Reorganization Plan for the
Learning Services Department

Imperial Community College District
Spring 2015

Introduction

In Fall 2014, Dr. Nicholas Akinkuoye, Vice President for Academic Services, tasked deans Aguirre and Patterson to develop a plan for a one-stop tutoring center on campus. The deans began a process of examining one-stop tutoring centers at other community colleges as well as researching the current status of tutoring services at Imperial Valley College.

The following plan was developed through research and interviews with affected stakeholders at IVC before submission through the participatory governance structures of the District. Each of the Learning Services staff was interviewed for their perspective and ideas for reorganization. Department chairpersons/coordinators from related disciplines were asked to review the fourth draft of the plan and provide feedback and criticism. Their concerns will be incorporated into the draft plan for submission to the Vice President for Academic Services for his approval. There has been an emphasis on openness and transparency in plan development.

It is understood that implementation of this plan will require program review and budget development processing in addition to coordination with the collective bargaining agents of the affected personnel. Therefore, August 2016 is the target for final implementation of the reorganization.

Background

In the past, tutoring services were offered through different labs situated around campus with each department/discipline having control over its own tutoring lab. The Math lab was housed on the north side of campus beside the 1300 bldg. The Reading/Writing lab was housed in the 1600 bldg. The Language lab was housed in the southwest corner of the 300 bldg. and served Foreign Language and ESL students. These labs were structured as instructional computer labs where students could go to work on course-related software programs and complete lab and homework assignments.

In 1999, a 4200 sq. ft. extension was built onto the north side of the Spencer Library and Media Center, and the Study Skills Center was established. The Study Skills Center was operated under the Library administration and provided tutoring services in all disciplines.

Each of the four labs (Math, Reading/Writing, Language, and Study Skills Center) employed a classified staff coordinator to manage lab services, including the hiring and training of tutors. The qualifications and training of tutors varied between Math and Reading/Writing and the tutors hired for the Study Skills Center. The overlap of disciplines and the quality of the tutoring services created confusion among students and raised the ire of Math and English faculty.

Over the past fourteen years, the tutorial and laboratory services that make up Learning Services have been separated, consolidated, relocated, and separated again so that the current situation is fragmented under two academic deans and four coordinators resulting in additional

confusion for staff and students alike. In recent years, budget concerns of the District resulted in cuts to accounts for tutor salaries which resulted in cuts in tutor hours. Most recently, the budget for Math tutors was removed from the budget without the knowledge of the unit manager.

Needs/Challenges

This reorganization plan is developed to address a number of concerns and/or challenges faced by the current tutorial system on campus.
- There is a need to centralize the budgetary oversight under a single administrator.
- There is a need to centralize the policy and procedures for hiring of tutors and to provide for input from academic area leaders in the process.
- There is a need to provide consistent and effective tutor training and support for all tutors. There is a desire to renew the college's College Reading & Learning Association (CRLA) certification for our tutoring program.
- There is a need to provide reliable support for test proctoring services. With the reorganized Learning Services Department, the Learning Services Specialist (proposed position) could oversee test proctoring for all departments on campus.
- There is a need to promote and market tutoring services as a single unit, physically and conceptually.

This reorganization plan will require the careful review and revision of employee job descriptions and qualifications.
- There are four classified lab coordinator positions resulting in duplication of effort and inconsistency of work.
- The Reading/Writing Lab Tutorial Specialist is the lead instructor of the Learning Services Department without clear designation or chain of command.
- The Math Lab Tutorial Specialist is a categorical position funded through the Basic Skills Initiative.

This reorganization plan proposes the physical relocation of equipment and office space to accommodate Languages, Math, Reading/Writing and general tutorial services into the 2600 bldg. The physical work of relocation should be carefully planned to fall between academic terms to avoid interruption (as much as possible) of current tutorial services.

Research and development of this plan to reorganize the Learning Services Department at IVC has revealed an equally pressing need for greater access for students and teachers for general, instructional computer labs at multiple locations on campus. Student surveys have indicated that many students do not have access to a computer and printer; many have invested their limited dollars in smart phones. Thus students need access to general computer labs throughout the day. In addition, instructors in several disciplines are reserving the computer labs in the 2500 and 2600 buildings for class meetings (some on a regular, weekly basis, and others as needed). Data received from the lab coordinators indicated that faculty and their classes reserved over 220 hours of lab time in the fall 2014 semester alone.
Therefore:
1. The Library space vacated by the Study Skills Center should be revamped into a general computer lab with appropriate acoustic doorways and staff supervision and technical support.

2. Building 2500 (current Math Lab) should be reconfigured into two general, instructional computer labs to accommodate scheduling for whole class sessions. Appropriate staff should be employed to supervise the computer labs, provide technical support to students using the labs, and to schedule whole class sessions as needed by instructors from all departments/disciplines. One lab would be configured to hold 30-32 computers plus smart podium, dry erase board, and video projector, and the other lab would be configured to hold 40-44 computers plus smart podium, dry erase boards, and video projector. (If this is not feasible, two new modular buildings should be added to the modular park along Old Highway 111 to be configured into two separate instructional computer labs for classroom use.)
3. When funding becomes available, the District should consider expansion of the 2600 bldg. to increase tutoring services as the student population grows in the coming years.
4. It is assumed that these measures will be temporary until such time as the planned, new Library and Instructional Technology building is constructed. As the Library and Learning Services departments move into the new building, the current spaces would become available for reallocation to classroom and student services needs.

Proposal

This proposal will reorganize the Learning Services Department to provide a clear framework for all tutorial and instructional computer lab services on campus. A clear organizational chart is proposed, supported with new job positions and descriptions. The Learning Services Department will exist in three physical locations on campus: (1) the 2600 bldg. will house all tutoring services; (2) the Library Annex will be reconfigured into a general, instructional computer lab for Library and classroom use overseen by a Microcomputer Lab Assistant; and (3) the 2500 bldg. (which currently houses the Math Lab) will be reconfigured into two general, instructional computer labs for classroom use (one housing 30-32 computers plus instructional smart podium and dry erase boards and one housing 40-44 computers plus instructional smart podium and dry erase boards) overseen by two Microcomputer Lab Assistants (one per lab).

This proposal will centralize the hiring, training, and evaluation of tutors under the Learning Services Specialist. The Learning Services Specialist will train the tutors in general tutoring strategies and techniques, as well as general study skills. The English and Math departments, respectively, will coordinate the training of tutors in English (reading and writing) and Math. (During the 2016-17 school year, the Learning Services Department will survey the need for tutors in ESL, Spanish, and French.)

Phase 1 is the formal reorganization of the Learning Services Department. Exhibit A is a graphic representation of the proposed Learning Services Department. The department will be supervised by the dean of the Arts, Letters, & Learning Services Division. The department will be directed by a Learning Services Specialist (194-day faculty position). The operations of the department will be supported by a Staff Secretary II and four Microcomputer Lab Assistants. Exhibit B is a table which demonstrates possible cost savings as a result of the reorganization plan. Exhibits C.1 and C.2 show the proposed floor plans for the 2500 bldg. and the 2600 bldg.

Phase 1 should be finalized and approved by the governing board by the close of the 2014-15 academic year. The approved reorganization will then inform the program review cycle beginning in August 2015 for inclusion in the budget development cycle for FY 2016-17.

Phase 1 will include the governing board approval of the new position description (Learning Services Specialist). Exhibit D contains the proposed position description. In addition, the position description for Apprentice Tutor will be modified and a position description for Student Tutor will need approval by the governing board. Exhibits E.1 (Apprentice Tutor) and E.2 (Student Tutor) contain these position descriptions.

Phase 2 will require care in developing the Learning Services program review in August-September 2015. The proposed Learning Services Specialist position will be included in the staffing plans for 2016-17. Objectives and tasks for the year will articulate specific data collection and assessment of the department. Such data will extend beyond student surveys to include hourly counts in group tutoring, one-on-one tutoring, use of the labs by instructors/ classes, and the use of the various study rooms (by size). Complete logs of test proctoring also will be generated. This data will need to be collected carefully during the Fall 2015 semester to provide realistic information on lab and tutor usages. The data collected will inform the reorganization plan regarding the number and size of needed study rooms as well as the scheduling of student and apprentice tutors during hours of operation.

In addition, Phase 2 will include collaboration of the dean of the Arts, Letters, & Learning Services division with Human Resources and representatives from both the CCA/CTA/NEA and CSEA agencies. The position description for the Microcomputer Lab Assistant will need modification to reflect slight changes. Exhibit F contains the current position description with proposed modifications highlighted.

This reorganization plan will simplify the coordination of the labs, eliminating duplication of effort by the four current lab coordinators. To demonstrate this duplication, Exhibits G through L contain current position descriptions. Exhibit M is a copy of the position description for the Staff Secretary II. Exhibit N is a chart showing the representative duties flow from the current system to the proposed Learning Services Department. As duties are folded into the Learning Services Specialist position, the need for four lab coordinators is eliminated.

