

CLASSIFIED & ADMINISTRATIVE POSITION REQUEST

2018-2019

Internal Use

#: 8

Requester Name: Catherine Eagan/Justin Garoupa Division Name: Arts and Humanities

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:

English

Indicate To Whom this Would Report:

Dean of Arts and Humanities

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

No.

The position is:

New

2 positions

Number of Hours per Week: 24

Number of Months per Year: 10

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?

The Instructional Assistants would support students in English 1A stand-alone and English 1A "expanded" (per AB705) classes.

From the summary description from the Instructional Assistant:

"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."

The most relevant of the "Representative Duties" would be the following:

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.
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.
5. Tutor students in the assigned discipline
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.
10. Assist students and faculty in use of automated learning equipment including computers, printers, scanners, copiers, pay stations, and card dispenser machines.

Instructional Assistants have been providing assistance in English 1A stand-alone courses since the Fall of 2017, though the roll-out was delayed due to the retirement of our Instructional Assistant III and failure to replace her. They visit around 30 courses per semester, 3 times each. They cover essay editing and revision, MLA formatting and citing; advanced sentence combining techniques; coordination and subordination, fragments and run-ons, and essay outlining and organization. Instructional Assistants also cover some of the Smart Shops, workshops that are open to the whole campus and cover topics such as reading strategies, run-ons, and essay organization. Ideally, the two new Instructional Assistants would work from 8 am-2 pm and from 2 pm - 8 pm (Mon-Thurs).

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

In English, we currently have four Instructional Assistants working at 24, 30, 30, and 40 hours each.

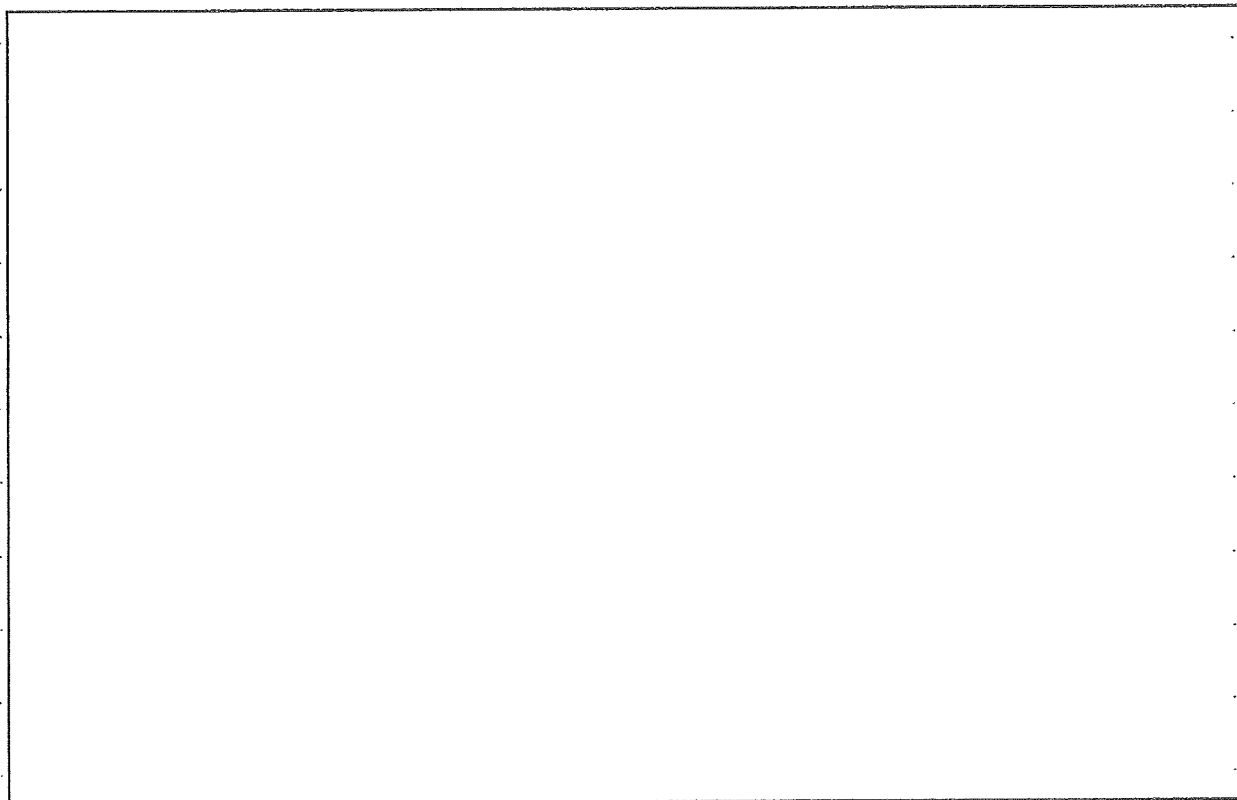
SECTION 1: PROGRAM NEED (contd)

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.

