

Classified and Administrative Position Request Checklist

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

NOTE: Non-Instructional Position Requests are required for Classified and Administrative positions only
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 6 to meet November 13 deadline for Division Dean submittal • Send requests via email to <u>Sui Song</u>
✓	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 2024-2025

Internal Use

#: 2025-

Requester Name: Jin Tsubota

Division Name: BSSL

SUMMARY INFORMATION

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

Instructional Assistant

Position Will Reside in Division/Unit:

BSSL/Tutoring Center

Indicate To Whom this Would Report:

Stuart McElderry

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

Yes, this position is the same as was presented in the 2023-2024 academic year.

The position is:

New

Number of Hours per Week: 40

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 _____ %

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?

This person's primary responsibility would be to work at the front desk of the Tutoring Center and help perform the daily operations to ensure the Tutoring Center is open and accessible to students, faculty, classified professionals, and the general public. Currently the front desk at the Tutoring Center is not staffed. Job responsibilities include, but are not limited to:

Front Desk: Respond to a variety of student questions and inquiries. Direct students to appropriate tutoring resources. Use interpersonal skills using tact, patience and courtesy. Listen actively and effectively. Identify and solve problems, facilitate learning for students, and build student confidence in assigned subject matter. Relate positively to students and recognize the difficulties students may have in comprehending the subject matter. Perform general clerical duties; answer phones and relay messages; type a variety of letters and documents. Assist with the assignment and supervision of student assistants and maintain tutor assignment schedules.

By fulfilling the job responsibilities listed above, this person would directly support all aspects of the Tutoring Center. Since the front desk is currently not staffed at the Tutoring Center, students who come with questions have three options: 1) not get any support, 2) interrupt a tutor in the middle of a session or 3) interrupt the coordinator or current instructional assistant while they are performing their coordination duties. The Tutoring Center has already received numerous complaints from students that they were not able to get needed support or direction since there was no one working the front desk.

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

Jin Tsubota is the Tutoring Center Coordinator.

LisaMarie is the current Instructional Assistant in the Tutoring Center.

SECTION 1: PROGRAM NEED (contd)

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (refer to your program review relating to human resources.) You may use narrative or relevant data.

Data indicate demand for study spaces and in-person tutoring continues to increase every semester. For example, the Tutoring Center use reached 90% of the maximum occupancy multiple times during the Fall 2024 semester. Tutors who were initially scheduled to work the front desk for a total of ~40 hours are frequently asked to tutor instead, leaving the front desk unattended. As mentioned previously, lack of front desk staffing has cascading negative consequences. First and foremost, some students who enter the Tutoring Center with questions never get support and leave disappointed. Second, students who enter with questions can negatively impact the quality of tutoring for others if they interrupt a tutoring session to get their question answered. Third, the student may interrupt the coordinator or the instructional assistant, negatively affecting their ability to effectively recruit, hire, schedule, train, observe, evaluate, and support 25-35 tutors that collectively work ~160 hours per week. All of the above negatively affect the caring culture of the Tutoring Center and the quality of the service. Students should be able to get their questions answered. Inadequate front desk staffing puts the tutors and staff in a compromising position. Telling a student "No, I'm sorry; I can't help you right now" is not pleasant for anyone.

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

In summary, it seems the increased demand for study spaces and in-person tutoring services has surpassed the capacity of the Tutoring Center to continually provide high-quality service.

Unfortunately, staffing the front desk with the current employees is not a feasible option. The two full-time employees of the Tutoring Center are unable to work the front desk given their current responsibilities of recruiting, hiring, scheduling, training, observing, and supervising tutors. Their responsibilities also include all the day-to-day coordination of the center such as answering emails, deescalating students, answering questions, coordinating room reservations, processing timesheets, verifying timeclock entries, entering data, and coordinating with different departments on campus.

Staffing the front desk with student assistants is also not a feasible option for two reasons. First, using the Tutoring Center funds to pay for an additional 40 hours of coverage would reduce current tutoring availability by approximately 25%. Second, even if additional funding was available, the current full-time employees of the Tutoring Center simply do not have the time needed to hire, schedule, train, and coordinate enough student assistants for an additional 40 hours of coverage. This is not a scalable or sustainable model of staffing since this time-intensive process needs to be repeated every semester.

SECTION 2: STUDENT LEARNING AND SUCCESS

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

This position will directly support student learning and success by providing front desk staff at the Tutoring Center who can answer questions and direct students to appropriate tutoring resources.

Front desk staff at the Tutoring Center indirectly supports student learning and success by creating a welcoming and caring environment, preventing tutors from being interrupted, and allowing the coordinator and instructional assistant at the Tutoring Center to focus on maintaining or improving the quality of the programs.

During times with extensive tutor training, Tutoring Center use was correlated with higher success and persistence. For example, for the 1,863 students who received tutoring during Spring 2022, tutoring was correlated with higher success rates (~84%) compared with success rates for all students during the 2021-22 academic year (~73%). Of note, each semester about half of all tutoring is for Math courses which typically have an aggregated success rate of ~58%. Tutoring Center use was correlated with higher fall to spring persistence rates (89%) compared with all students during the 2021-22 academic year (69%).

