Reference #: CAP#0000012
Fiscal Year: 2026-2027

CLASSIFIED & ADMINISTRATIVE POSITION (CAP) REQUEST FORM

PROCESS OVERVIEW

- Submit a complete form with all required sections, including an attached job description.
- RAC will review and prioritize submissions based on criteria in the scoring rubric below.
- Incomplete requests will not be scored.
- RAC will make hiring recommendations to the College President, who will make the final hiring decision.

NOTE: If you are submitting on behalf of an area where you work but do not supervise, briefly describe your relationship to the area in the Summary Information section.

KEY DEADLINES

Deadline	Action
11/04/2026	Cost calculation request submitted to Administrative Services Officer (section 6)
11/10/2026	CAP form submitted to Division Dean (with approved cost calculation)
11/18/2026	Request presented at Division / Area meeting
11/20/2026	Submit completed form, signed by Dean & VP, to Administrative Services Office by 5:00pm

SUBMISSION CHECKLIST

☒ **[Step 1]** All sections of the form are complete.

☐ **[Step 1]** Current or proposed job description is attached.

☐ **[Step 2]** Section 6: Cost Calculations have been completed by the Administrative Services Officer (allow sufficient lead time before the Dean deadline).

☐ **[Step 3]** Form signed and submitted to Division Dean by deadline.

WHEN IS THIS FORM REQUIRED?

Required for:	Not required for:
• Requesting a new position • Requesting increased hours for an existing position • Informing the committee of a new categorically funded position (information only; not ranked)	• Temporary positions supported by general funds • Positions currently funded but vacant for less than 24 months • Approved positions with a failed search (approval extended 12 months only)

More information on the CAP request process can be found here.

SCORING RUBRIC: HOW YOUR REQUEST WILL BE EVALUATED

Criterion	Strong Evidence (high scores)	Adequate Evidence (mid scores)	Limited Evidence (low scores)
Program or Unit Need *(10 pts) [Section 1]*	**8–10:** Clear and compelling evidence of substantial need with demonstrated impact on students, program, or college operations.	**4–7:** Clear evidence of need with identifiable impact on students, program, or college operations.	**0–3:** Limited or no evidence of need or demonstrable impact.
Program Plans, Goals, and Initiatives *(10 pts) [Section 2]*	**8–10:** Clear and compelling evidence that this position is identified in program review or plans with a well-articulated connection to specific goals or initiatives.	**4–7:** Clear evidence that this position is connected to program review or plans with reasonable articulation of relevant goals or initiatives.	**0–3:** Limited or no connection to program review, plans, or program goals and initiatives.
(A) Student Learning & Success **— or —** **(B) Institutional Effectiveness & Excellence** *(10 pts) [Section 3]*	**8–10:** Clear and compelling evidence that position will substantially advance (A) student learning & success or (B) institutional effectiveness & excellence.	**4–7:** Clear evidence that position will contribute to (A) student learning & success or (B) institutional effectiveness & excellence.	**0–3:** Limited or no evidence of contribution to (A) student learning & success or (B) institutional effectiveness & excellence.
Mission & Planning Priorities *(10 pts) [Section 4]*	**8–10:** Clear and compelling evidence that position strongly supports College Mission and/or Planning Priorities.	**4–7:** Clear evidence that position supports College Mission and/or Planning Priorities.	**0–3:** Limited evidence that position supports College Mission and/or Planning Priorities.
Organizational Safety & Compliance *(10 pts) [Section 5]*	**8–10:** Clear and compelling evidence of significant safety or compliance implications if this position remains vacant.	**4–7:** Clear evidence of safety or compliance implications if this position remains vacant.	**0–3:** Limited or no evidence of safety or compliance implications.
Total	**50 points**		

*** Section 3 is dependent on type of position:** *Positions with direct student contact use Version A (Student Learning & Success). Positions without direct student contact use Version B (Institutional Effectiveness & Excellence). RAC has final discretion on what criterion to apply.*

Requester Name: Daniel Marschak **Division:** A&H

SUMMARY INFORMATION

Tip: Use specific evidence and data throughout each narrative section. Requests without supporting evidence receive lower scores. Incomplete requests will not be ranked.