Care must be taken to ensure that appropriate protocols are followed for reduction in force (RIF). Once the formal reorganization of the Learning Services Department has been approved by the governing board, Phase 2 can begin. Phase 2 reduction in force should be completed during the 2015-16 school calendar. The hiring of the proposed Learning Services Specialist should occur during the spring of 2016, effective 1 July 2016.

Phase 3 is the physical reorganization of the Learning Services Department which will require the reconfiguration of the 2600 bldg. to accommodate all tutoring services for Languages, Math, Reading, Writing, and other disciplines as needed. Room 2602 will serve for tutoring in Math and Science. Room 2603 will serve for tutoring in English (Reading & Writing). Room 2608 will serve for tutoring in Foreign Language and English as a Second Language (ESL). Room 2609 will be reconfigured into a Teaching/Training lab to house tutor training, small group trainings, and professional development activities. Room 2610 will be reconfigured into a general tutoring area with 2-3 small group study rooms, holding 5-10 students at a time.

Phase 4: The physical reorganization of the Learning Services Department will require the reconfiguration of the Library Annex and 2500 bldg. The Library Annex will be reconfigured into a general computer lab for library and individual study use. The Library Annex computer lab will be monitored by a Microcomputer Lab Assistant. The 2500 bldg. (or two modular buildings added to the modular park along Old Highway 111) will be reconfigured into two general, instructional computer labs for classroom use as needed and general computer use as available. One lab will house 30-32 computers plus an instructor's smart podium and dry erase boards. The second lab will need to house at least 40-44 computers (plus an instructor's smart podium and dry erase boards) to house larger class sizes. Each of these two labs will be monitored by a Microcomputer Lab Assistant.

Phase 3 and Phase 4 physical reconfigurations and installation and set-up of computer labs should be completed during the summer of 2016. It is believed that cost savings in salaries during the first year of operation will cover the costs for physical refurbishment/remodeling. The reorganized Learning Services Department can begin full operations in August 2016.

Implementation

Phase 1 Implementation (Spring 2015):
Phase 1 is completed when this reorganization plan is approved by the governing board, including the organizational flow chart for the department and the Learning Services Specialist position description. Prior review of the plan will be provided to the Curriculum Committee[1], College Council, Academic Senate, and President's Cabinet. This reorganization plan also will be presented to the Facilities Committee and the College Council for their information.

Responsible party: the dean of the Arts, Letters, & Learning Services Division with the assistance of the dean of the Health & Science Division.

Anticipated completion date: College Council agenda for May 18, 2015; Academic Senate agenda for June 3, 2015 (second reading); and Board of Trustees agenda for June 17, 2015.

Phase 2 Implementation (FY 2015-16):
Upon the approval of the reorganization plan, the objectives and tasks for implementation will be built into the Learning Services program review in August-September 2015. Proposed budget enhancements will be included for the remodeling of the 2500 and 2600 buildings as well as the modifications to the Library Annex. The proposed Learning Services Specialist position will be forwarded to the Staffing Resource Committee for inclusion in the hiring recommendations for 2016-17. ~~organization flow chart for the Learning Services Department, and the Learning Services Specialist position description, the two affected faculty and four affected classified staff will be notified of the reduction in force (RIF) as the current positions will be phased out by end of FY 2015-16~~.

The Learning Services staff will be trained in the new data collection elements to ensure effective data reporting. Such data will include hourly counts in group tutoring, one-on-one tutoring, use of the labs by instructors/classes, and the use of the various study rooms (by size). Complete logs of test proctoring also will be generated. The collected data will be analyzed in

---

[1] While this plan contains no changes to curriculum, the Curriculum Committee is made up of department chairs/coordinators and representatives from Student Services.

January 2016 to inform necessary adjustments and/or modifications to the building remodeling plans and the finalization of staffing requirements.

The Dean of Arts, Letters, & Learning Services will coordinate with the Human Resource Office to ensure contract compliance for the elimination of the Reading/Writing Lab Tutorial Specialist and the four classified coordinator positions. The affected Staff Secretary II in the ALLS Division office will be transitioned to the Learning Services Department. One Microcomputer Lab Assistant is currently employed under the Library budget; her position funding would shift to the Learning Services budget beginning FY 2016-17.

Responsible ~~party~~ parties: the Vice President for Academic Affairs in collaboration with the Dean of Arts, Letters, & Learning Services with the assistance of the Office of Human Resources.

Anticipated completion date: March 15, 2016 (the CSEA and CCA/CTA/NEA contracts contain different deadlines and protocols).

Phase 3 and Phase 4 Implementation (Summer 2016):

The 2600 bldg., 2500 bldg., and Library Annex will be closed to students during the summer of 2016 to accommodate the facility remodeling and the installation and set-up of the computer labs.

Using current computers in the relocation, the 2600 bldg. would shift from 171 computers to 117; the 2500 bldg. would shift from 48 computers to 78; and the Library Annex would increase Library computers from 43 to 67.

Responsible party: the dean of the Arts, Letters, & Learning Services Division in collaboration with the Director of Maintenance and the Chief Technology Officer.

Anticipated completion date: August 10, 2016. Physical construction and technology installation will need to be integrated for maximum efficiency.
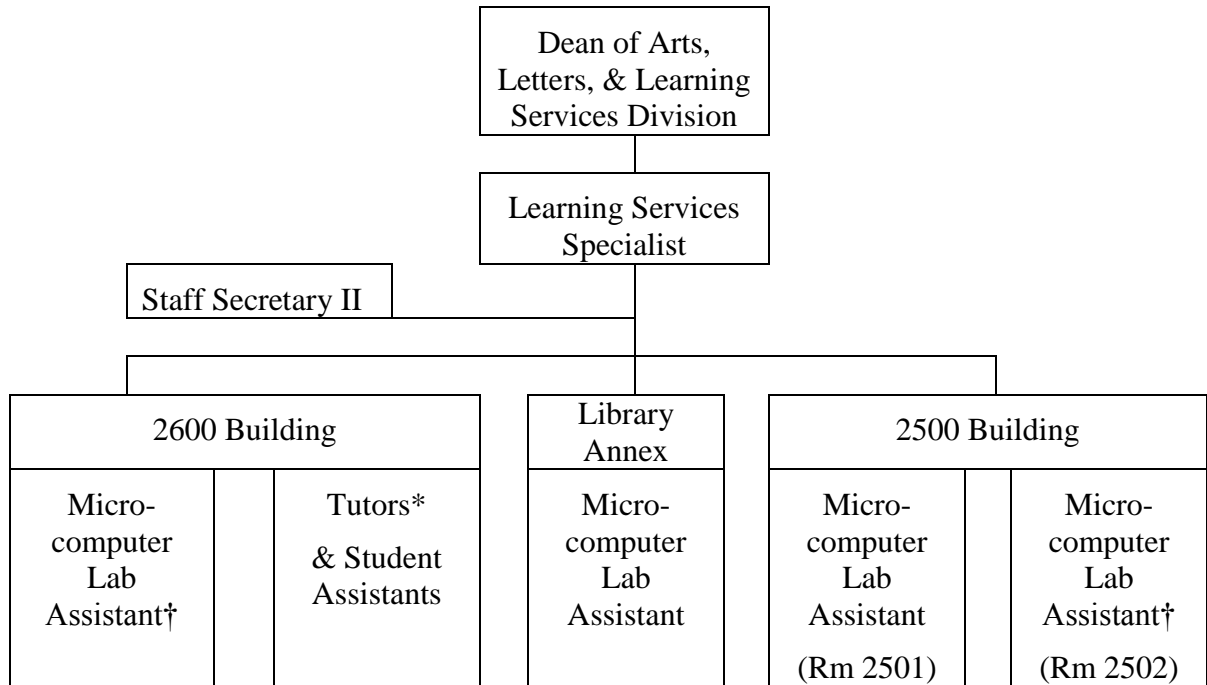
Conclusion

The development of this plan hoped to accomplish two things: (1) to meet the needs of the District for a centralized Learning Services Department for budget management, program review and planning, and uniform practices for hiring and training of tutors and (2) to meet the needs of the academic departments for significant and meaningful involvement in the selection and training of tutors.

This plan reorganizes the current, fragmented Learning Services Department into a cohesive department in anticipation of a future move into the planned, new Library and Instructional Technology building.

Exhibits

Exhibit A: Proposed Organizational Chart

Exhibit B: Current to Proposed Salary Comparison

Exhibit C.1:   Floor Plan for 2600 Bldg.

Exhibit C.2:   Floor Plan for 2500 Bldg.