Our program review from Fall 2017 has a detailed discussion of the importance of Instructional Assistants not only because of the stellar work they do as tutors in the subject of English, but also because they provide support for students struggling to develop skills in the affective domain including time management, completion of homework, prompt communication with instructors, and the like. They have adapted to a changing basic skills landscape over the past few years, as "basic skills" students have progressively been moved into transfer-level coursework. Some historical perspective:

1. We added English 1A sections post-Multiple Measures Assessment Project (MMAP)--many more students began entering English 1A directly with 2.5 high school GPA placement;
2. Though success rates in English 1A stayed stable, validating the hypothesis that more students were ready for English 1A than Accuplacer had suggested, we saw a wider diversity of student preparation and needs. The success rate stayed roughly the same from 2012-2017, 75%, providing validation that these students were in large part prepared to do transfer-level work, but as captured in the course success data prepared for Fall 2018's program review, the overall success rate dipped by 5% in 2017-2018. (continued...)

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



SECTION 2: STUDENT LEARNING AND SUCCESS

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

As explained above, Instructional Assistants will tutor in areas that lower-performing students typically struggle with. The topics for the Smart Shops, some of which Instructional Assistants teach, came out of RAW Center data showing the most common areas in which students have needed help. In addition, our SLO assessment study indicates that MLA citation is an area of significant struggle for students, and the Instructional Assistants help them learn these bedrock rules of academic honesty. Every semester we run a student survey at the end of the semester, and we ask students if the Instructional Assistants were helpful. In spring of 2018, of 95 students surveyed, when asked if having an Instructional Assistant help with grammar instruction was helpful, the following percentages of students responded as listed:

Having an instructional assistant in the lab and/or classroom helped me understand the grammar lessons.

strongly agree 57%

agree 43%

not sure 3%

disagree 0%

strongly disagree 0%

instructional assistant not used in my class 0%

Positive impacts: Support from instructional assistants

Strong support 63 (number of students, not percent)

(continued...)

Almost no support 5

This was the second highest after:

Support from instructor

Strong support 66

Moderate support 23

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

These two positions will surely have a positive impact on our accreditation. In fact, we suggest that meeting these standards will be very, very difficult without the presence of IA support in the stand-alone and expanded English 1A classes. It is important to note that Instructional Assistant support in English is one area where LPC consistently supports both day and evening students, as no RAW Center or Smart Shops are held past 6 pm and 7 pm, respectively.

II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations.

Faculty and IA experience in English 104 indicate that helping students rise to the expectations of English 1A work will be incredibly challenging. Once high-performing students left English 104 for English 1A, faculty found that they had to make serious adjustments as far as what they could cover due to students' high needs in the areas of reading, grammar, and time management in particular. Now, we will have to bring these same students up to the performance expectations of English 1A. Having one faculty member in a class of 27 who is expected to maintain academic and professional standards and expectations will not be tenable.

(continued...)

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:

MISSION:

The state has decided that success rates in English 1A statewide are disturbingly low, and data show that if students begin their English studies at college-level, in English 1A with support, their success rates jump up. In an economy where having a college degree is vital to increase earning potential and close income gaps for families that are due to class, race, region, and other factors, the statewide college system must change to meet these students' needs and include everyone in a college education. With its mission statement in mind, LPC must pursue what one might call "radical" inclusivity. Allowing formerly "basic skills" students to take English 1A, for which many of them are not yet prepared, but failing to take the steps necessary for them to succeed will not allow LPC to provide "educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals."

As related to the district's goals, it is worth noting that without taking aggressive measures to foster student success in English 1A courses, the CLPCCD will sharply reduce the possibility of meeting its Vision for Success goals, whether increasing by 20% the number of students earning degrees, credentials, certificates, or specific skill sets within 5 years or reducing equity gaps by 40%; LPC will also be putting itself at risk of not meeting accreditation standards (see above).

