



Non-Instructional Position Request Form
2015-2016

KAROL 25

2015-19

This request process is to be used only for new classified and administrative positions (full or partial).

Title of Position Requested: Instructional Assistant I
Division/ Unit: Student Services/Tutorial Center

Please attach a current or proposed District job description and indicate if this is a request for / to: (for assistance, contact College Admin. Asst. at x1632)

- Increase an existing funded position:
 - from: 9, 10, 11 month to: 10, 11, 12 month
 - from: 45% to: 100%

Justification:

1. For background- please briefly summarize the position: what it does, where it works, to whom it reports, & list what other personnel are in this unit.

The present part-time Instructional Assistant I is a valuable part of the Las Positas College Tutorial Program. She is the one who assists students who come to the Tutorial Center and Reading & Writing Center (which is located in the Tutorial Center.) She was first hired in 2007 as a professional specialist, later as a temporary Instructional Assistant I working 22 hours weekly. In January 2014 she was hired as a permanent part-time Instructional Assistant I to work 18 hours a week. Although she was now permanent, the decrease in her hours caused challenges to the program that is experiencing dramatic growth. When she was hired she helped supervise students and tutors involved in 6,700 hours of tutoring done that academic year. During the Academic Year 2013-14, she helped supervise and oversee 9,024 hours of tutoring in less hours. The Instructional Assistant I is the first person students meet upon entering the Study, Tutoring and Reading Room. This employee is often the first to explain the tutorial program, to allay fears, provide a "listening ear" for concerned students, teach them how to apply for tutoring and sign in on SARS. The Tutorial Program Coordinator is an adjunct faculty member who works 22 hours weekly. She is overloaded with teaching the two Tutoring Theory and Practice classes, observing and supervising the tutors, meeting with students registered in Tutr 200 (students receiving tutoring), attending college meetings, collaborating with faculty, and various coordination duties in her limited hours. Now, there is little time to handle matters that the Instructional Assistant has taken on. For the salary required to fill an Instructional Assistant I full-time position, a great deal will be gained for our LPC students and the Tutorial Program. The Instructional Assistant is a necessary part of the staffing team. The major way we receive apportionment is through student registration and sign-in on the computer. Without the assistant at the desk, many forget to do this or the computer is not fixed when it goes down and hours are not recorded. Having someone available at the main desk to assist students in registration, locating rooms, assisting tutors, and answering the many questions that arise has relieved many a stressed student and calmed tense situations. In addition, the Instructional Assistant I keeps records, files, and payroll information up to date on the growing number of tutors each semester. (Last year there were 72 peer tutors.) The Instructional Assistant is the one who enters registration and payroll data into the computer, keeps tutor and student records, handles phone calls and emails on a regular basis. She oversees the student assistants who work at the desk in addition to her other responsibilities. This position is invaluable for the general tutorial program support. All tutor and student records are managed by the assistant—this in itself is an enormous job. In addition, the assistant plays the major part in assisting the Coordinator in scheduling tutors with students. Each semester, the Center hires new tutors and being able to get answers and help from the Instructional Assistant is necessary. The instructional assistant deals with the many changes that students and tutors often make. Having a central person at the desk, assisting in scheduling is of highest importance because students who cannot get scheduled with a tutor in a timely manner often drop their class or do not attend tutoring once they are scheduled later in the semester. This person must be flexible, calm, have a working knowledge of tutors and students while working with the Coordinator/Instructor on a daily basis. The assistant is also valuable to the instructors who provide drop-in tutoring in the Center and instructors working in the Reading and Writing Center.

- a. Give some historical perspective of the changing workload over a 3-5 year period:
Example: Workload unit 1= # Bio/Chem lab students/semester > 2010=900 2015=1000 Change over time is =11%

Workload unit 1: Students receiving tutoring--2009-10: 1,518 -- 2014-15: 2,223
Change over 5 years is 46.4%

Workload unit 2: Hours of tutoring given--2009-10: 6,173 -- 2014-15: 10,303
Change over 5 years is 67%