Exhibit D: Proposed Position: Learning Services Specialist (194-day faculty position)

Exhibit E.1:   Proposed Job Description for Student Tutor

Exhibit E. 2:   Proposed Job Description for Apprentice Tutor

Exhibit F: Current Position: Microcomputer Lab Assistant

Exhibit G: Current Position: Reading/Writing Lab Tutorial Specialist

Exhibit H: Current Position: Math Lab Tutorial Specialist

Exhibit I: Current Position: Math Lab Instructional Specialist

Exhibit J: Current Position: Language Lab Coordinator

Exhibit K: Current Position: Reading/Writing Lab Coordinator

Exhibit L: Current Position: Learning Support Services Coordinator

Exhibit M: Current Position: Staff Secretary II

Exhibit N: Representative Duties Chart

Exhibit A: Learning Services Department (Proposed)

```
                    ┌─────────────────────┐
                    │   Dean of Arts,     │
                    │ Letters, & Learning │
                    │  Services Division  │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │ Learning Services   │
                    │    Specialist       │
                    └─────────────────────┘
        ┌───────────────────┐  │
        │ Staff Secretary II │ │
        └───────────────────┘  │
    ┌──────────────┬───────────┴───────────┬──────────────┐
┌───────────────────────────┐  ┌──────────┐  ┌───────────────────────────┐
│       2600 Building        │  │ Library  │  │       2500 Building        │
│                            │  │  Annex   │  │                            │
├─────────────┬─────────────┤  ├──────────┤  ├─────────────┬─────────────┤
│   Micro-    │   Tutors*   │  │  Micro-  │  │   Micro-    │   Micro-    │
│  computer   │             │  │ computer │  │  computer   │  computer   │
│    Lab      │ & Student   │  │   Lab    │  │    Lab      │    Lab      │
│ Assistant†  │ Assistants  │  │Assistant │  │ Assistant   │ Assistant†  │
│             │             │  │          │  │             │             │
│             │             │  │          │  │ (Rm 2501)   │ (Rm 2502)   │
└─────────────┴─────────────┘  └──────────┘  └─────────────┴─────────────┘
```

† These two Microcomputer Lab Assistants will work a swing shift (12:30 p.m. to 9:00 p.m., Monday through Thursday, and 9:00 a.m. to 5:30 p.m. on Fridays) to allow the Tutoring Center and 2500 bldg. labs to be open to students 8:30 a.m. to 8:30 p.m. (Monday through Thursday) and 8:30 a.m. to 5:00 p.m. (Friday). The Lab Assistants will be cross-trained to cover the instructional labs as needed.

     Software Programs currently in use:

WebStar	Blackboard
Microsoft Word	Excel
Focus on Grammar	My Skills Tutor
My ELT	Aplia
My English Lab	Math XL
Engrade	Geometer's Sketchpad
Fathom	Matlab
Burlington English	Minitab
Pronunciation Power	My French Lab
North Star Lab	Imagina
Skills for Success	My Spanish Lab
Anda! cursoelemental	

* <u>Tutors and Student Assistants by Rank and Pay Rate</u> (Proposed):

Student Assistants: Student Assistants are work study students who provide support to the day-to-day operations of the Learning Services Department.

Student Tutors: Student Tutors are individuals currently enrolled in classes at Imperial Valley College who meet minimum requirements established by the Learning Services Department in consultation with appropriate academic area leaders (e.g., Math or English). These tutors are limited to no more than two years of service and must continue enrollment in classes at Imperial Valley College throughout their employment as Student Tutor. Pay Rate: CA minimum wage.

Screening, interview, selection, training, and evaluation of Student Tutors will be conducted collaboratively between the Learning Services Specialist and the chair, coordinator, or designee of the related discipline (i.e., the Learning Services Specialist and the Math Coordinator, or designee, would hire, train, and evaluate Math Student Tutors). Student Tutors will be hired subject to available funding.

Apprentice Tutors:
Board Resolution 12838 (12 November 2003) established the Apprentice Program "to develop paraprofessionals who can provide leadership and expertise in a learning lab, tutorial center, learning resource center, or the equivalent […] The Apprentice may be employed for a maximum of eight (8) semesters, consecutive or cumulative, excluding summer sessions, and may not work more than 170 working days or more than 980 hours during any fiscal year."

Apprentice Tutors are individuals who possess an associate, bachelor's, or master's degree in field(s) related to their tutoring assignment (e.g., Math or English). These are part-time employees of the District who will report to the Learning Services Specialist and will not be subject to current enrollment status. Priority for Apprentice Tutor positions will be given to Math and English tutor applicants.

Board Resolution 14032 (20 February 2008) established the following pay rates:

		0-500 hours	500-980 hours
Apprentice Tutor I	(associate degree)	$11.00/hr	$12.00/hr
Apprentice Tutor II	(bachelor's degree)	$13.75/hr	$14.75/hr
Apprentice Tutor III	(master's degree)	$16.50/hr	$17.50/hr

Screening, interview, selection, training, and evaluation of Apprentice Tutors will be conducted collaboratively between the Learning Services Specialist and the chair, coordinator, or designee of the related discipline (i.e., the Learning Services Specialist and the Math Coordinator, or designee, would hire, train, and evaluate Math Apprentice Tutors). Apprentice Tutors will be hired subject to available funding.

Appendix B: Current to Proposed Salary Comparison

Current Positions	2014-15 Salaries	2015-16 Salaries	Proposed Positions	
Reading/Writing Lab Tutorial Specialist[1]	A/13	A/14	Learning Services Specialist	A/15
Math Lab Tutorial Specialist[2]			Math Lab Tutorial Specialist[2]	
Math Lab Instructional Specialist	Range 24 Step 0	Y-rated	Microcomputer Lab Assistant	Range 12 $29,844-$59,076
Math Lab Instructional Assistant (part-time)	Range 10 Step 3 (58%)	Range 10 Step 4 (58%)		
Language Lab Coordinator	Range 17 Step 0	Y-rated	Microcomputer Lab Assistant	Range 12 $29,844-$59,076
Reading/Writing Lab Coordinator	Range 17 Step 0	Y-rated	Microcomputer Lab Assistant	Range 12 $29,844-$59,076
Learning Support Services Coordinator	Range 17 Step 0	Y-rated		
Staff Secretary II[3]	Range 12 Step 5	Range 12 Step 5	Staff Secretary II	Range 12 Step 5 (longevity?)
Microcomputer Lab Assistant[4]	Range 12 Step 0	Y-rated	Microcomputer Lab Assistant	Y-rated

Annual Totals	$403,138	$423,840	Annual Range	$227,513-$335,832

This reorganization plan could lead to a potential savings of at least $88,000. Depending on the timing of reductions in force, savings during FY 2015-16 could be used to cover some or all of the construction and installation costs for Phases 3 & 4.

Notes:

[1] The Reading/Writing Lab Tutorial Specialist meets the minimum qualifications (2014) for the proposed Learning Services Specialist position.

[2] The Math Lab Tutorial Specialist position is funded categorically through the Basic Skills Initiative and could continue so long as categorical funding continues.

[3] One of the Staff Secretary II positions in the Arts, Letters, & Learning Services Division office would shift to the 2600 bldg. to support the new Learning Services Department. This employee would provide assistance to the division office when appropriate.

[4] The Microcomputer Lab Assistant currently working in the Library would continue as a Microcomputer Lab Assistant in the proposed, reorganized Learning Services Department.

Exhibit C1: Floor Plan for 2600 bldg. (Current and Proposed)

2600 Bldg. Layout (Current) (*171 computers*)

2609 Language Lab (36)	2608 Language Lab (32)		Server Room	Office 2604	2603 Writing Lab (28)
		Office 2607	Storage 2606	Office 2605	
2610 Business, Math, & Psychology Lab (statistics program) (34)		Lobby			2602 Reading Lab (41)
		Office 2611		Office 2601	

* Not to Scale.

One-Stop Tutoring Center (Proposed) (*117 computers*)

2609 ~~Teaching/ Training Lab (20)~~ Study Rooms	2608 Language Tutoring (Spanish, French, & ESL) (28)		Server Room	Office 2604	2603 English Tutoring (Reading & Writing) (28)
		Office 2607	Storage 2606	Office 2605	
2610 General Tutoring and Study Area		Lobby			2602 Math Tutoring (41)
Study Room?	Study Room?	Study Room?		Office 2601	

* Not to Scale.

Exhibit C2: Floor Plan for 2500 bldg. (Current and Proposed)

2500 Bldg. Layout (Current) (*48 computers*)

Study Room 8-10 student capacity	Open Instructional Computer Lab (48 computers)	Office
		Office
Study Room 4-8 student capacity		Storage
		entry

* Not to Scale.

2500 Bldg. Layout (Proposed) (*78 computers*)

Instructional Computer Lab (Classroom use) (30-34 computers)		Instructional Computer Lab (Classroom use) (40-44 computers)
Entry 1	Dual Office	Entry 2

* Not to Scale.

Exhibit D: Proposed Position: Learning Services Specialist   (194-day faculty position)

Basic Function: Under the supervision of the area Administrator, develop, implement, manage, and evaluate effective learning assistance programs offered throughout the College; in collaboration with the appropriate academic area leaders, interview, hire, train and supervise all tutors in the department; provide on-going professional development for tutors; oversee work schedules for all tutors; integrate new materials and resources into the instructional computer labs; oversee classified personnel and student workers in the department to maintain continuity; prepare financial, statistical and program review reports and other documents as assigned.

