## 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.

| $\checkmark$ | Action Item | Action Required |
| :--- | :--- | :--- |
| Review Purpose | Submission of the following request to the Resource Allocation Committee (RAC) is <br> required for the following: <br> 1.Requesting a new position; <br> 2.Requesting increased hours for an existing position; <br> 3.Informing the committee of the intent to hire a temporary grant-funded position. <br> Non-Instruction position requests are not required for: <br> 1.Temporary positions supported by general funds; <br> 2.Positions currently funded, but vacant for less than 24 months; <br> 3.Approved positions, but with a failed search. Approval is extended for 12 months <br> only. |  |
| Section 6: Costs | Costs associated with this position request must be calculated by College <br> Administrative Services Technician, Sharon Davidson before submitting to your <br> Division Dean. <br> - Calculation requests must be into Sharon no later than October 31 to meet <br> November 8 deadline for Division Dean submittal <br> Send requests via email to Sharon Davidson |  |
|  | Division Dean <br> Signature | The Division Dean will review the Classified \& Administrative Position request <br> form for completion and confirm job description is attached. |
| Vice President <br> Signature | The Vice President will review the Classified \& Administrative Position request <br> form for completion, and required signatures. |  |
| College <br> Administrative <br> Services Technician |  <br> Administrative Position request form Section 6: Costs, and forward for scanning. |  |

## CLASSIFIED \& ADMINISTRATIVE POSITION REQUEST

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:
n/a

The position is:

- New

Number of Hours per Week: 40

Number of Months per Year: 12

OIncrease for an existing funded position
From:



11 Months
To:

$\bigcirc 11$
O12 Months
OR From: $\qquad$ \%
to $\qquad$ \%

Name of Person Currently Holding Position: $\qquad$

New Categorically funded position (information only; position not ranked)
Number of Hours per Week: $\qquad$
Number of Months per Year: $\qquad$

## 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 during the Fall 2023 semester 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.

> Anecdotal data indicate demand for study spaces and in-person tutoring has doubled from Spring 2023 to Fall 2023. This high demand may be due to higher enrollment, a greater likelihood of students wanting to be on campus, and/or the new Tutoring Center facilities in the 2100 building. Regardless of the reason, tutors who were initially scheduled to work the front desk for a total of $\sim 40$ 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 26 tutors that collectively work $\sim 160$ 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. In addition, all Tutoring Center marketing and outreach activities have been temporarily suspended to hopefully dampen the demand for tutoring.

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 $25 \%$. The current tutors are already very busy trying to keep up with demand and do not want to work more hours. At the busiest times, a single tutor may have as many as 10 people waiting for them. 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 ( $\sim 84 \%$ ) compared with success rates for all students during the 2021-22 academic year ( $\sim 73 \%$ ). Of note, each semester about half of all tutoring is for Math courses which typically have an aggregated success rate of $\sim 58 \%$. 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. It seems the use of the Tutoring Center has grown two fold since last year, yet maintained the same funding and staffing levels. 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.

## LPC MISSION STATEMENT:

Las Positas College provides an inclusive, learning-centered, equityfocused 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."

Please check one.
$\checkmark$ This need was described explicitly in a Program Review (Year 2022 ). This need was implied in a Program Review (Year $\qquad$ ).

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 Fall 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."

Since then, demand for tutoring services has increased dramatically, 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 dramatic 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 (if applicable)
Explain how this position will improve safety 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. If an emergency occurs at this time, it is extremely difficult to use "check, call, and care" to resolve any issues. For example, during the Fall 2023 semester, a student appeared to need psychiatric or mental health services. Stepping away from the student to call the Health Center proved difficult because the student was in distress. Walking the student to Campus Safety or the Health Center also proved to be difficult since the Tutoring Center would be unsupervised for an unknown amount of time. Another full-time staff member could have easily assisted with contacting help.

## SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:
Estimated Benefits Cost:

| $\$$ | $60,586.00$ |
| :--- | ---: |
| $\$$ | $59,446.00$ |
| $\$$ | $120,032.00$ |

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 SDavidson@laspositascollege.edu

SECTION 7: SIGNATURES

## Requester

Jin Tsubota $\operatorname{L}$

10/30/23
Date - click for drop-down

## Division Dean



Date - click for drop-down

## Administrative Services Technician

Date - click for drop-down
Vice President

Date - click for drop-down

# 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 <br> 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

