Unit Plan: Classified Staffing Request(s) including Student Assistants [Acct. Category 2000]

Unit: Learning Connection
Division or Area to Which You Report: Language Arts
Author(s) of this Unit Plan: Deonne Kunkel, Coordinator of the Learning Connection
Date: 4/6/12

Audience: Administrative Staff
Purpose: Providing explanation and justification for new and replacement positions for full-time and part-time regular (permanent) classified professional positions (New, augmented and replacement positions) AND student assistants (tutors, learning assistants, lab assistants, supplemental instruction, etc.).

Instructions: Please justify the need for your request. Be sure to include reference to Goals/Objectives from Part II, and Strategic Planning Priorities. Please cite any evidence or data to support your request. If this position is categorically funded, include and designate the funding source of new categorically-funded position where continuation is contingent upon available funding.

Justifications should include rationale for requesting the position. Rationale should include specific reference to, where necessary and appropriate. [Reminder, student assistants are not to replace Classified Professional staff.] Please list staffing request(s) on your Resource Request spreadsheet.

- Data from student learning and service area outcomes
- Connection to program review
- Relationship to institutional priorities
- Impact on enrollment and revenue
- Safety
- Mandates
- Workload distribution (impact on other’s work)

1. Rationale for your proposal. Please include the rationale from your program review and unit plan. Rationale should include things such as student learning and service area data and outcomes, difficulty in serving students, health and safety concerns and/or any other information that speaks to the criteria listed previously.
We are requesting a replacement position for the Staff Assistant (range 31) in the Learning Connection, effective as soon as possible, as Rachael Tupper-Eoff’s position was vacated when she assumed the Administrative Assistant II position. We want to convert the position to a Library Technician I, also a range 31, so that we will maximize the flexibility of having the person work in the Learning Connection or Library. This is timely with the move of the Learning Connection programs into Building 100, the Library building, as with both programs being in the same building, we will want some staff who might be able to work in both areas as needed, pending upon the number of students needing to be served in either area.

**Data from student learning and service area outcomes:** Student success data verified that students who use the Learning Connection programs have higher success rates and lower withdrawal rates than students in the same courses who do not use these services, and student engagement is higher in sections with Learning Assistants. Please see Learning Connection website for complete Institutional Research Data: [http://www.chabotcollege.edu/learningconnection/irdata/index.cfm](http://www.chabotcollege.edu/learningconnection/irdata/index.cfm). Though we have already scaled down services with the current budget, not having an Administrative Assistant would make it difficult to keep the program running. Not having a program or having a program operating for only 4 hours a day would have a tremendous affect on student success college wide.

**Difficulty in serving students:** Data shows the number of visits to Math Lab, PATH, WRAC, and World Language Lab for 2009-10 was 37,974 and the headcounts were 3,594. Programs serve over 30 different disciplines. This shows the necessity of having places where students can have access to computers, tutors, and faculty to support them in their learning. Without an administrative assistant, we would have to limit access in terms of hours of operation and in terms of the availability of tutors to students.

**Health and safety concerns:** At most hours of the day, PATH and the other Centers are full of students and tutors. It is vital to the safety of students that a staff person be available at all times.

**Workload distribution:** The current staff assistant is only .5 FTE and is only scheduled in the evenings. We would need to further reduce hours for students to be tutored without a day-time library tech I.

**Impact on enrollment and revenue:** With the increase in student success, persistence, and retention, our students’ contact hours in their classes increase; at the same time, the credit and noncredit hours for Tutoring Courses and Tutoring 200 increases our apportionment to the college.
2. Statements about the alignment with the strategic plan and program review are required. Indicate here any information from advisory committees or outside accreditation reviews that is pertinent to the proposal.

Program Review: In our Program Review, we had already asked for an increase of 20 hours a week for a Staff Assistant, as we were already understaffed. Over the past 5 years, we have redesigned the staffing structure to be more efficient, reducing formerly 9 Instructional Assistant position into one Administrative Assistant and two half-time Staff Assistants. Without the replacement position, we would have to cut services dramatically, by over ½. Even now, we are unable to fully respond to the learning support requests that come from the Program Review studies across the curriculum.

Institutional Priorities/Strategic Plan: The Learning Connection touches all 4 Strategic Planning Goals. It helps Strategic Priority for Goal A (Access), finding multiple ways of delivering instruction and services for all (Strategy A-4), especially by providing online tutoring and a facility open for students to study in groups or to get faculty or student assistant support. It helps the college for Goal B (Student Success) to strengthen basic skills development (B1), to increase persistence and to improve learning and success (B1). Funding sources include Basic Skills Initiative, special programs from ASPIRE, Cal Works, EOPs, and Project Excel. Learning Communities and Career Technical Education instructors utilize our Learning Assistant Program to provide support for their students. This will help for Goal C (Community Partnerships), as for example our auto tech and fire-tech students are more successful, leading to jobs in the community (C1 and C2). For Goal D (Vision, Leadership, and Innovation), the Learning Connection is a model for strengthening academic and student support services (D2) as counselors refer students to us and we collaborate on the case-study approaches of students in special programs. Through our Center for Teaching and Learning, we offer professional development to support teaching, learning, and operational needs (D3). We have developed data tracking systems (e.g. SARS grid and SARS Trac), but we need an administrative assistant to continue to set up, maintain, monitor, and report data out of these systems in all of the various Centers of the Learning Connection. One reason we have received grants and national recognition is Chabot is in the lead in community colleges in developing innovative strategies for helping basic skills and students from underrepresented populations succeed, either through career pathways or transfer.

Accreditation: Recommendation #3 calls for “In order to meet the Commission’s 2012 deadline, the team recommends that the library and the Learning Connection unit develop and implement an outcomes assessment process linking their respective planning for resources and services to the evaluation of student needs.” As our data clearly shows services contribute to student learning outcomes, we need to allocate adequate resources to this unit, or in the Spring 2012 follow up report, we may be considered not responsive to the recommendation.

Grants: We have two TRIO grants, Aspire and Excel, and Title III. We need to be aware of the obligations to institutionalize and not supplant these grants; otherwise we might potentially jeopardize future federal and state funding.

Chancellor’s Cabinet Position Statement: The draft document recommends we “focus our resources in support of students and student success” and we have already seen the Learning Connection is service/program that meets the needs of students, maximizing their opportunities for success.