Representative Duties:

- Supervise the day-to-day operations and maintenance of the Learning Services Labs; assure availability of necessary materials and maintain an appropriate learning environment; establish and monitor lab schedules to optimize tutor availability and student participation.
- Recruit, screen, select, train, assign, evaluate, discipline, schedule, promote and terminate tutors; verify employment eligibility as required by federal and State laws and check with applicant references; train and supervise work study students assigned to the Tutoring Center (Bldg. 2600); prepare and submit Apprentice tutor payroll information to the Human Resources Office; determine tutor pay range assignments and pay adjustments.
- Address problem situations concerning the tutors and their interaction and effectiveness in dealing with students.
- Meet and confer with department chairs/coordinators and department faculty to establish and implement program standards, policies and procedures; coordinate with departments and programs such as DSP&S and EOPS to meet tutoring needs.
- Prepare and maintain records of student lab usage; operate a computer to input and tabulate attendance for various reports.
- Develop program review documentation for the Learning Services Department; prepare and maintain the department budget; process time sheets; analyze budget and make recommendations.
- Participate in the review, selection, and adaptation of instructional materials for the lab.
- Coordinate supportive/assistive learning and tutoring services to individual students and to campus-wide programs and activities including the LRNA 800 non-credit Supervised Tutoring and the support of the student learning outcomes (SLOs).
- Promote Learning Services programs and services throughout the College; participate collegially in the campus-wide development of effective learning assistance programs; receive requests for special reports, tabulate needed results, and respond to survey requests from other educational institutions.
- Coordinate workshops to assist students in developing study skills and other areas which facilitate student success such as reading, English composition, and basic mathematics; coordinate conversation sessions for ESL students.
- Coordinate test proctoring with students and instructors.
- Serve on departmental/college committees.
- Perform other tasks as assigned.

Knowledge and Abilities:

Knowledge of –
- Effective academic support programs and retention strategies at the college level.
- Learning theories, study skills, tutoring practices, and instructional practices aimed at student success.
- Supervisory/administrative experience.
- Computer-assisted instruction.

Ability to –
- Perform basic computer skills to conduct research and generate reports.
- Communicate effectively and work with a diverse student and faculty population.

Minimum Qualifications:

1. Must meet one of the following qualifications (a) or (b):

    (a)   Possess a master's degree in any master's degree level discipline in which learning assistance or tutoring is provided at the college;

                    -or-

    (b)   Possess a Master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

                    -and-

2. Demonstrate sensitivity to and ability to work with diverse academic, socio-economic, cultural, and ethnic backgrounds of community college students, including those with disabilities. (AB 1725, 87360a).

Exhibit E.1:   Proposed Position Description for Apprentice Tutor

Basic Function: Under the direction of the Dean of Arts, Letters, & Learning Services Division and the Learning Services Specialist, the apprentice tutor provides individual and small group tutoring to IVC students as well as workshops on select topics. The apprentice tutor assists students in improving academic achievement by identifying learning problems, working on study skills, and guiding students through the learning process at any stage as an academic coach.

Representative Duties:

1. Provide academic support in the form of one-on-one tutoring, small group tutoring, and select workshops to current students enrolled at Imperial Valley College.
2. Assist students with various academic tasks utilizing a variety of techniques.
3. Participate in appropriate training and instructional materials to improve tutoring skills.
4. Work with students to develop a tutoring plan that fits the student's individual needs.
5. Prepare tutoring sessions to ensure the student's academic development and to promote the student as an independent learner.
6. Assess the student's progress through the session and make suggestions for further steps.
7. Complete reports to the individual instructors and/or to the Learning Services Specialist.

Minimum Qualifications:

1. An associate degree from an accredited institution in a discipline related to the assigned area (Math, English, or Spanish).
   -and-
2. Ability to establish and maintain effective working relationships with students, faculty, and staff.
   -and-
3. Excellent oral and written communication skills.
   -and-
4. Sensitivity to students of various academic, socioeconomic, cultural, religious, disability, and ethnic backgrounds.

Application Materials:

1. Resume
2. Completed District Application
3. Unofficial transcripts (official transcripts upon hire)
   Note: *Foreign transcripts and degrees must include an evaluation by a United States clearing house*.
4. Copy of Credential/Certificate

Exhibit E.2:   Proposed Position Description for Student Tutor

Basic Function: Under the direction of the Dean of Arts, Letters, & Learning Services Division and the Learning Services Specialist, the student tutor provides individual and small group tutoring to IVC students. The tutor assists students in improving academic achievement by identifying learning problems, working on study skills, and guiding students through the learning process at any stage as an academic coach and peer mentor.

Representative Duties:

1. Provide academic support in the form of one-on-one or small group tutoring to current students enrolled at Imperial Valley College.
2. Assist students with various academic tasks utilizing a variety of techniques.
3. Participate in appropriate training and instructional materials to improve tutoring skills.
4. Prepare tutoring sessions to ensure the student's academic development and to promote the student as an independent learner.
5. Assess the student's progress through the session and make suggestions for further steps.
6. Complete reports to the individual instructors and/or to the Learning Services Specialist.

Minimum Qualifications:

1. A high school diploma or equivalent and a B or higher in ENGL 110, Composition and Reading, for writing tutors or a B or higher in MATH 192, Calculus I, for math tutors.
    -and-
2. Ability to establish and maintain effective working relationships with students, faculty, and staff.
    -and-
3. Strong oral and written communication skills.
    -and-
4. Sensitivity to students of various academic, socioeconomic, cultural, religious, disability, and ethnic backgrounds.

Application Materials:

1. Resume
2. Completed District Application
3. Unofficial transcripts
4. Letter of recommendation from an IVC instructor in the area (Math or English) for which the student is applying.

Exhibit F: Current Position: ~~Micro~~computer Lab Assistant   (March 1999)

Basic Function: Under direction of an assigned supervisor, maintain an instructional *computer* laboratory in which instruction is facilitated by the use of ~~micro~~computers and peripheral computer equipment; assist lab users with equipment operation, *and* application software ~~and specified academics subjects~~; maintain the lab in a clean and orderly condition which supports the instructional program and promotes learning.

Distinguishing Characteristics: ~~Micro~~computer Lab Assistants provide assistance to students ~~in a specified subject matter,~~ and ~~in addition,~~ are assigned to a lab in which ~~micro~~computers and peripheral equipment are used as an instructional tool. Incumbents maintain and oversee the use of computer hardware and install software in support of the instructional program. ~~An Instructional Lab Assistant provides instructional assistance to students in a specified subject matter such as reading, writing, foreign language or other designated academic area.~~ Incumbents assemble, copy, and distribute instructional materials, answer questions from students, and explain laboratory policies and procedures.

Representative Duties:

- Maintain an instructional laboratory in which ~~micro~~computers and peripheral computer equipment facilitate the learning process; respond to student questions ~~regarding the assigned academic subject area~~.
- Prepare the lab for use by turning equipment on and checking to assure proper working condition; assure student files are in order; back up data and copy files ~~and cassettes~~; assure tapes, books, materials and other items are available for faculty and student use.
- Operate, demonstrate and assist students in the operation of ~~micro~~computers, printers and other lab equipment; provide assistance in recovering files; train students in the use of the various programs and the Internet.
- Perform routine preventative maintenance duties and troubleshoot equipment malfunctions; identify and report equipment that needs repair; run virus scans and take appropriate corrective action.
- Prepare and maintain written rules, procedures and instructions concerning the use of the lab and lab equipment; assist faculty in orienting students to the lab as requested.
- Catalog ~~tapes~~, books, computer programs and other instructional lab materials; issue materials and assure their return; inventory materials periodically.
- Maintain records of student lab use and prepare reports for instructors as requested; maintain sign-in records and tabulate time spent in the lab; prepare lists and report of student enrollment, progress and activities for faculty and administrative offices; enroll students in classes and labs as assigned.
- Maintain a clean and orderly laboratory environment and provide for appropriate lab security.
- Train and provide work direction to students workers.
- Perform related duties as assigned.

Knowledge and Abilities:

Knowledge of –
- Operation of ~~micro~~computers and related peripheral equipment.
- ~~Instructional methods used in a specified academic subject area.~~
- Operating procedures and practices appropriate to an instructional computer laboratory.
- Oral and written communication skills.

- Interpersonal skills using tact, patience, and courtesy.
- Instructional methods used to assist students in the use of ~~micro~~computers and applications software such as, but not limited to, the following:

WebStar	Blackboard
Microsoft Word	Excel
Focus on Grammar	My Skills Tutor
My ELT	Aplia
My English Lab	Math XL
Burlington English	Imagina
Pronunciation Power	My Spanish Lab
Skills for Success	Engrade

- Record keeping techniques.
- Principles of training and work direction.

Abilities to –
- Operate computers, printers, and other computer peripheral equipment used to facilitate learning in an instructional lab environment.
- Install software including upgrades and enhancements.
- Maintain, adjust and troubleshoot malfunctioning microcomputer equipment.
- Assist students and provide instruction in the use of microcomputer equipment in an instructional lab environment.
- Interact with instructors and students to promote an effective learning environment.
- Organize and oversee computer laboratory operations.
- Respond to student questions regarding a specific academic subject area.
- Work cooperatively with others.
- Understand and follow oral and written directions.
- Maintain the microcomputer lab in a clean and orderly condition.
- Communicate effectively both orally and in writing.

