

NON-INSTRUCTIONAL POSITION REQUEST

2016-2017

Internal Use

#: 2016-16

Range 37

Requester Name: Jennie Graham

SECTION 1: SUMMARY INFORMATION

Title of Position Being Requested:

Senior Instructional Assistant - Math

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

This position was asked to be filled following the resignation of the senior IA (job code:3CSM15) in 2009, however, records of this do not exist on the RAC website. Follow up requests for similar positions were as follows:

- 2010-11- Instructional Asst. for additional 15 hours in math ranked #2. No funding.
- 2011-12- Instructional Asst. for unlisted hours in math ranked #5. No funding.

Position Will Reside in Division/Unit:

MSEPS/Math

A Current or Proposed District Job Description is attached:

Yes

No

The position is:

New

Number of Hours per Week: 32

Number of Months per Year: 12

Increase for an existing funded position

From: 9 10 11 Months

To: 10 11 12 Months

OR From: % to %

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

Number of Hours per Week:

Number of Months per Year:

RECEIVED

SEP 22 2016

VP ACADEMIC SERVICES
LAS POSITAS COLLEGE

SECTION 2: JUSTIFICATION

Position Description/Function:

Please see the attached document for the description and function of this position.

Indicate To Whom Does this Position Reports:

The dean of MSEPS.

List other Personnel in the Unit:

Instructional Assistant: 10hr/wk, 10 months
Instructional Assistant: 15hr/wk, 10 months

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

Example:

$$\begin{array}{rclclcl} \text{Workload unit 1} & = & \# \text{ Bio/Chem lab students/semester} & > & \underline{2010} & = & \underline{900} \\ & & & & \underline{2015} & = & \underline{1000} \\ & & \text{Change over time is:} & & & = & \underline{11\%} \end{array}$$

$$\begin{array}{rclclcl} \text{Workload unit 1} & = & \frac{\text{Total Math X Students Fall}}{\quad} & > & \frac{2010}{\quad} & = & \frac{268}{\quad} \\ & & & & \frac{2015}{\quad} & = & \frac{309}{\quad} \\ & & \text{Change over time is:} & & & = & \underline{15.00\%} \end{array}$$

$$\begin{array}{rclclcl} \text{Workload unit 1} & = & \frac{\text{Total Math X Students Spring}}{\quad} & > & \frac{2011}{\quad} & = & \frac{282}{\quad} \\ & & & & \frac{2016}{\quad} & = & \frac{329}{\quad} \\ & & \text{Change over time is:} & & & = & \underline{17.00\%} \end{array}$$

Comments:

Please see the attached document for Comments on Workload.

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:

Please see attached document.

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

Please see attached document.

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

Please see attached document.

SECTION 4: PROGRAM REVIEW AND IMPACT

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

Please see attached document for Program Review and Impact

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

Please see attached document.

Indicate the consequence of not funding this position:

Please see attached document.

Reminder, the cost on the following page would be offset by no longer needing to pay \$13000 in additional hours. Total cost of position is really \$49490.

Section 1: Summary Information

Title of Position Being Requested: Senior Instructional Assistant – Math

Section 2: Justification

Position Description/Functions:

The Senior IA's duties include:

- Training the IAs and assisting with training incoming new faculty and new student tutors.
- Work with IAs to make sure the classroom has sufficient coverage at all times.
- Work with tutorial center liaison to schedule student tutors.
- Verifying that the beginning-of-the-semester preparations have been completed (Copies ordered, student folders pulled, MML courses copied and adjusted, instructors emailed with course IDs and directions for enrolling as a section instructor, new instructors have been given an access code, Orientations updated, Target Date Calendars updated, etc.).
- Working with Pearson (publisher involved with our electronic homework/testing system) to handle all technical issues involving MyMathLab. The Sr. IA will be our "Pearson Genius."
- Email enrolled students their orientation information to get them started for the semester.
- Send out emails to instructors reminding them what to do on day 1, day 2, census, W date, and Finals. Support instructors with questions throughout the semester.
- Run SARS reports to assist in the review of student attendance.
- Oversee the upkeep of the classroom (order supplies, work with IT to keep computers functioning, etc.)
- Support instructors throughout the semester to help keep their course boxes up-to-date (remove withdrawn students, add folders for new students, etc.).
- Work with the Disabilities Resource Center to schedule tests for students as needed.
- Work with students: Tutor, conduct homework checks, mark exams right or wrong (not assigning a grade).
- Update workshop calendar and post it in the classroom and online. Run workshops when available.
- Verify that the end-of-the-semester preparations have been completed (instructors have submitted their grade sheet, instructors have recorded needed SLOs, student folders are filed, student grade sheets are filed).
- Prepare for summer classes.
- Offer full coverage and support for summer classes (Other IAs are both only 10 month employees).

