

# NON-INSTRUCTIONAL POSITION REQUEST 2017-2018

Internal Use

#: 2017-06

Requester Name: JAMES WESTON, BRIAN HAGOPIAN

## SUMMARY INFORMATION

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

Welding and Automotive Technology Instructional Assistant

**Position Will Reside in Division/Unit:**

CATSS

**Indicate To Whom this Position Reports:**

Dean of CATSS. Working with Auto, Welding, and Engineering Tech Students, Faculty and Lab Technician.

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

This exact request has been made for each of the past 3 years. The need for our Instructional Aid to go from 60% to 100% is needed more than ever.

**The position is:**

New

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

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

Increase for an existing funded position

Neil Carey

From:  9  10  11 Months

To:  10  11  2 Months

OR From: 60 % to 100 %

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?**

Instructional Assistant, Neil Carey has worked in the building 800 "Toolroom" for approximately 9 years supporting the Automotive Technology and Welding Technology programs and reporting to the Dean of the CATSS division. Over the course of the 9 years Neil has held the position, hours have been primarily part time supporting evening and Saturday instruction (M-Th 6:15 PM-10:15 PM and Saturday 8-5, 24 hours a week). For a brief time Neil was put to 100% after the Toolroom's Lab Technician IV retired back in 2009 and it took 1.5 years to hire a new Lab Technician. Instructional Assistant's primary functions in the toolroom and both Welding and Automotive labs are evening and Saturday Auto and Welding toolroom operation, materials preparation for auto and welding, equipment fabrication, minor emergency repairs on equipment that occur during work hours and assisting faculty with lab safety and toolroom security. Instructional Aid also assists Welding students when Welding faculty are otherwise occupied.

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

The only other personnel in this unit is a Lab Technician and usually one (sometimes two) Student Assistant (s) (funded by FWS) that cover lunch breaks and the gap between when Lab Technician goes home at 5:15 PM and Instructional Assistant starts at 6:15 PM. As the job market has improved it has become increasingly difficult to obtain Student Assistants willing to work, this means often the faculty are working without any support in the labs or toolroom.

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (look to your program review). Please describe the metric you use to determine staffing needs in your program:

**Example:**

$$\text{Metric} = \frac{\text{Students Served per semester}}{\text{Full-Time Equivalent Employees}} \quad 2010 = \frac{900}{1}$$

$$2015 = \frac{1000}{1}$$

$$\text{Increased demand over the past 5 years is:} = \underline{11\%}$$

$$\text{Metric} = \frac{\text{Enrollments(Auto/Weld/Engineering Tech)/Staff}}{\quad} \quad 2012 = \frac{754}{1.5}$$

$$2017 = \frac{930}{1.5}$$

$$\text{Increased demand} = \underline{18\%}$$

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

In this situation, justification for this increase cannot be based on student work load alone because over the past 3-5 years student workload has not changed dramatically. While Welding has grown in enrollements and we have added the Engineering Tech program (which is partly supported by the Lab Techniciain and Instructional Aid) Auto has contracted slightly due to the good economy. What has also changed in the past 3-5 years is the amount and complexity of tools and equipment in the Auto and Welding programs, having more help from skilled classified staff is greatly desired. As always, programs have grown and programs have been added along with faculty to support this but no consideration is given to the support staff's workload to go along with the expansions or additions! If this position is increased from 60% to 100% the resulting impact on students will be continuous tool and equipment support from 8am-10:30pm for every class. No longer will faculty have to worry about running around getting tools and equipment set up and checked out to students.

## **SECTION 2: STUDENT LEARNING AND SUCCESS**

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

As mentioned in earlier sections, we currently have gaps in our coverage of lab classes that we try to fill with student assistants. This lack of coverage often falls at a time of day when both the Automotive and Welding labs are going, with no support staff students must wait for tool and equipment support until faculty are not assisting students with their lab work. This can lead to frustration from students and a general sense that our programs are unprofessional and disorganized.

Also mentioned earlier, with the upswing in funding for equipment in CTE our programs have a much larger amount of tools and equipment to maintain compared to even 5 years ago. There is so much to do for the 1.5 support staff that often equipment will go without maintenance or repair for an extended period of time while support staff attends to the everyday things that cant go unattended. This can be frustrating to a student who cant complete a project because a piece of equipment is down for maintenance or repairs.

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

From the Human Resources section of the ACCJC standards-

"The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes."

We believe that our Auto, Welding and Engineering Tech classes are understaffed to support our programs.

### **SECTION 3: LPC MISSION AND PLANNING PRIORITIES**

#### **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 supports the College's mission and/or planning priorities:**

Our Instructional Aid provides educational opportunities and support to our Career Technical students which is part of LPC's mission statement.

## **SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS**

**Please check one.**

- This need was described explicitly in a Program Review (Year \_\_\_\_\_).
- This need was implied in a Program Review (Year 15,16,17).
- 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):**

From Automotive program review...

Automotive Technology Program Review Section C3 Page 8- "Lab assistant that is at 24 hours should be raised to 40 hours to cover night classes and Saturday classes in Automotive and welding." Automotive Technology Program Review Section C4, Page 9- "Instructor must now cover tool room duties on both sides because not enough hours are available for tool room work. This lead to safety concerns of the faculty leaving the lab areas during class. Throughout the history of the program we have had un-interrupted coverage/support in the toolroom. Classes run continuously from 8am to 10pm Monday through Saturday. We currently have gaps in coverage in the toolroom which contributes to safety problems and students being ignored."

Welding program reviews from the past few years talks about expansion of programs like Engineering Technology, Laser Welding and virtual welding in addition to added equipment with the need for further training on new equipment. It is easy to imply that the need for increased support staff to operate, setup and maintain this equipment will be needed.

## **SECTION 5: SAFETY (if applicable)**

**Explain how this position will improve safety on campus or within your unit:**

Hopefully the improvement to safety for our Auto, Welding and Engineering Tech students should be obvious by now, just to recap...

-With gaps to in staff coverage during both automotive and welding labs faculty are not only having to tend to their labs but also leave the shop floor and get tools and equipment from storage. This should not continue if we truly value our students safety in our labs at LPC.

-With the increased complexity and amount of equipment to fix and maintain in our ever expanding programs the support staff's ability to stay on top it all will eventually lead to safety issues.

-Currently support staff have little time to communicate about equipment repairs and other tasks related to lab safety because they have no overlap between their shifts. Increasing our Instructional Aid from 60% to 100% will also add to safety in our programs by improving communication between the Auto and Welding's only two support staff.

Range 34 Step 5

**SECTION 6: COSTS\***

Estimated Increase or Proposed Annual Salary Cost:	\$ 30,391
Estimated Benefits Cost:	\$ 15,195
Total Cost for Position:	\$ 45,586

309


**NOTE:**

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



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

**SECTION 7: REVIEWS**

**Signatures:**

  
 Requester  
 Sharon Davidson  
 College Administrative Assistant  
 Office of Administrative Services

10/13/17  
 Date  
 10/24/17  
 Date

  
 Dean/Unit Administrator  
  
 Vice President

10-20-17  
 Date  
 10/24/17  
 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