<u>Education and Experience</u>:   Any combination equivalent to: graduation from high school ~~including or supplemented by coursework in a specific subject area~~ and one year of experience operating computers in an instructional environment.

<u>Working Conditions</u>:   Duties are primarily performed in an instructional laboratory environment. Incumbents are subject to noise from equipment operation.

<u>Physical Demands</u>:   Must see clearly to operate or transport equipment and assist students, speak clearly and distinctly to provide information to students and staff, hear and understand voices over telephone and in person, sit or stand for long periods of time, walk and move equipment, use hands and fingers to handle or manipulate assigned equipment, reach with hands and arms, move among students in the laboratory, move and transport instructional materials and equipment weighing up to 25 pounds.

Exhibit G: Current Position: Reading/Writing Lab Tutorial Specialist

Basic Function: Under the direction of the Dean of Technology/Learning Services and in conjunction with the Reading Facilitator, the Writing Facilitator and the Reading/Writing Lab Coordinator, develop and maintain a tutor training program for reading, train and supervise all tutors in the Reading/Writing Lab; integrate new materials and resources into the lab; monitor and provide for improvements of Reading/Writing Lab procedures. All of these tasks are done in conjunction with other personnel in the lab to maintain continuity.

Representative Duties:

1. Develop and maintain a tutor training program for Reading;
2. Train new tutors, supervisor all tutors, maintain and enforce lab procedures;
3. Responsible for helping tutors upgrade skills as diagnosed on the senior tutor test;
4. Tutor students at all levels from ESL through developmental to transfer in the Reading/Writing Lab;
5. Assist with lab tutors;
6. Work with Reading/Writing Lab Coordinator on the recruiting, hiring, evaluating and termination of tutors;
7. Assist in the arrangement, organization and planning of staff and/or tutor meetings;
8. Integrate new reading and writing materials and resources into the lab; assist in evaluating the effectiveness of materials, resources and procedures in conjunction with the Reading and Writing Facilitators;
9. Produce an informative newsletter, as needed, for the campus community;
10. Evaluate performance of all tutors at least once every semester, in conjunction with the Reading/Writing Lab Coordinator;
11. Oversee and coordinate student evaluations of lab materials, as needed;
12. Monitor and provide for improvements of Reading/Writing Lab procedures in conjunction with other staff;
13. Serve as resource person for the lab in charge of maintaining and updating all reading and writing resources.
14. Perform related duties as required.
15. Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students (AB 1725, 87360a).

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (e):

    (a)   Possess a valid Lifetime California Community College Credential that permits full-time service as an Instructor of Reading;
                -or-
    (b)   Possess a Master's degree, from an accredited institution, in education with a specialization in reading or teaching reading;
                -or-
    (c)   Possess a Bachelor's degree, from an accredited institution, in any academic discipline AND twelve semester units of course work in teaching reading AND a Master's degree in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology;
                -or-

(d)　　Possess a Master's degree, from an accredited institution, in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory

　　　　　　　-or-

(e)　　Possess a combination of education and experience that is at least equivalent to the above. (Applicants requesting equivalency must complete form provided in this application packet and provide support documentation).

　　　　　　　-and-

2.　　Demonstrate sensitivity to and ability to work with diverse academic, socio-economic, cultural, and ethnic backgrounds of community college students, including those with disabilities. (AB 1725, 87360a).

Exhibit H: Current Position: Math Lab Tutorial Specialist   (August 2009)

Basic Function: Under the direction of the Science/Math/Engineering Division Chair and in conjunction with the mathematics department faculties and the Math Lab Specialist, this position will develop and maintain a tutor training program for mathematics, train all tutors in the Math Lab, integrate new materials and resources into the lab, monitor and provide for improvements of Math Lab procedures.   All of these tasks are done in conjunction with other personnel in the department and the lab to maintain continuity.

Representative Duties:

1. Develop and maintain a tutor training program for mathematics;
2. Train new tutors, supervise all tutors, maintain and enforce lab procedures;
3. Responsible for helping tutors upgrade skills;
4. Tutor students at all levels from basic mathematics through transfer in the Math Lab;
5. Provide on-going mathematics workshops; review session, and math study skills workshops and other workshops as requested by students and/or instructors from the division or other divisions;
6. Develop lab component courses (Math 870 and Math 880) and develop weekly lesson plans for Math 870 and 880 classes (accompany lab classes for MATH 70 and MATH 80);
7. Gather success rate data for students enrolled in MATH 870, 880, all developmental math classes and students who use the math lab services;
8. Assist students using the Math Lab with signing up for LRNA 800 class;
9. Produce and distribute informative flyers about upcoming workshops and services available in the Math Lab;
10. Work with Math Lab instructional specialist on the recruiting, hiring, evaluating and termination of tutors;
11. Assist in the arrangement, organization and planning of staff and/or tutor meetings;
12. Integrate new mathematics, statistics and computer science materials and resources into the lab; assist in evaluating the effectiveness of materials, resources and procedures in conjunction with the department faculties and the Math Lab instructional specialist;
13. Produce an informative newsletter, as needed, for the campus community;
14. Evaluate performance of all tutors at least once every semester;
15. Oversee and coordinate student evaluations of lab materials, as needed;
16. Monitor and provide for improvements of Math Lab procedures in conjunction with other staff;
17. Keep record of students in MATH 870 and 880 classes and share with the instructors as needed;
18. Perform related duties as required;
19. Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students (AB 1725, 87360a).

Minimum Qualifications:

1. Must meet one of the following qualifications under (a) through (e):

(a)   Possess a valid Lifetime California Community College Credential that permits full-time service as an Instructor of Mathematics;
                        -or-
(b)   Possess a Master's degree, from an accredited institution, in education with a specialization in mathematics, applied mathematics or teaching mathematics at the community college;
                        -or-

(c)   Possess a Bachelor's degree, from an accredited institution, in any academic discipline AND twelve semester units of course work in teaching mathematics AND a Master's degree in mathematics education, physics, or statistics;

        -or-

(d)   Possess a Bachelor's degree, from an accredited institution, in mathematics, mathematics education, or statistics, AND Master's degree with emphasis in adult learning theory;

        -or-

(e)   Possess a combination of education and experience that is at least equivalent to the above.

        -and-

2. Demonstrate sensitivity to and ability to work with diverse academic, socio-economic, cultural, and   ethnic backgrounds of community college students, including those with disabilities. (AB 1725, 87360a).

Exhibit I: Current Position: Math Lab Instructional Specialist   (May 2002)

Basic Function: Under the direction of the Division Chair for the Division of Science, Mathematics, and Engineering, provide assistance to math students using traditional and computer-assisted mathematics instruction/teaching methods; maintain the math lab in a clean and orderly condition which supports the instructional program and promotes learning.

Representative Duties:

- Assist math students with assignments from both traditional classroom sections and math lab computer-assisted instruction.
- Assist students with various software and hardware related questions.
- Install, configure, and maintain computer application software.
- Determine supplies, materials, and equipment needs for the lab.
- Maintain knowledge of current trends and developments in computer and mathematics fields related to computer-assisted instruction.
- Monitor lab usage and produce lab usage reports on a regular basis.
- Assist the division in the development and implementation of goals, objectives, policies, and priorities for the lab.
- Coordinate repairs and updates with vendors.
- Recruit, select, train, and oversee math lab tutoring personnel.
- Work in conjunction with the Learning Services Specialist in assigning math tutors to math lab.
- Address problem situations concerning the tutors and their interaction and effectiveness in dealing with students.
- Serve on departmental/college committees.
- Maintain competence in field.
- Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Perform related duties as assigned.

Knowledge and Abilities:
  Knowledge of –
- Lower division mathematics courses.
- Extensive software applications.
- Modern office practices, procedures, and equipment.
- Principles of providing training and work direction.
  Ability to –
- Communicate effectively both orally and in writing.
- Analyze situations and adopt an effective course of action.
- Organize day-to-day operations of computer labs.
- Read, interpret, and apply rules, regulations, policies, and procedures.
- Meet schedules and deadlines.
- Maintain confidentiality of division records as required.
- Instruct students in the proper usage of computer hardware and software.
- Ensure lab security.

Education and Experience: Bachelor's in Mathematics, Computer Science, or related field and three (3) years' experience operating and maintaining microcomputers, peripheral equipment, and software applications.

Working Conditions: Duties are primarily performed in an instructional laboratory environment. Incumbents are subject to noise from equipment operation.

Physical Demands: Duties require the physical ability to see clearly to operate or transport equipment and assist students, identify and distinguish colors, speak clearly and distinctly to provide information to students and staff, hear and understand voices over telephone and in person, stand for long periods of time, use hands and fingers to manipulate assigned equipment, reach with hands and arms, move among students in the laboratory, move and transport instructional materials and equipment weighing up to 35 pounds.