The Function of the Sr. IA would be to:

- Work with faculty to help implement changes in our Math X program to a highly effective emporium mode that has been shown to surpass traditional lecture modes in supporting student success through the basic skills sequence
- Offer stability and consistency across the sections of Math X.
- Work closely with faculty to maintain the integrity of the content given to students.
- Work closely with faculty to monitor success of students in the program.
- Work closely with students to act as an academic coach (not counselor) throughout the semester. While the instructor should be the students primary source of academic guidance, research showed that students feel more comfortable speaking about their progress with someone not directly in charge of their grades.
- Increase the safety and support of the students in the classroom by offering additional coverage to help supervise this large area with lots of moving parts.

Comment on Workload:

Until 2009, Math X had a full-time senior IA. When that employee resigned, the college was facing massive budget cuts and layoffs. Due to the atmosphere at that time this position was not filled. The math department has tried to absorb this loss, but ultimately had to cut sections. The loss of these sections caused a displacement of many of our Math X students into lecture classes, which added to the bottle neck Las Positas students face as they move through their basic skills math sequence. As many of these classes are prerequisites for other classes this had a campus wide effect as some students were not even able to be accommodated in getting a math class to move forward.

The math department was allowed to hire another part time IA, which meant an increase in the number of sections, but we still had to continually find additional funding to pay for extra IA hours to cover those sections. In addition to adding more sections the department decided to change the cap size from 35 students to 42 students to meet the student demand for classes in this mode. However, faculty still had to volunteer their time to help oversee the day-to-day running of the program, which allowed for there to be some consistency in the way each class in this program is run. If a Sr. IA was reinstated to this program, we would have that consistency. The hours offered for this position should hopefully be enough to meet the needs of this program, but also enough to keep a person in this job for some time to avoid high turnover rates in personnel.

While we would love to have a full-time (40hr/wk) person reinstated to this position, the 32 hours requested should be enough to allow for the Sr. IA to help with the running of the classes and also perform their other duties. This would also allow the Sr. IA to cover for another IA to prevent gaps in coverage if the need arose. While a 40 hr a week position would be preferable, the 32hours should also allow us to increase the number of classes offered in this mode. This would allow us to serve more students if the demand for the course continues to rise as well as allow us the option of reducing the cap size back to 35 students per class. A smaller class size in addition to added help in the classroom greatly increases the quality of the students' class time. Having our Sr. IA available for 12 months also means that we will have consistent and stable support for those summer classes. Currently we have to hope that our 10month IAs want to continue working during the summer hours. The hours that are approved for the 10 month IAs are just enough to cover the classes, but not enough to truly support the program. The cost for these hours is typically around \$6300, which could go towards our Sr. IA's salary.

The cost of hiring a Sr. IA for the Math X program would also be offset by the ability to reduce the number of extra hours paid to the other IAs both during their regular 10-month contract. In the past we've paid \$5200 a year extra to pay for coverage of our Fall and Spring classes. This year that number increased to just over \$6700 due to an IA resigning and the other having to reduce the number of hours worked. The uncertain number of hours that our part-time IAs can work from semester to semester is yet one more condition that can be overcome by having a Sr. IA on staff to compensate for that instability and staff turnover.