LPC Planning Priorities: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

In our Fall 2017 English program review, we had the following to say about the tutoring that our Instructional Assistants provide:
"For two years, the college's planning priorities have included "Tutoring Services: Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses." Stated plainly, English department Instructional Assistants are our basic skills students', and prospectively our English 1A students', most accessible and best tutors. Tutoring in English, both basic skills and transfer, is a specified item on their district approved, collectively bargained job description: 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; 5. Tutor students in the assigned discipline. The programs with needs that necessitate Instructional Assistant support know that there are no campus staff that can better support a student's learning in their discipline than an Instructional Assistant. There is no tutoring program or service that works as closely or as effectively with the course and program curriculum than an instructional assistant."

(continued...)

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

- This need was described explicitly in a Program Review (Year Fall 2017).
- This need was implied in a Program Review (Year _____).
- 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):

See LPC Planning Priorities discussion, above.

SECTION 5: SAFETY (if applicable)

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

See safety discussion in Section II above; our sense of improved safety relates to improved student learning.

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:	\$	_____	\$24,254 each
Estimated Benefits Cost:	\$	_____	\$.13,340 each
Total Cost for Position:	\$	_____	\$75,188 total

NOTE:

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

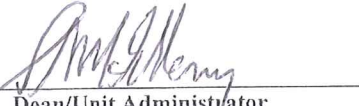
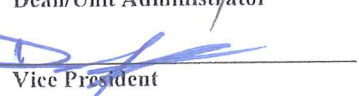
*Costs: For accurate costs, requestor must contact the College Administrative Services Technician in the LPC Office of Administrative Services (ext. 1632).

SECTION 7: REVIEWS

Signatures:


Requester
Sharon Davidson
College Administrative Services Technician
Office of Administrative Services

10/10/18
Date
10/18/18
Date


Dean/Unit Administrator

Vice President

10/18/18
Date
10/19/18
Date

Section II: Student Learning and Success:

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.(cont.)

- ...SLO assessment data also revealed that students were struggling with citation. We have yet to study this dip.
- To focus on the needs of the roughly 25% who have not been passing 1A, we decided in 2017 to place basic skills instructional assistants in English 1A classrooms. As a result, they have been splitting their time between assisting English 104 instructors and students and assisting English 1A instructors and students. They have also staffed some Smart Shops if they have the appropriate degree (a Master's).
- Meanwhile, the needs of English 104 students are greater. With the higher-performing students gone, these students struggle to do well on their assignments and get their work completed and turned in. This makes the job of assisting English 104 instructors and their students more challenging. For example, as the Fall 2018 data packet shows, in the first year of English 1A placement by high school GPA of 2.5 (Fall 2016), which caused many high-performing students to leave 104, the number of "P" grades in this P/NP class went from 21% to 12%.
- Sections of English 1A will again dramatically increase with AB705, the new law that mandates that we maximize students' potential to complete English 1A in one year. Almost all students with 2.49 GPA and below will go into new "expanded" English 1A.
- These students' needs will be even more pronounced. They will need as much targeted, small group, and one-on-one help as possible to succeed. Even though data have shown their success rates to be better if they started in 1A than if they went through a 1-3 course pipeline, the success rates are not what they need to be--statewide, 58% for those with a high school GPA ranging from 1.9-2.6 and 43% for a GPA below 1.9.
- Many other colleges statewide who have been implementing an "accelerated" approach to English 1A entry and skill building have been placing extra support in the classroom. These colleges have much higher success rates than those listed above, which indicates that they will do a better job closing equity gaps in the long run. In the publication *Up to the Challenge*, in which LPC is also featured, Skyline reports 72% success in one semester, Solano reports 65% success in one semester, and Sacramento City College reports 85% success in one semester. These colleges came to speak with us at our summer retreat and reported that they have faculty coaches, teaching apprentices (students who have earned a BA or BS), or supplemental instruction.
- At Las Positas, we have a history of Instructional Assistants serving as tutors and "coaches," as they are sometimes called by the California Acceleration Project.
- These classified coaches are vital to helping LPC English reach the success rates that other colleges are seeing.
- We believe that adding more Instructional Assistants is the most logical way to meet this need given our institutional culture and history in basic skills English, our track record of working well with IA's to serve the needs of the students, and our common curriculum

- We will have a continued need for training of Instructional Assistants as they move into tutoring in the areas of reading and writing. Funding for training has been spotty over the years.
- We propose that Instructional Assistants will continue to assist instructors in the stand-alone English 1A.