Exhibit J: Current Position: Language Lab Coordinator   (May 2002)

Basic Function: Under direction of the Area Administrator or assigned supervisor, plan, coordinate, supervise, and evaluate procedures and activities of the Language Lab; supervise and evaluate the performance of tutors; monitor program budgets and prepare reports; confer with program participants and implement changes as necessary. Supervise the performance of assigned staff.

Representative Duties:

- Supervise the day-to-day operations and maintenance of the Language Lab; assure availability of necessary materials and maintain an appropriate learning environment; establish and monitor lab schedules to optimize tutor availability and student participation.
- Recruit, screen, select, train, assign, evaluate, discipline, schedule, promote and terminate tutors; verify employment eligibility as required by federal and State laws and check with applicant references; train and supervise work study students assigned to the Language Lab; prepare and submit Apprentice tutor payroll information to the Human Resources Office; determine tutor pay range assignments and pay adjustments.
- Meet and confer with ESL Coordinator and ESL department faculty; establish and implement program standards, policies and procedures. Provide instruction to faculty on Language Lab software programs.
- Prepare and maintain records of student lab usage; tabulate and report time of students in special programs; operate a computer to input and tabulate attendance for various reports; establish files for individual students.
- Prepare and maintain the Language Lab budget; monitor and verify expenditures; process time sheets; analyze budget and make recommendations.
- Participate in the review, selection, and adaptation of instructional materials for the lab.
- Evaluate tutorial program on a periodic basis; solicit feedback, recommendations and evaluations from faculty members relevant to the program and tutors; propose and implement changes to the program as needed.
- Orient new tutors and work study students concerning policies and procedures. Also, in charge of recruiting, interviewing, and hiring tutors. Moreover, provide instruction to them on Language Lab software programs. In addition, responsible on scheduling, supervising and evaluating tutors and work study students.
- Operate, demonstrate and assure proper operation of lab equipment including computer and printers, tape players, copier and calculator.
- Train and provide work direction and guidance to assigned staff and student assistants. Monitor work methods and progress; assign and review work and participate in the selection of new personnel as assigned.
- Schedule and conduct lab tours and travel to other locations to evaluate lab operations.
- Assist Library personnel as needed.
- Perform related duties as assigned.

Knowledge and Abilities:

Knowledge of –
- Philosophy and objectives or tutorial services.
- Principles of human relations and behavior.
- Effective instructional methods used to assist students in developing reading and writing skills.

- Operation of computer terminals and applicable software packages including word processing, spreadsheet and database management programs.
- Community college curriculum and the types of educational activities and techniques used in various classes.
- Correct oral and written usage of English and a designated second language.
- Budget preparation and control.
- Interviewing techniques used to elicit information concerning student needs and academic problems.
- Principles and practices of training and supervision.
- Record keeping techniques.
- Interpersonal skills using tact, patience and courtesy.

Ability to –
- Plan, coordinate, supervise and evaluate operational procedures and activities of the Language Lab program.
- Communicate effectively with students, faculty and staff.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Operate a computer to maintain records and generate reports.
- Learn department and program objective and goals.
- Communicate effectively orally and in writing in both English and Spanish.
- Meet schedules and timelines.
- Maintain records and prepare reports.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Plan and organize work.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Work independently with little direction.

Education and Experience: Any combination equivalent to two years of college-level training in social science, education or related field and two years of experience relating to students in an educational environment.

Working Conditions: Duties are primarily performed in an indoor instructional learning laboratory environment.

Physical Demands: Duties require the physical ability to see clearly to assist students or operate equipment, speak clearly and distinctly to provide information, hear and understand voices, stand and walk or sit for long periods of time, use hands and fingers to operate equipment, reach with hands and arms, lift, carry and move instructional materials weighing up to 25 pounds.

Exhibit K: Current Position: Reading/Writing Lab Coordinator   (July 2010)

Basic Function: Under direction of the Area Administrator or assigned supervisor, plan, coordinate, supervise and evaluate operational procedures and activities of the Reading/Writing Lab; supervise and evaluate the performance of tutors; monitor program budgets and prepare required reports; confer with program participants and implement changes as necessary. Supervise the performance of assigned staff.

Representative Duties:

- Supervise the day-to-day operations and maintenance of the Reading/Writing Lab; assure availability of necessary materials and maintain an appropriate learning environment; establish and monitor lab schedules to optimize tutor availability and student participation.
- Recruit, screen, select, train, assign, evaluate, discipline, promote and terminate tutors; verify employment eligibility as required by federal and State laws and check with applicant references; train and supervise work study students assigned to the Reading/Writing Lab; prepare and submit tutor payroll information to the Human Resources Office; determine tutor pay range assignment and pay adjustments.
- Meet and confer with Reading and Writing Facilitators and English department faculty; establish and implement program standards, policies and procedures.
- Prepare and maintain records of student lab usage; tabulate and report time of students in special programs; operate a computer to input and tabulate attendance for various reports; establish files for individual students.
- Prepare and maintain the Reading/Writing Lab budget; monitor and verify expenditures; process time sheets; analyze budget and make recommendations.
- Participate in the review, selection and adaptation of instructional materials for the lab.
- Evaluate tutorial program on a periodic basis; solicit feedback, recommendations and evaluations from faculty members relevant to the program and tutors; propose and implement changes to the program as needed.
- Meet and confer with the Head Tutors and students to resolve specific problems; determine appropriate writing tutor and schedule tutoring time; orient new tutors concerning policies and procedures.
- Communicate with a variety of District personnel in Financial Aid, Extended Opportunity Programs & Services, Disabled Students Programs & Services, and others to provide information concerning lab activities and services available; compose correspondence; receive requests for special reports and modify existing computer program to tabulate needed results; receive and respond to survey requests from other educational institutions.
- Operate, demonstrate and assure proper operation of lab equipment including computer and printers, tape players, copier and calculator.
- Train and provide work direction and guidance to assigned staff and student assistants. Monitor work methods and progress; assign and review work and participate in the selection of new personnel as assigned.
- Schedule and conduct lab tours and travel to other locations to evaluate lab operations.
- Assist Library personnel as needed.
- Perform related duties as assigned.

Knowledge and Abilities:

Knowledge of –
- Philosophy and objectives of tutorial services.
- Principles of human relations and behavior.

- Effective instructional methods used to assist students in developing reading and writing skills.
- Operation of computer terminals and applicable software packages including word processing, spreadsheet and database management programs.
- Community college curriculum and the types of educational activities and techniques used in various classes.
- Correct oral and written usage of English and a designated second language.
- Budget preparation and control.
- Interviewing techniques used to elicit information concerning student needs and academic problems.
- Principles and practices of training and supervision.
- Record keeping techniques.
- Interpersonal skills using tact, patience and courtesy.

Ability to –
- Plan, coordinate, supervise and evaluate operational procedures and activities of the Reading/Writing Lab program.
- Communicate effectively with students, faculty and staff.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Operate a computer to maintain records and generate reports.
- Learn department and program objectives and goals.
- Communicate effectively orally and in writing in both English and Spanish.
- Meet schedules and timelines.
- Maintain records and prepare reports.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Plan and organize work.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Work independently with little direction.

Education and Experience: Any combination equivalent to two years of college-level training in social science, education or related filed and two years of experience relating to students in an educational environment.

Working Conditions: Duties are primarily performed in an indoor instructional learning laboratory environment.

Physical Demands: Duties require the physical ability to see clearly to assist students or operate equipment, speak clearly and distinctly to provide information, hear and understand voices, stand and work or sit for long periods of time, use hands and fingers to operate equipment, reach with hands and arms, lift, carry and move instructional materials weighing up to 25 pounds.

Exhibit L: Current Position: Learning Support Services Coordinator   (July 2010)

Basic Function: Under the direction of the Area Administrator or assigned supervisor, the Coordinator for Learning Services Support is responsible for the operation of the Tutoring Center and the successful delivery of the tutoring services. This position performs a wide variety of functions with respect to tutoring services including, but not limited to, developing and monitoring the Tutoring Center annual budget expenditure; hiring, supervising and evaluating the performance of tutors; developing tutoring programs together with instructors in various disciplines; managing the daily operation of the Tutoring Center; preparing reports on a regular basis; and conferring with program participants. The Coordinator for Learning Services Support is also responsible for coordinating the tutoring services at extended campuses. The Learning Services Coordinator must collaborate effectively with faculty members in order to provide the proper tutoring support. The position requires hands-on tutoring experience along with the ability to organize and manage a team of tutors.