The salary will be given on the last page as requested, but something to keep in mind is that this position will not cost that amount. A Sr. IA starting at Step 1 for 32hr/wk-12month (80% position) plus their benefits is \$62490. However, if we subtract the money for the extra hours that we've used to maintain coverage of our classes (~\$6700) during the Fall and Spring and also the money from paying for Summer coverage (~\$6300), this leaves the actual cost of hiring this position at around \$49490.

Section 3: LPC Mission, Master Plan, and Accreditation

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

By having appropriate staffing in our Math X classes we can better support students' completion of their basic skills classes. All courses are streamlined according to each student's strengths and weaknesses. This will aid more students in completing their transfer, degree or career technical goals. If we have sufficient support, we may also be able to once again offer transfer level courses in this mode. Having a senior IA on staff will allow for consistency from semester to semester that will aid our students in their reaching their goals. The presence of a Senior IA will allow for more tutoring options for our students: more one-on-one time, group tutoring, group workshops, etc. The Senior IA will be able to support faculty in curricular development and maintenance of course materials. The Senior IA will also allow for better communication with our adjunct faculty teaching in Math X. This in turn will help us establish regular and best practices to meet ACCJC standards concerning SLO assessment and reporting.

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

This position directly effects Goal A from the Educational Master Plan: Student preparedness and success. Approximately 66% of students arriving at LPC are unprepared for college in both English and Math (60% of these students are Latino). A senior IA in math x will have a campus-wide impact by helping to serve these unprepared students.

Math is currently in the process of redesigning its Math X (currently all basic skills math courses) into a more successful Emporium model thanks to funding from the Hispanic Serving Institution (HSI) grant. Research across the country has shown that highly effective emporium modes can surpass traditional lecture modes for supporting student success through the basic skills sequence. All of the successful emporium models we looked at had one resource in common, classified support in the form of a coordinator. So, with the right support our program has the potential to help nearly 66% of our student population succeed. Since the focus of the HSI grant is on our Latino population, 60% of those students are directly related to the successful use of funds from this grant.

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

The Sr. IA will work with the full-time faculty to help ensure that the adjunct instructors are aware of the need to assess the SLOs and participate in recording their data when needed.

Section 4: Program Review and Impact

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

The department continually mentioned the need for this position in our program reviews and updates. In our 13 -14 program review we note the need for better Math X faculty training and a dedicated Math X full time IA at length. In our 14-15 update we call out the desire to increase the supports for STEM students and transferring students to complete their math goals. The Sr. IA position would allow for consistency across the courses, extra (needed) student support, and extra (needed) faculty support in an environment that leads directly to the STEM pathway (107 to 55, prerequisite to Trigonometry).

See below for Program Review/Update Excerpts.

Program Review (13-14) – Review of AY 11 - 12

Training for Math X: Courses taught in the Math X mode have changed dramatically in recent years and will continue to change as we make incremental changes towards revamping the program. Training of Math X instructors and instructional assistants should be improved and incentives created to promote best practices in our Math X sections.

To what extent will, and how, do assessment results support resource requests for AY 2014- 15? One area in which we have almost no SLO data is for our Math X classes. One reason is that the number of students finishing tends to be low, but also because we lack instructional assistant support and coordination of the program is difficult (since we lost our full-time instructional assistant). Because Math X instructors have students in 8 different courses, some of whom finish at different times, grading and entering SLO data is particularly burdensome. With additional IA support and a Math X coordinator, we could carry out assessment of SLOs and entering the data in an organized and efficient manner that does not create an undue burden on the instructor. Our results will support our request for additional Math X support (Instructional Assistant and coordinator).

To what extent, and how, do the student data results support resource requests? A full time, dedicated Math X Instructional Assistant (IA), is needed to support the program on a daily basis. This person would handle all daily administrative duties of the Math X Program. Each Math X class has at least 42+ students. With the support of a full time IA, the Math X instructor to work one on one with students needing help with their Math X course. Without the IA, students are underserved and experience long waits in getting help. The IA would also assist the requested Math X coordinator with scheduling and other administrative duties.

