25

Date - *click for drop-down*

Vice President

Nan Ho 11/14/25

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 left vacant.
- 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. 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 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 and coordination in our Concurrent Support Classes as well.

The Concurrent Support classes the department has 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
Summer		43	20	35	25	45	56
Fall	199	112	116	248	322	300	356
Spring	180	141	114	216	251	267	???
Total	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. Initially, we thought having a fourth instructional assistant who could work with the faculty to help support it made sense. However, we need a coordinating, or senior, level IA to help with the support of those courses. What makes the most sense is to have our current Sr. Instructional Assistant become a 100% employee to help monitor and support both areas. With the support of the 10hr/wk IA and, ideally, the vacant IA position getting refilled, the Sr. IA will be able to help support both areas. Adjustments will be made to the number of Emporium sections to help facilitate this collaboration between these two spaces.

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.

Our Sr. Instructional assistant is supposed to have time to help collaborate on the course materials that are delivered to students via Canvas and other learning tools. However, as an 80% employee there is not enough time. The increased enrollment and time-per-student due to the students' lack of prerequisite knowledge takes up a considerable amount of time. 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.

A full-time Sr. IA in the math department would enhance the effectiveness of the supports for our math students. The Sr. IA acts as not just an academic support but a non-academic support since they give the students another outlet for their concerns and questions. Adding in support on Friday gives the students another day for them 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 the Sr. IA position facilitate building a stronger community for the students in Concurrent Support and Emporium. It opens the possibility for Friday support as well as support outside of scheduled class periods in Concurrent support. Students would have a reliable place to go to study, collaborate and get academic support.

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.

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

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.

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

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.

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

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