Historical data indicate tutoring is negatively correlated with success in years without adequate tutor training and support. For example, of the 1270 students who received tutoring in Fall 2017, 66% succeeded compared with 67% of students who did not receive tutoring (8484 students). To clarify, without proper tutor training, tutoring seemed to lower success rates. Front desk staffing will ensure the Tutoring Center Coordinator and Instructional assistant can support tutors instead of working the front desk. An additional full-time staff member will ensure tutors continue to receive adequate training and support.

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

Hiring a full-time front desk staff member will allow the Tutoring Center to continue to provide a high level of service and develop programming for the entire college. This is in line with the ACCJC 2B1 standard concerning library and learning support services that tutoring "services are sufficient in quantity, currency, depth, and variety to support educational programs."

In addition, this position supports LPC's Accreditation Quality Focus Essay goal to "develop, optimize, and institutionalize a comprehensive system of tutoring" by "increasing access to tutoring" and "increasing the scale and scope of tutoring." Front desk staffing facilitates greater access to tutoring. It also facilitates increasing the scale and scope of tutoring by freeing up coordinator time to work on these initiatives.

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:

- Implement the integration of all ACCJC standards throughout campus structure and processes.
- 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.
- 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

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

This position strongly supports the College's Mission to provide an "inclusive, learning-centered, equity focused environment." Inclusion, learning, and equity can only be prioritized if there is adequate staffing to promote these values. Without adequate staffing, the only students who are included are those who already have the habits of mind to proactively advocate for themselves by interrupting someone else's learning. Similarly, the addition of a full-time Instructional Assistant at the front desk of the Tutoring Center will "support the completion of students' transfer, degree, and career-technical goals" since the students can be directed to the appropriate tutoring resources to support them.

This position also strongly supports LPC's planning priorities. As mentioned previously, additional staffing "builds capacity to resolve inequities" by being able to refer students to appropriate tutoring resources. This position also "removes [access] barriers" in the Tutoring Center by making it easier to get tutoring. This position also clearly supports the "coordination of needed academic support" by providing the Tutoring Center the capacity to direct students to the proper resources .

In addition, this position supports the college's Education Master Plan goal to "develop and institutionalize a comprehensive system of tutoring and other learning support services."

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

- This need was described explicitly in a Program Review (Year 2022, 2023).
- This need was implied in a Program Review (Year 2023).
- 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):

As stated in the 2022 Tutoring Center Program Review “staffing the front desk at the Tutoring Center is a priority. The Tutoring Center is aligned with the Caring Campus initiative in creating better student experiences.”

As stated in the 2023 Tutoring Center Program Review, "customer service is integral for reducing student stress levels. This is also important for student learning as stress inhibits executive functioning and learning. To date, most front desk tutors have been reluctant to greet and initiate conversation with students consistently. A possible solution may involve hiring ... classified professionals to work exclusively at the front desk."

As stated in the 2023 Tutoring Center Program Review, "the two full-time employees of the Tutoring Center (the Tutoring Center Coordinator and Instructional Assistant) need more time to improve the quality of tutoring. However, approximately 95% of the Tutoring Center coordinator's time and the instructional assistant's time is spent performing administrative tasks, leaving only two to four hours per week to focus on student-facing activities." There is currently no time to supervise nor improve the quality of service at the front desk of the Tutoring Center.

Demand for tutoring services continues to increase, diminishing the Tutoring Center's ability to adequately staff the front desk. As noted in LPC's Accreditation Quality Focus Essay, Tutoring Center action steps for years 2021-2024 are to “identify any needed resources/funds” for increasing access to tutoring, to “analyze methods to increase access to tutoring and learning support service,” and to “further develop and refine system to remove access barriers.”

As mentioned previously, it seems the increased demand for study spaces and in-person tutoring services has surpassed the capacity of the Tutoring Center to continually provide high quality service. This position will allow the Tutoring Center to continue to provide excellent service in line with the long-term goals stated in the Program Review and LPC's Accreditation Quality Focus Essay.

SECTION 5: SAFETY and/or ORGANIZATIONAL EFFECTIVENESS

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

Safety will improve at the Tutoring Center if there is more full time staffing. For example, there are approximately 12 hours each week in which there is only one staff member supervising the Tutoring Center during the Fall and Spring semesters. If an emergency occurs at this time, it is extremely difficult to use “check, call, and care” to resolve any issues. During the Summer term, there is only one full-time staff member supervising the Tutoring Center, making it extremely difficult to manage any emergencies.

The addition of an extra full-time staff member will also allow the Tutoring Center to remain open in the event of unplanned or planned staff absences. The Tutoring Center must close if only one staff member is working and no one is available to relieve the staff member for their lunch break.

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:	\$	<u>63,034.00</u>
Estimated Benefits Cost:	\$	<u>89,570.00</u>
Total Cost for Position:	\$	<u>152,604.00</u>

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

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

SECTION 7: SIGNATURES

Requester

Jin Tsubota

11/13/24

Date - *click for drop-down*

Administrative Services Technician

Sui Song

11/13/24

Date - *click for drop-down*

Division Dean

[Signature]
11/14/24

Date - *click for drop-down*

Vice President

Nan Ho

11/20/24

Date - *click for drop-down*