Will human resources be adequate for the academic year 2014-15? YES NO If No, briefly describe. The Math X Program is a unique mode of instruction that supports the College Mission of creating “inclusive, student-centered... learning opportunities and support for completion of transfer, degree, basic skills, career-technical and retraining goals” and the Math Department’s Mission of fostering student success by offering various modes of instruction. We need to restore the level of instructional assistant support to the Math X Program. The instructional assistant level III is a cost effective way to provide management of the program on a daily basis and the student and faculty support needed. In 2009 we had a full-time IA, two part-time IA's, and we offered twelve sections of Math X. Over the last few years the combination of losing our full-time IA, and the budget crisis forced us to cut a number of sections of Math X - mainly due to the lack of IA support. Currently we offer only five sections of Math X and have only one part-time IA to help provide support for 43+ students per section and a faculty member. Having a full-time IA would

- enable us to provide much needed support for the Math X program;
- allow us to begin to regrow the Math X program, both in terms of serving other populations and offering more sections; and,
- potentially, allow the math department to offer test proctoring for math instructors (another support system to faculty and students that we were forced to cut).

Program Review Update (14-15)

At Las Positas College 73% of our students place into a basic skills math course. While the success and retention rates of students in these basic skills courses are consistent with the state averages, it is well below what we want to see. Our department also wants to increase our support for STEM students and transferring students to complete their math goals. Our math SLO data supports need for increased supports.

We still have a vacant Math X Instructional Assistant position who would act as the coordinating IA between faculty and staff

Program Review Update (15-16)

What obstacles has your program faced in achieving objectives, initiatives, or plans?

We need funding for additional support in the Math X program – coordinator, IA support, etc.

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

We increased our class cap sizes to allow more students into the courses we had coverage for and managed to get a second part time IA to add more classes back to the schedule, however our IA's combined hours still do not cover all the classes we offer.

We continually have to get approval for additional hours for our IAs each semester. The extra funds are unpredictable and unstable. We do not have enough coverage without these extra hours. This includes during the Fall and Spring semesters, as well as the summer months. The summer months are even more unreliable as our IAs are both 10 month employees who can choose not to work during that time.

We have faculty volunteer their time to maintain the program, not only in the creation of labs, updating the curriculum, updating exam/quiz/homework content, but also to do non-content driven activities: training new faculty, training new IAs, overseeing the preparations for the new semester, overseeing the teardown of the end of the semester, communicating with Pearson regarding technical issues, communicating with instructors regarding best practices throughout the semester, etc. If some of this time spent could be shouldered by a Sr. IA then that frees up the faculty member to help the department with other math initiatives and activities.

Indicate the consequences of not funding this position:

If this position is not funded then the college stands to continually pay close to \$13000 in extra hours every year for inconsistent and unreliable support, which will affect the success and stability of the program. In turn, that may mean that we will not be able to successfully meet goals laid out in LPC's HSI grant.

This Fall, a total of 363 students are being served by this program, which is 34 more than last Spring and 54 more than Fall 2015. 5 out of our 8 classes have enrollments that are well over their capsize of 42 students. If we were to reduce our capsize to a pedagogically more sound 35 students, this means that we would need an additional 3 sections to maintain the number of students currently served by this program. However, without hiring a Sr. IA we do not have enough coverage and support to add additional sections back to pre-2009 levels and expand the program from there.

The department will continue to run the Math X program to the best of our abilities to support our students, but the reality is that with split focus between running that program and their other duties, Math X will never reach its potential. A designated Sr. IA who can help coordinate the program will better serve the students in every way. Not hiring a Sr IA for at least 32 hours/wk for 12 months is taking away the chance for increased student support and success in their math sequence; a sequence that is a gateway to many of the other classes offered at LPC.

SECTION 5: COSTS*

Estimate Increase/Proposed Annual Salary Cost: \$ 41,660.00
Estimate Benefits Cost: \$ 20,830.00
Total Cost for Position: \$ 62,490.00 ✕

NOTE:

(80% position) ✕ Only ~ \$ 49490 w/ offset costs.

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:

Jamie Graham
Requester

9/19/2016
Date

Sharon Davidson
College Administrative Assistant
Office of Administrative Services

9/27/16
Date

Nan Ho
Dean/Unit Administrator

9-20-16
Date

Joan Bie
Vice President

9/22/16
Date

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