We are asking for two 24-hour, 10-month Instructional Assistants based on the following changes to the English basic skills and transfer pathways:

- We will need to institutionalize Instructional Assistant support in all English 1A stand-alone courses and fully implement the support we have currently offered during this pilot period in our face-to-face day courses so that we are also now supporting our distance education, hybrid, and evening courses, which are not currently receiving support. Closing this equity gap will up the Instructional Assistant hours from 180 to 270 hours per year, assuming the structure of a modest 3 visits per semester.
- We will need to place Instructional Assistants in the lab portion of the "expanded" AB705-compliant English 1A courses. Maintaining coverage equivalent to our current basic skills program will, due to a required increase in sections, result in an increase of roughly 260 Instructional Assistant hours per year.
- We will likely still offer approximately four English 104 basic skills sections per year, requiring 3 hours per week per lab throughout the semester. This continuation of basic skills offerings will require an additional 210 Instructional Assistant hours per year.
- Aside from time spent in classrooms, the Instructional Assistants need additional coverage in the English Center to allow for prep time, email and Canvas messaging for targeted interventions with students, Canvas maintenance, IA/Instructor course planning conferences, and maintenance of shared English program materials. Our current coverage limits our current Instructional Assistants' abilities to support these best practices, and we anticipate an increased need for these practices as AB705 is fully implemented.

Section 2: Student Learning and Success

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

(cont.)

Moderate support 23

Almost no support 5

This was the second highest after:

Support from instructor

Strong support 66

Moderate support 23

Almost no support 2

The number of students citing Instructional Assistant support was significantly higher than the number citing family support, support from classmates, or support from friends.

Student learning is also deeply influenced by habits of mind and feelings of safety, confidence, and belonging. Instructional Assistants, at a remove from grading, often have qualitatively different relationships with students and can help encourage students to recommit themselves to their work. Though the issue of campus safety may seem unrelated to a classified position request like this, the supportive relationships that Instructional Assistants develop with students over weeks of working with them in small groups and one-on-one help to prevent college anxiety, a phenomenon that Rebecca Cox has called “the college fear factor.” Our English 104 program shells have information on campus resources including the Health Center and Counseling, and Instructional Assistants calmly help students do everything from printing and submitting assignments, to signing up for tutoring, to registering for Smart Shops, to checking their grades. This kind of on-the-ground support may prevent some anxiety and perhaps even self-harm among our students.

Explain how this position will have a positive impact on Accreditation or strengthen the college’s adherence to the ACCJC standards (cont.)

II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Students need direct support. The best place to get this is in the classroom, “just in time,” as the California Acceleration Project puts it. At the same time, we will need to be aggressive about increasing tutor availability and providing intrusive forms of support.

II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

It will not be possible to meet this standard under AB705 without more instructional support in the classroom. The diversity of our students’ needs is writ large in the current English 104 classroom and will be even more prominent in our expanded 1A offerings.

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Instructional assistants will allow us to provide sufficient quantity of staff to support students in their classrooms. They can also connect them to other support services, as they currently do.

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Instructional assistants help students reach the following English 104 outcomes and will continue to do so for English 1A; we now need them in the expanded 1A, every day.

SLO's, English 104:

- *Upon completion of English 104, students will be able to use a variety of sentence structures.*
- *Upon completion of English 104, students will be able to write about an author's words and ideas in an academically responsible way.*

SLO's, English 1A:

- *Upon completion of English 1A, the student will be able to use effective and correct sentence structures to convey ideas.*

Students' performance on the SLO assessment project focused on citation was one factor leading to bringing IA's into the stand-alone 1A classroom.

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Without these positions, English will not have a sufficient number of staff to bring these students' performance up to its potential. More about hiring for desirable quals.

Section 3: LPC Mission and Planning Priorities

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

LPC Planning Priorities (continued):

We are glad that cooler heads prevailed and kept Tutoring as a planning priority. In our opinion, the college has a long way to go to make support for tutoring part of our campus culture. As we face a seismic shift unlike any we've seen in decades, LPC needs to commit to depth and breadth of tutoring. Instructional Assistants provide "intrusive" tutoring, an especial need of the "basic skills" population that will now be entering transfer-level English to "maximize their potential" for earning a college degree.

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