2. How will this position have a positive impact on the following (briefly include excerpts from your Program Review or other)-
- your Program Review** (Excerpt from Program Planning Update 2015) From 1996-2007 a full time classified staff member helped oversee the Tutorial Program, a temporary hourly employee was hired when the Tutorial Center moved to 2401 in Fall 2007 who worked 22-24 hours weekly. A permanent Instructional Assistant 1 was approved in 2013 to work 18 hours a week. This part-time classified employee is working fewer hours than the temporary employee worked though the numbers of hours and students keep increasing. A full time Instructional Assistant is needed to cover the growing workload in the Tutorial Center.
 - our LPC Planning Priorities**; During the 2015-16 academic year, Tutoring is one of the 4 emphases listed as a planning priority. Making the Tutorial Instructional Assistant I position 100% is the start of expanding tutorial services and better serving the growing number of students each semester.
 - other requirements or needs detailed in Master Plans or accreditation**: With the Student Success Act placing an emphasis on basic skills, the Tutorial Center needs to be more available to supervise and manage the increased numbers. Research shows that those who do not complete math early in their college career are significantly hindered. This is one reason we have placed tutors in the math x program and are providing group sessions for basic skills students in math, English and ESL. It would be advantageous for the Instructional Assistant to be more involved in this segment of tutoring. She is needed to assist in follow-up with basic skills students but does not have time. In general the Tutorial Center is involved in the Six Success Factors that Support Student Achievement. Students stay **focused** when their tutors help them stay on track, study well in order to pass classes. We help students feel **nurtured** by showing them that we care and want them to succeed in their classes. Students are **engaged** as they actively participate in their own learning during tutorial sessions. LPC students feel **connected** in the Tutorial Center—they tell us that they feel welcome, comfortable and a part of something bigger than themselves while in the Center. Students' abilities and experiences are **valued**--that's why we hire peer tutors to share what they've learned with others. And finally, we help students be **directed**—part of tutoring is setting goals and learning how to achieve those goals on a daily basis. The Instructional Assistant is engaged in each of these areas—supporting both the students and tutors. She is engaged in making sure we provide equity for all students and excellence in our program while assisting students to successful completion of classes, programs and degrees. She supports accreditation recommendations by supporting online tutoring in both writing & math and assists in setting up the computers for online tutoring and recording data from the sessions.
3. What other alternatives have been considered in lieu of this position to meet programmatic demands?
- A computerized and online tutor scheduling program was requested seven years ago which would have been able to handle the growing scheduling needs. The request was denied which left students requesting tutors and staff assigning tutors using paper and pen (as has been done since the inception of the tutoring program in 1996.) We are now unable to keep up with the demand by this archaic method with an 18 hour a week employee.
 - The Tutorial Programs Instructor and Coordinator assisting in the tutor scheduling and data entry was one alternative for a time, but she, too is an adjunct (working 22 hours a week teaching classes, meeting with tutors

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- and students, attending meetings) and is unable to keep up with her own work load, let alone helping the Instructional Assistant.
- c. Student assistants have been hired to cover the reception responsibilities but are unable to accomplish the Instructional Assistant tasks due to level of responsibility and confidentiality.

1. What is the consequence of not funding this position?
 - Students will not be served quickly and effectively. Some drop their classes when they don't get a tutor in a timely fashion because they needed help to start out strong.
 - The program will suffer in that we would have to go to a less effective method of drop-in tutoring as opposed to scheduled tutors who more fully meet student needs.
 - We will not be able to accommodate evening students with extended evening hours.
5. Has this position or a similar position been presented to RAC previously and in what years? Explain.
 Yes. A permanent part-time (18 hour weekly) Tutorial Center Instructional Assistant 1 was presented in Fall 2013 and approved. The part-time position does not provide enough hours to keep up with our growth.

For accurate costs below, requestor must contact College Admin. Asst. in the LPC Office of Administrative Services (ext. 1632).

Estimate Increase/ Proposed Annual Salary Cost:	\$ 17,166 17,913	**NOTE** Full time = 20-40 hrs. per week or 50%-100%. Regular Hourly = 18 hrs. or less per week (<50%).
Estimate Benefits Cost: (50% of salary)	\$ <u>5,579</u> 5,009	
Total Cost for Position:	\$ <u>22,745</u> 22,922	

Reviewed by & Date SD 9/21/15
 College Administrative Assistant, Office of Administrative Services

Important request deadlines for 2015/2016 (subject to change):
Mon., Sept. 14, 2015 request to Division Dean by end of business
Wed., Sept. 16, 2015 presented at Division Meeting
Fri., Sept. 18, 2015 due in Administrative Services Office with VP signature
Thu., Oct. 1, 2015 deans will present to Resource Allocation Committee

Signatures:

[Signature]
 Requestor

9/14/15
 Date Submitted

No Health
 17 913
 5 009

 22 922

With Health
 17 913
 14 345

 32,258

Reviewed by:
[Signature]
 Dean/ Unit Administrator

[Signature]
 Vice President

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Class Specification

INSTRUCTIONAL ASSISTANT SERIES I and II

DEFINITION

This class series specification describes classes which, under general certificated staff supervision, are used to perform moderately difficult tasks at the paraprofessional level in support of the instructional programs.