Title of Position Being Requested:	Instructional Assistant

Please also attach a current or proposed district job description. 1 📎 Job Description

Position Will Reside in Division/Unit:	Arts and Humanities
This Position will Report to:	Andreas Preponis, Daniel Marschak, Cindy Browne Rosefield

The Position Being Requested Is: New Position

☒ **New Position:** Hours/week: 24.00 Months/year: 12

☐ **Increase for an Existing Funded Position:**

TYPE	CURRENT (From):	REQUEST (To):
Service Months		
FT/PT Status	_____ %	_____ %

Name of Current Position Holder: _____

☐ **New Categorically Funded Position** *(information only — not ranked)*

Hours/week: _____ Months/year: _____

Has this position or a similar position been submitted to RAC previously?

[✓] Yes Year(s): 2024-25

Outcome: Not approved last year

Will this position have direct student contact? [✓] Yes

Direct student contact includes classified and administrative positions whose primary function involves directly assisting, supporting, or serving students in an instructional, academic support, or student services capacity.

If you work in, but don't supervise, this area, briefly explain your relationship to the position:

The IA would work directly with faculty in the classroom and would oversee the recording studio and lab.

SECTION 1 — Program or Unit Need

Scored 0–10 points

Strong responses provide clear and compelling evidence of substantial need with demonstrated impact on students, the program, or college operations (e.g., enrollment trends, service gaps, program growth, or instructional and operational needs).

What key responsibilities would this position assume?

List the primary duties and functions. Be specific about what this person would do day to day.

The Music Instructional Assistant (IA) would support our Music Technology, film scoring, and ensemble classes (MUS 22A/B, 35/36, 38, 46, plus combos, jazz ensembles, chamber groups, Live Sound and Film Sound courses), as well as music theory, piano, and highly impacted classes like MUS 8A/8B. The IA would also help with department concerts, recitals, forums, college-related gigs, and summer music camps. Key responsibilities include scheduling and checking out facilities, instruments, and audio equipment; maintaining inventories and ordering replacements; processing incoming supplies; performing minor repairs and preventative maintenance; assisting students and faculty with recordings, scores, and AV equipment; supporting rehearsals, concerts, and recording sessions; training and directing Student Assistants; keeping instructional spaces organized and secure; overseeing the Music Technology lab and recording studios in the supervisor's absence; and preparing non-stock requisitions and related duties as assigned.

List other personnel in the unit with shared or similar responsibilities:

Only instructors currently fill this role. Student Assistants and Tutors help, but they require constant rehiring and retraining, their duties are limited, and they can't reliably provide the expertise this work requires.

Describe the historical context and changing demands on this unit over the past 3–5 years:

Refer to relevant program review section. Consider bandwidth issues, enrollment changes, service gaps, or staffing changes.

Since the addition of our Commercial Music Certificates within the last 7 years, our music student population has tripled. At first, the instructors did all of the work outside of teaching. This included purchasing and maintaining equipment, running and organizing the recording studio, and checking out equipment to students. The recording studio has been recreated and is now in much greater demand on a daily basis, and in Spring 2027 a new studio will be available with even more equipment and software to maintain. The faculty teaching our technology classes are part-time and, while on campus, cannot be asked to remain longer than their teaching duties/office hours. While we have been fortunate to have outstanding Student Assistants who have completed our certificates, it is still a constant extra work demand for the instructors to continually prepare and oversee the SA. We will have around 30 music computer workstations (DAW-digital audio workstation) that are used daily in 4-6 classes each semester. From free to industry-standard DAWs (such as GarageBand, Logic, Avid Pro Tools), students are learning every aspect of the music-making process, from recording digital audio through composition and creating beats with virtual instruments, all the way to mixing, mastering, and editing. Moreover there is only one Mac specialist in the IT department who is already at a workload capacity and is only able to update software in between semesters. This position would also alleviate that issue. There is no way one instructor can properly give each student individual attention. Moreover, as we continue to grow, our first-level theory class has ballooned to 50 students - all of whom are at different levels. An IA would help tremendously in alleviating this workload.

Provide additional evidence supporting the need for this position and its impact on students or the program:

An IA assisting in DAW and recording classes would directly improve both student learning and the program. The IA would supervise students' use of expensive, secure microphones and DAWs for recording, MIDI composition, audio editing, effects processing, and exporting. The IA would also set up and test equipment and software before class, reducing last-minute disruptions so instructors can focus on teaching. By troubleshooting technical issues as they arise, the IA provides students with immediate help, reduces downtime, and keeps class time productive.

SECTION 2 — Program Plans, Goals, and Initiatives

Scored 0–10 points

Strong responses provide clear and compelling evidence that this position is identified in program review or emergent plans, with well-articulated connections to specific program goals, initiatives, or institutional priorities.

Was this position need identified in your Program Review?