Representative Duties:

- Coordinate and communicate with Dean of Technology & Learning Services, Learning and Tutoring Specialist, counselors, and other support staff to define the degree and nature of academic support services to be provided to all students. The scope includes both the main campus as well as the three extended campuses.
- Coordinate supportive/assistive learning and tutoring services to individual students and to campus-wide programs and activities including the LRNA 800 non-credit Supervised Tutoring and the support of the student learning outcomes (SLOs).
- Supervise the day-to-day operations and maintenance of a major campus tutorial center. Assure availability of necessary materials and maintain an appropriate learning environment; establish and monitor tutoring schedules to optimize tutor availability and student participation.
- Establish tutorial program standards, policies and procedures; facilitate communications between counselors, student tutors and instructors; discuss issues within the tutorial program and advise staff concerning solutions.
- Recruit, screen, select, train, assign, evaluate, discipline, promote and terminate tutors; verify employment eligibility as required by federal and State laws and check with applicant references; train and supervise work study students assigned to Tutorial Center.
- Communicate with counselors and various program managers in Financial Aid, Extended Opportunity Program & Services, Disabled Student Programs & Services, student services and related areas to coordinate activities, maintain current knowledge of program and academic requirements, and resolve problems and issues.
- Provide information concerning Tutorial activities and services available. Receive requests for special reports and modify existing computer program to tabulate needed results; receive and respond to survey requests from other educational institutions.
- Meet and confer with Reading and Writing Facilitators and English department faculty; establish and implement program standards, policies and procedures.
- Prepare and maintain records of students tutored in all programs including LRNA 800; tabulate and report time of students in special programs; monitor absences; operate a computer to input and tabulate attendance for various reports; establish files for individual students.
- Prepare and maintain records related to program budgets; prepare State funding reports and distribute as appropriate; prepare periodic and ad hoc reports to program participation and activities; monitor and verify expenditures; analyze budget and make recommendations.
- Meet with tutorial staff and sub-program staff to provide information concerning upcoming activities and events; orient new tutors concerning tutorial services program policies and procedures.

- Evaluate tutorial program activities on a periodic basis; solicit feedback, recommendations and evaluations from faculty members relevant to the program and tutors; propose and implement changes to the program as needed.
- Conduct workshops to assist students in developing study skills, library use and other areas which facilitate student success; conduct tours and student orientations as required.
- Prepare and submit Apprentice Tutor payroll information to the Human Resources Office; identify tutor pay range assignment and pay adjustments.
- Operate, demonstrate and assure proper operation of lab equipment, including computer software to increase productivity of tutors and retention level of students.
- Participate in the review, selection and adaptation of instructional materials for the Tutorial Center.
- Meet and confer with the Head Tutors and students to resolve specific problems; determine appropriate writing tutors and schedule tutoring time; orient new tutors concerning policies and procedures.
- Assist Library personnel when needed.
- Assist math students with assignments from both traditional classroom sections and mat lab computer-assisted instruction.
- Assist students with various software and hardware related questions.
- Install, configure, and maintain computer application software for Tutoring Center.
- Assist Learning Services in the development and implementation of goals, objectives, policies, and priorities for the lab.
- Serve on departmental/college committees.
- Demonstrate sensitivity to and understanding of diverse academic, socio-economic, cultural, disability, and ethnic backgrounds of community college students.
- Coordinate conversational classes for second language students.
- Coordinate test proctoring with students and instructors.
- Perform other related duties as assigned.

Knowledge and Abilities: The knowledge of the Coordinator for Learning Services Support needs to evolve with the advancement of information technology. Current the following knowledge is required.

Knowledge of –
- Project management, including principles, practices and procedures of.
- Philosophy and objectives of tutorial services.
- Principles and practices of training and supervision.
- Effective tutoring methods and techniques.
- Operation of computer terminals and applicable software including word processing, spreadsheet and database management programs.
- Community college curriculum and the types of educational activities and techniques used in various classes.
- Correct oral and written usage of English and a designated second language.
- Budget preparing and control.
- Interviewing techniques used to elicit information concerning student needs and academic problems.
- Record keeping techniques.
- Interpersonal skills using tact, patience and courtesy.

Ability to –
- Plan, coordinate, implement, and evaluate procedures and activities of assigned services.
- Analyze situations accurately and adopt an effective course of action.
- Learn department and program objectives and goals.
- Communicate effectively orally and in writing in both English and designated second language.
- Maintain records and prepare reports.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Maintain current knowledge of program rules, regulations, requirements, and restrictions.
- Meet schedules and deadlines. Work independently and under time pressure to provide required results within designated timelines.
- Supervise and evaluate the performance of assigned staff; provide technical guidance to them; plan and organize work; track work progress and quality.
- Plan expenditures for Tutoring Center operations.
- Read, interpret, apply and explain codes, rules, regulations, policies and procedures.
- Work cooperatively with others. Communicate effectively both orally and in writing with a diverse user base, including students with disabilities.
- Maintain sensitivity to and understanding of the diverse academic, socio-economic, cultural, disability and ethnic backgrounds of community college students.

Education and Experience: Any combination equivalent to associate degree in social science, education or related field and two years of relevant experience, or a bachelor's degree in psychology, social work, education, or a related field.

License and Other Requirements: Valid California driver's license.

Working Conditions: Duties are primarily performed in an indoor instructional learning services tutoring center environment.

Physical Demands: Duty requires the physical ability to see clearly to assist students or operate equipment; speak clearly and distinctly to provide information, hear and understand voices, stand and walk or sit for extended periods of time; use hands and fingers to operate equipment; reach with hands and arms, lift, carry and move instructional materials weighing up to 25 pounds.

Exhibit M: Current Position: Staff Secretary II   (July 2010)

Basic Function: Under the supervision of an assigned area Administrator, perform a variety of secretarial support functions for members of an instructional division, including departments and programs within the division, and associated staff and students, and perform related duties as required or assigned. Plan, organize and coordinate the day-to-day operation of an assigned instructional division, department or program office in such a manner as to enhance and promote its overall efficiency and effectiveness; serve as secretary and as a liaison between the Administrator, Department Chairs, Program Coordinators, other academic and support staff, students, other college representatives, and the public; coordinate communications in the timely flow of paperwork; process materials not requiring the attention of the Administrator, Department Chair, or Program Coordinators; prepare financial and statistical reports and other documents using automated equipment.

Distinguishing Characteristics: This classification provides primary office secretarial assistance and support for an instructional division, and should work independently to coordinate office services and activities with minimal direction.

Representative Duties:

- Provide support of administrative and technical detail; resolve problems within the division, departments, and programs that do not require approval of management; orient assigned academic and classified staff to policies and procedures of assigned areas and of the College.
- Review directives and correspondence from other College division, departments and programs, assess impact, ascertain required actions or changes and confer with the area Administrator and/or other assigned instructional staff to obtain data, indications of probable conclusions, and projected completion dates.
- Serve as liaison between/among division, departments and programs, and various College services to accomplish tasks and resolve procedural and/or documentation problems; work with designated supervisor to determine appropriate actions or changes to existing policies and procedures; establish and revise work priorities or independently assure the timely completion of assignments.
- Coordinate, organize, monitor and process the paper/work flow of the division, departments, or programs assigned; analyze, organize and facilitate office operations and procedures in a manner consistent with College policies and procedures.
- Evaluate office production, revise procedures or devise new forms to improve efficiently of workflow; plan office activities and work projects and assign student workers or clerical assistants to carry out and complete specific projects and duties when available.
- Learn and understand the logistics and instructional basis of assigned instructional division, departments and programs; maintain accurate and up-to-date information regarding assigned instructional division, departments and programs, schedules, staff, activities, classes, room assignments, and other college and District program and services; assist in preparing the class schedule; schedule classroom and facility use as required.
- Enter and retrieve data; obtains, input correctly and formulate schedule information; generate periodic computer reports; obtain reports involving student and other information.
- Using the current college catalog and schedule as references, provide oral and written information to students, staff, other colleges and the general public concerning course offerings, registration, College standards and student support services; refer specific program inquiries to appropriate personnel.
- Serve as receptionist/front desk contact for division, departments and programs as assigned; establish and maintain positive staff and public relations; receive telephone calls and greet office

visitors; provide detailed information requiring judgment and knowledge of pertinent programs and functions; receive verbal or telephone absence requests for academic or classified staff and post notices for students; ascertain the need for substitute staff; contact and secure substitutes as needed.

- Maintain records of expenditures and budget balances; compile and consolidate information to prepare budgets, timekeeping and other fiscal reports; independently analyze data and prepare and maintain financial, statistical and narrative data, records and reports as assigned; contact the area Administrator, appropriate department and program staff to assure accurate and timely receipt or submission of data required.
- Receive, screen, post, copy and distribute all e-mail as appropriate; receive, sort, screen and distribute US and inter-district mail.
- Determine need and prepare work orders pertaining to unexpected emergencies, facility needs and routine requirements; order, receive, store and issue office supplies; assure proper operation of computers, peripherals and other office equipment; request service and repairs as needed.
- Compose, type, format, proofread, revise, generate, duplicate and distribute correspondence, reports, lists, summaries, contracts, forms, requisitions and other items to College offices, public agencies or other appropriate recipients.
- Establish and maintain inter-related filing systems containing financial, statistical and student information; maintain confidentiality of sensitive information as appropriate; create and maintain a variety of automated and manual records and reports as required.
- Maintain calendars and schedules of appointments, meetings and conferences as assigned; may arrange transportation and hotel accommodations and process required documentation; arrange and attend meetings and conferences as assigned; prepare agendas and background materials.
- Train, supervise, direct and prioritize work activities of temporary, hourly or student office assistants as assigned; provide evaluation input to assigned supervisor for performance appraisals of office assistants as required.
- Post notices for instructors and prepare textbook orders.
- Participate in special projects and events involving the instructional division, departments, and programs as assigned.
- Coordinate all faculty evaluations and ensure that applicable documentation is submitted to the Office of the Vice-President for Academic Services.
- Perform other related duties as assigned.