SERIES TITLES

Each class title within the series is formed by listing the Academic Division Program or Area after the Occupational Title. Examples are listed below:

INSTRUCTIONAL ASSISTANT - Office Occupations
INSTRUCTIONAL ASSISTANT - Learning Skills
INSTRUCTIONAL ASSISTANT - Reading and Writing
INSTRUCTIONAL ASSISTANT - Mass Communications and Chief Operator, etc.

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.

Instructional Assistant I is characterized by such conditions as (a) well defined and specific instructional materials and/or processes provided by the instructor, (b) close supervision with detailed instructions and frequent conferences with the instructor, (c) limited discretion in the use of materials or methods, and (d) both tutoring and operational support activities with emphasis on the latter.

Instructional Assistant II is characterized by duties involving fewer routines and (a) requiring more initiative, discretion and judgment in determining the use of materials, equipment and methods, (b) general supervision following prescribed guidelines and procedures, and (c) larger scope of responsibility for providing tutoring or handling complex processes and equipment.

Responsibility will be substantial and extend to such levels as coordinator of a complete student support center or lab serving a large number of faculty and students or providing expert services to students with physical disabilities or special problems

REPRESENTATIVE DUTIES

The Instructional Assistant I or II may:

1. provide learning assistance to students individually or in groups in understanding and assimilating material presented by the certificated instructor in a variety of educational settings;
2. proctor and correct written and performance assignments, check points and examinations;
3. give oral quizzes;
4. administer speech and hearing test;
5. explain cause of errors in oral and written work;
6. grade individual student projects under supervision of the instructor;
7. maintain security of all designated equipment, supplies, and documents;
8. tutor students in the assigned discipline;
9. assist with coaching athletes;
10. schedule students and maintain a variety of records concerning student course progress including test files, attendance and enrollment cards;
11. develop and revise materials as directed by certificated staff;
12. participate in regular conferences with instructional staff to exchange information on in-progress assignments and to receive assignments;
13. assist students in use of automated learning equipment;
14. may operate word processing equipment and video display terminal;
15. serve as Chief Operator and provide specialized services in AM/FM radio communications under FCC authorization and supervision;
16. insure proper and safe use of all designated learning and laboratory equipment and perform routine operating checks and preventative maintenance on such equipment;
17. distribute and account for all designated learning supplies, equipment and materials in accordance with established procedures;

18. report all unsafe or irregular conditions to appropriate supervisory personnel;
19. assist with the assignment and supervision of student and non-student hourly assistants and maintain student assignment schedules;
20. perform other duties as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

1. subject matter of the area to which assigned;
2. materials and equipment used in the area to which assigned;
3. supportive tutoring;
4. modern office procedures governing the learning center to which assigned, if any;
5. correct English usage.

Skills in:

1. working cooperatively with others;
2. the use of student materials in the assigned learning center;
3. the ability to learn the tutoring and operational techniques unique to the assigned center;
4. operating (or ability to learn) word processing equipment;
5. maintaining and updating files using video display terminal;
6. applying the specialty and using the equipment unique to the learning center

Education and Experience

Instructional Assistant I: One year of course work at an accredited college or university in the specified discipline and specified areas of concentration, or an equivalent combination of education and experience.

Instructional Assistant II: Two years of course work at an accredited college or university in the specified discipline and specified areas of concentration, supplemented by at least one year of experience as a teaching assistant, instructional assistant or tutor or any equivalent combination of education and experience with faculty recommendation regarding competence in the subject matter.

Approved FCC licensure is required for the Chief Operator (radio station).

PURPOSE OF CLASS

To provide instruction - related assistance to students and faculty to ensure effective and efficient teaching / learning in the area of assignment.

NOTE: This class specification is not necessarily all-inclusive in terms of work detail.

Adopted: 4/30/74 - revised 3/6/79; 5/19/81; 8/1/85; 7/1/88
Job Family - Technical Paraprofessional
(p:/instructional asst)