Yes, explicitly identified in Program Review

Year: 2025

Describe the goals, challenges, or emerging circumstances this position is intended to address.
Where program review documented this need, be sure to cite the relevant portions and expand on it if needed. If this need has emerged since your last program review, describe the circumstances that make it a priority now.

This position addresses several challenges identified in our 2025 Program Review. Our recording studio is underutilized because students have no supervision to work on projects outside class time and office hours, and the new studio and keyboard lab opening in building 500 in Spring 2027 will add more equipment to oversee and raise target class capacity from 20 to 30 students. Our growth has also strained instruction: MUS 8A has more than doubled from about 25 to 54 students per section, making individual attention nearly impossible for students with widely varying backgrounds, and the quality of later theory classes is beginning to suffer. Tutors and Student Assistants help, but they are not a consistent or guaranteed resource. Meanwhile, we are developing an AD-T in Music Industry Studies, a larger Music Technology and Production certificate, and now have new Live Sound and Sound Design courses, all of which will increase studio use at a time when labor market data shows strong demand and high earnings for sound technicians. A dedicated IA would give students supervised access to the studio and labs, support our large theory and music technology classes, and let faculty focus on teaching, all of which supports equity and student success.

How does filling this position support the college's ability to meet ACCJC standards related to staffing adequacy, student learning and support services, or institutional effectiveness and accountability?

A dedicated Music IA would strengthen our adherence to ACCJC Standard 3.1, which calls for qualified personnel to support educational services and student success (ER 8, ER 14). Working alongside instructors in and outside the classroom and recording studio, the IA would maintain instructional materials and equipment, provide more consistent support than Student Assistants can, and advance equity and SLO achievement. The IA would also cover our evening classes, when tutors and Student Assistants are often in class or off campus.

SECTION 3 — Student Learning & Success | Institutional Effectiveness & Excellence

Scored 0–10 points

Complete either Version A or Version B based on your response in the Summary Information section.

VERSION A — For positions with direct student contact

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

Strong responses provide clear and compelling evidence that this position will substantially advance student learning and success (e.g., assessment data, best practices, or industry standards).

The Instructional Assistant would give individualized support to students at every level of technical experience, helping all of them succeed regardless of background. This matters especially in Music Technology, where MUS 35 and 36 are often cross-listed, so beginning and intermediate students share equipment and work on projects together. The IA would also help integrate assistive technologies into the music production environment so students with accessibility needs can participate fully in hands-on learning. Because the IA's hours would differ from faculty hours, students would gain much greater access to the lab, the recording studio, and the IA's expertise, allowing them to practice and build skills outside of class. The IA would also safeguard expensive studio gear, such as microphones and preamps, and supervise students' use of it.

VERSION B — For positions without direct student contact

Explain how this position strengthens the college's operational capacity, service quality, or institutional effectiveness, including its ability to respond proactively to challenges or changing demands.

Strong responses provide clear and compelling evidence that this position will substantially advance institutional effectiveness and excellence (e.g., utilization data, service gaps, compliance needs, or best practices).

SECTION 4 — Mission & Planning Priorities

Scored 0–10 points

LPC MISSION STATEMENT	LPC PLANNING PRIORITIES
Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.	☒ **Equity:** Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities. ☒ **Student Success:** Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development. ☐ **Health & Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Explain how this position supports LPC's Mission and/or the Planning Priorities.

Strong responses provide clear and compelling evidence that this position strongly supports the College Mission and/or Planning Priorities (e.g., specific program goals, student populations, or outcomes).

Right now, students have no access to a qualified IA outside of class time, which creates barriers to their success, their CTE goals, and their ability to transfer. Hiring an IA would help more students reach their program goals and graduate better prepared for careers in the music industry. By keeping instructional materials organized and maintained, the IA would also help instructors make their classes more equitable, and our highly impacted classes would benefit from the added support.

Our faculty are committed to providing industry-standard education and resources for every student in the department. That means acquiring new equipment, updating it as technology evolves, and replacing items as they wear out. The Music IA would coordinate these operations, freeing faculty to focus on teaching and on helping students complete their transfer, degree, and career-technical goals while fostering life-long learning.

Our students arrive with widely varying levels of prior knowledge and skill. The IA could tailor support to each student's needs, whether in theory, music technology, or performance technique, helping more students stay on track toward completing their degrees and certificates.

SECTION 5 — Organizational Safety & Compliance

Scored 0–5 points

Strong responses provide clear and compelling evidence of significant safety or compliance implications, addressing both what this position improves and what is at risk if it remains vacant.

