

# NON-INSTRUCTIONAL POSITION REQUEST

2016-2017

Internal Use

#: 2016-11

Requester Name: TOBY BIELAWSKI

Range 34

## SECTION 1: SUMMARY INFORMATION

Title of Position Being Requested:

Instructional Assistant (30 hour position) — ENGLISH

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

We have had existing Instructional Assistant positions for over 20 years, but no new positions presented to RAC. This request is to combine our 14-hour and 20-hour positions into one 30-hour position.

Position Will Reside in Division/Unit:

Arts and Humanities Division/English Center

A Current or Proposed District Job Description is attached:

Yes

No

The position is:

New

Number of Hours per Week: 30

Number of Months per Year: 10

Increase for an existing funded position

From:  9  10  11 Months

To:  10  11  12 Months

OR From: 35 % to 75 %

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

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

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

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## SECTION 2: JUSTIFICATION

### Position Description/Function:

The Instructional Assistant (IA) positions in the English Center work in collaboration with faculty to support the Basic Skills program in English. We have historically had five IA positions--with this new position, we are looking to collapse two positions into one, bringing the total number of IA's down to four. We would eliminate our 20-hour position, and increase our 14-hour position to one 30-hour position. Thus, the percentages listed on page 1 are somewhat deceptive: we are asking to collapse a 35% position and a 50% position into a single 75% position. This will provide better coverage for our classes and continuity for our program.

### Indicate To Whom Does this Position Reports:

This position reports to the Dean of Arts and Humanities, Don Miller.

### List other Personnel in the Unit:

Senior Instructional Assistant: Cindy Ahre Instructional Assistants: Kathy Harris, Elena Alvarado-Strasser, Megan Garcia, and a Vacant 20-hour position. Megan Garcia, our 14-hour IA, would be increased to 30 hours, eliminating the currently unstaffed/vacant 20-hour evening position. Megan is amenable to this increase in hours.

### Give historical perspective of the changing workload over a 3-5 year period:

*Example:*

<i>Workload unit 1 = # Bio/Chem lab students/semester</i>	>	<u>2010</u>	=	<u>900</u>
		<u>2015</u>	=	<u>1000</u>
<i>Change over time is:</i>			=	<u>11%</u>

Workload unit 1 = _____	>	_____	=	_____
		_____	=	_____
<b>Change over time is:</b>			=	<u>0.00%</u>

Workload unit 1 = _____	>	_____	=	_____
		_____	=	_____
<b>Change over time is:</b>			=	<u>0.00%</u>

### Comments:

Historically, our 14-hour IA position has provided lunchtime coverage for classes, but this position is difficult to staff and has had a lot of turnover. By combining our current 14-hour position and our current vacant 20-hour position into one 30-hour position, we will be able to provide needed midday and evening coverage.

We presently have two positions funded: a 14-hour position (total cost with benefits = \$15,509) and a 20-hour position (total cost with benefits = \$30,213). Total cost for current 14 and 20 hour positions = \$45,722. By increasing the 14-hour position to a 30-hour position (and eliminating the 20-hour position) costs would remain virtually the same (total cost with benefits for 30-hour position = \$45,318.73).

### **SECTION 3: LPC MISSION, MASTER PLAN, AND ACCREDITATION**

#### **LPC MISSION STATEMENT:**

LPC is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

#### **LPC PLANNING PRIORITIES:**

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

#### **Indicate how this position will have a positive impact on the LPC's Mission and Planning Priorities:**

Our Mission Statement stipulates the need for Basic Skills support for students to achieve success. The English Department's Basic Skills Program has enjoyed a solid record of success, preparing students for transfer-level reading and writing. A key component of our program relies on our Instructional Assistants, who not only support Basic Skills classes but also provide support services to the entire department.

#### **Indicate how this position will have a positive impact on LPC's Educational Master Plan:**

The Educational Master Plan notes that "approximately 66% of students arriving at Las Positas are unprepared for college in both English and math." These are the students who are served by our Basic Skills program, and whose success depends on our reliably-staffed English Center.

#### **Indicate how this position will have a positive impact on Accreditation:**

The Accreditation Report has stressed that at-risk students, many of whom begin in Basic Skills courses, must be given adequate services and support. In addition, The Equity Plan, which is part of Accreditation, outlines the specific student demographics that are most at risk for English courses -- these include various ethnic groups and students struggling with learning disabilities -- and these are the students who are served directly by the staff in our Basic Skills program.

### **SECTION 4: PROGRAM REVIEW AND IMPACT**

#### **Indicate how this position will have a positive impact on your Program Review:**

As required by our English 100A and English 104 course outlines, each class must have an assigned Instructional Assistant, who works with the instructor to give students individual help during lab and classroom time. Our Program Review identifies this need and how our department has been negatively impacted in the past when we have been short-staffed.

#### **Indicate other alternatives that have been considered in lieu of this position to meet programmatic demands:**

We are only asking for coverage for the classes that currently exist: our unstaffed 20-hour evening position is being temporarily covered by Megan Garcia, who is officially in our 14-hour position. We would like to reduce total IA hours by combining the 14- and 20-hour positions into a single 30-hour position, covering both the afternoon and evening classes.

#### **Indicate the consequence of not funding this position:**

Continuing to be understaffed in our English Center would negatively impact the Basic Skills program and its students, and would put us out of compliance with our course outlines.

**SECTION 5: COSTS\***

Estimate <b>Increase/Proposed</b> Annual Salary Cost:	\$ <u>16,114</u>	30,212.50
Estimate Benefits Cost:	\$ <u>13,697</u>	15,106.23
Total Cost for Position:	\$ <u>29,811</u>	45,318.73

**NOTE:**



Full Time = 20-40 hours per week or 50% - 100%

Regular Hourly = 18 hours or less per week (<50%)

*\*Costs: For accurate costs below, requestor must contact College Administrative Assistant, Sharon Davidson, in the LPC Office of Administrative Services (ext. 1632).*

**SECTION 6: REVIEWS**

**Signatures:**

 Requester	<u>9/20/16</u> Date
<u>Sharon Davidson</u> College Administrative Assistant Office of Administrative Services	<u>9/27/16</u> Date
 Dean/Unit Administrator	<u>9/27/16</u> Date
<u>Rama Dins</u> Vice President	<u>9/22/16</u> Date

## **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.

**Chabot-Las Positas Community College District**  
**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.

**Chabot-Las Positas Community College District**  
**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