<u>Knowledge and Abilities:</u>

Knowledge of –
- Modern office practices, procedures and equipment including a word processor and a personal or online computer and appropriate software; letter and report writing; financial and statistical record keeping principles and practices, receptionist and telephone techniques and etiquette.
- Research methods and techniques.
- Electronic telephone systems.
- Office management techniques.
- Correct English usage, spelling, grammar, punctuation and composition.
- Basic math.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Basic functions, procedures and programs of an educational institution.

Ability to –
- Read, interpret, apply and explain College and division policies, procedures and regulations, directives and reports.
- Compile information and compose routine reports, business correspondence and procedure manuals using correct English usage, grammar, spelling, punctuation and vocabulary.
- Perform multiple projects concurrently and meet fluctuating deadlines.
- Effectively present information in person or on the telephone.
- Learn quickly and apply procedures of assigned functions.
- Operate a microcomputer with electronic mail, scheduling, word processing, database management and spreadsheet applications software.
- Operate other office equipment such as a typewriter, copier, calculator, electronic telephone system, voice mail and facsimile machine.
- Operate an electronic keyboard at 45 words per minute.
- Type, format, proofread, duplicate and distribute documents and other written materials.
- Train and provide work direction to others.
- Establish, review and revise work priorities effectively.
- Meet demanding schedules and multiple and conflicting timelines.
- Prepare and maintain accurate statistical and financial records.
- Plan, organize and schedule work.
- Establish and maintain effective and cooperative working relationships with others.
- Work confidentially with discretion.
- Relate effectively with people of varied academic, cultural and socio-economic background using tact, diplomacy and courtesy.
- Complete work with many interruptions.
- Work effectively and independently with minimal supervision.
- Perform assigned work with speed and accuracy.
- Exercise good judgment and discretion in analyzing and resolving confidential, difficult and sensitive situations.

Education and Experience: Any combination equivalent to: graduation from high school including or supplemented by course work in secretarial science and two years of increasingly responsible secretarial or office coordination experience, involving the operation of microcomputers using word processing, spreadsheet and database management applications software.

Working Conditions: Work is typically performed in a community college instructional division office environment subject to continual interruptions. The work environment is sometimes noisy.

Physical Demands: Employees in this class regularly sit for long periods of time, use hands and fingers to operate an electronic keyboard or other office machines, reach with hands and arms, stoop or kneel or crouch to file, speak clearly and distinctly to answer telephones and print and operate office machines, and life, carry and/or move objects weighing up to 10 pounds. Incumbents frequently travel to other campus locations to attend meetings or to pick up or deliver materials.

Exhibit N: Representative Duties Chart

Learning Services Department Reorganization Plan
Representative Duties Grid

Representative Duties	Language Lab Coordinator	Reading/ Writing Lab Coordinator	Learning Support Services Coordinator	Reading/ Writing Lab Tutorial Specialist	Math Lab Instructional Specialist		Learning Services Specialist	Computer Lab Assistant	Tutors
Supervise the day-to-day operations and maintenance of the ____ Lab; assure availability of necessary materials and maintain an appropriate learning environment; establish and monitor lab schedules to optimize tutor availability and student participation.	✓	✓	✓				✓		
Recruit, screen, select, train, assign, evaluate, discipline, schedule, promote and terminate tutors; verify employment eligibility as required by federal and State laws and check with applicant references; train and supervise work study students assigned to the ____ Lab; prepare and submit Apprentice tutor payroll information to the Human Resources Office; determine tutor pay range assignments and pay adjustments.	✓	✓	✓	✓	✓		✓		
Meet and confer with ___ Coordinator/ Facilitator and ___ department faculty; establish and implement program standards, policies and procedures. Provide instruction to faculty on ____ Lab software programs.	✓	✓	✓	✓			✓		
Prepare and maintain records of student lab usage; tabulate and report time of students in special programs; operate a computer to input and tabulate attendance for various reports; establish files for individual students.	✓	✓	✓		✓		✓		

Representative Duties	Language Lab Coordinator	Reading/ Writing Lab Coordinator	Learning Support Services Coordinator	Reading/ Writing Lab Tutorial Specialist	Math Lab Instructional Specialist		Learning Services Specialist	Computer Lab Assistant	Tutors
Prepare and maintain the ____ Lab budget; monitor and verify expenditures; process time sheets; analyze budget and make recommendations.	✓	✓	✓				✓		
Participate in the review, selection, and adaptation of instructional materials for the lab.	✓	✓	✓	✓	✓		✓		
Evaluate tutorial program on a periodic basis; solicit feedback, recommendations and evaluations from faculty members relevant to the program and tutors; propose and implement changes to the program as needed.	✓	✓	✓	✓			✓		
Meet and confer with the Head Tutors and students to resolve specific problems; determine appropriate ____ tutor and schedule tutoring time; orient new tutors concerning policies and procedures.		✓	✓		✓		✓		
Communicate with a variety of District personnel in Financial Aid, Extended Opportunity Programs & Services, Disabled Students Programs & Services, and others to provide information concerning lab activities and services available; compose correspondence; receive requests for special reports and modify existing computer program to tabulate needed results; receive and respond to survey requests from other educational institutions.		✓	✓				✓		
Orient new tutors and work study students concerning policies and procedures. Also, in charge of recruiting, interviewing, and hiring tutors. Moreover, provide instruction to them on ____ Lab software programs. In addition, responsible on scheduling, supervising and evaluating tutors and work study students.	✓						✓		

Representative Duties	Language Lab Coordinator	Reading/Writing Lab Coordinator	Learning Support Services Coordinator	Reading/Writing Lab Tutorial Specialist	Math Lab Instructional Specialist		Learning Services Specialist	Computer Lab Assistant	Tutors
Produce an informative newsletter, as needed, for the campus community				✓			n/a		
Operate, demonstrate and assure proper operation of lab equipment including computer and printers, tape players, copier and calculator.	✓	✓						✓	
Train and provide work direction and guidance to assigned staff and student assistants. Monitor work methods and progress; assign and review work and participate in the selection of new personnel as assigned.	✓	✓					✓		
Schedule and conduct lab tours and travel to other locations to evaluate lab operations.	✓	✓					n/a	n/a	
Assist Library personnel as needed.	✓	✓					n/a	n/a	
Coordinate and communicate with Dean of Technology & Learning Services, Learning and Tutoring Specialist, counselors, and other support staff to define the degree and nature of academic support services to be provided to all students. ~~The scope includes both the main campus as well as the three extended campuses.~~			✓				✓		
Coordinate supportive/assistive learning and tutoring services to individual students and to campus-wide programs and activities including the LRNA 800 non-credit Supervised Tutoring and the support of the student learning outcomes (SLOs).			✓				✓		

Representative Duties	Language Lab Coordinator	Reading/Writing Lab Coordinator	Learning Support Services Coordinator	Reading/Writing Lab Tutorial Specialist	Math Lab Instructional Specialist	Learning Services Specialist	Computer Lab Assistant	Tutors
Provide information concerning Tutorial activities and services available. Receive requests for special reports and modify existing computer program to tabulate needed results; receive and respond to survey requests from other educational institutions.			✓			✓		
Conduct workshops to assist students in developing study skills, ~~library use~~ and other areas which facilitate student success; ~~conduct tours and student orientations as required~~.			✓			✓		
Assist students with various software and hardware related questions.			✓		✓		✓	
Install, configure, and maintain computer application software for Tutoring Center.			✓		✓		✓	
Serve on departmental/college committees.			✓		✓	✓		
Coordinate conversational classes for second language students.			✓			✓		
Coordinate test proctoring with students and instructors.			✓			✓		
Develop and maintain a tutor training program for Reading.				✓		✓		
Responsible for helping tutors upgrade skills as diagnosed on the senior tutor test.				✓		✓		
Assist in the arrangement, organization and planning of staff and/or tutor meetings.				✓		✓		

Representative Duties	Language Lab Coordinator	Reading/ Writing Lab Coordinator	Learning Support Services Coordinator	Reading/ Writing Lab Tutorial Specialist	Math Lab Instructional Specialist		Learning Services Specialist	Computer Lab Assistant	Tutors
Assist math students with assignments from both traditional classroom sections and math lab computer-assisted instruction.			✓		✓				✓
Maintain knowledge of current trends and developments in computer and mathematics fields related to computer-assisted instruction.					✓			✓	
Coordinate repairs and updates with vendors.					✓			✓	
Work in conjunction with the Learning Services Specialist in assigning math tutors to math lab					✓		n/a		
Maintain competence in field.					✓		✓	✓	✓
Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students (AB 1725, 87360a).	✓	✓	✓	✓	✓		✓	✓	
Perform related duties as assigned.	✓	✓	✓	✓	✓		✓		