Explain how this position will improve safety, compliance, and/or organizational effectiveness:

Consider safety, regulatory compliance, operational continuity, or the college's capacity to meet its institutional obligations.

The recording studio will be a very unique space with many hundreds of thousands of dollars worth of gear. The IA will be there to supervise the space and said gear, so that students can use it safely and effectively. The IA will help organizational effectiveness by alleviating the already over-burdened faculty with many aspects of teaching and learning, as well as maintenance of music technology spaces.

Describe the operational impact if this position is not filled:

Are there implications for critical systems, processes, safety, or compliance? What critical functions, safeguards, or services are at risk if this position remains vacant?

If the position isn't filled, the burden will keep falling on part-time faculty and student workers who can't sustain it. The new recording studio and keyboard lab opening in Spring 2027 will add equipment and software to maintain, but no one will be there to supervise student work outside class time and office hours, so the studio will stay underutilized despite the investment. Faculty will keep spending their own time on equipment checkout, maintenance, studio oversight, and training the next round of Student Assistants, which takes time away from teaching. Our large theory sections, such as MUS 8A, now at 54 students versus an ideal of 25, will continue to lack individual attention, and we're already seeing lower skill levels in the later courses in the sequence. Students will keep getting uneven, unreliable support from tutors and Student Assistants, and our growing certificate programs and planned new offerings, including Live Sound, Sound Design, and the Music Industry Studies AD-T, will be harder to launch and sustain, limiting access and equity for the students we're working to serve.

SECTION 6 — Costs

Cost calculations must be completed by the Administrative Services Officer (Step 2) before it is forwarded to your Division Dean (Step 3). Please submit this request with sufficient lead time.

New Position				
Estimates Based On:	FTE:	0.60	Step/Column:	33 / 3
Estimated Annual Salary Cost			$ 44,517.00	
Estimated Benefits Cost			$ 40,598.00	
Total Annual Position Cost			$ 85,115.00	
Increasing FTE of Current Position				
Estimates Based On:	FTE:		Step/Column:	/
Current Annual Salary			$	
Proposed Increase			$	
Estimated Benefits Cost			$	
Total Annual Position Cost			$	

APPROVALS & SIGNATURE ROUTING

Before signing, please confirm all fields are complete and the job description is attached.

Title	Signature	Date
Requestor:	Daniel Marschak	11/09/2026
Administrative Services Officer:	Sui Song	11/09/2026
Division Dean:	Amy Mattern	11/18/2026
President/Vice President:	Nan Ho	11/18/2026

REFERENCE: Position Request Process Flow

1	Requester fills out form and submits to Administrative Services Officer
2	Administrative Services Officer provides salary estimate; forwards to Division Dean or Vice President
3	Dean reviews for completeness; presents request at Division / Area Meeting; forwards to Vice President
4	Vice President reviews, signs, and forwards to Executive Assistant, Administrative Services
5	Executive Assistant logs requests and sends to RAC for review
6	RAC reviews and scores requests using rubric
7	Executive Assistant compiles scores for RAC review
8	RAC finalizes rankings and forwards recommendation to College President
9	Co-Chairs meet with College President to discuss ranked requests
10	President provides feedback to RAC on CAP request rankings

Questions? Contact the RAC Co-Chairs or the Executive Assistant, Administrative Services.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

INSTRUCTIONAL ASSISTANT

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

SUMMARY DESCRIPTION

Under general supervision, provide moderately difficult instructional support assistance at the paraprofessional level to students and faculty to ensure effective and efficient teaching/learning in the area of assignment; provide tutorial assistance to students in a classroom or laboratory setting; and perform a variety of other duties as needed to provide technical and teaching assistance to support instructional program laboratory activities.

Positions in classes within the Instructional Assistant Class Series may be assigned a variety of assignments from those duties listed within the REPRESENTATIVE DUTIES section or a combination of those and other related work functions. Even though the same general level of difficulty and responsibility is found within each position in each class in the series, positions in different classes within the series are not interchangeable and each class has its own particular qualification requirements even though they are derived from a general minimum qualifications section. Each class within the class series is a separate and distinct classification as defined in Section 88001 of the Education Code of the State of California.

DISTINGUISHING CHARACTERISTICS

Positions in the Instructional Assistant class are distinguished from the Senior Instructional Assistant by the level of responsibility assumed. In comparison to the Senior Instructional Assistant, positions at this level do not oversee the day-to-day functions of coordinating services within the center and do not provide lead supervision to other Instructional Assistants. Employees at this level are required to be fully trained in all procedures related to assigned area of responsibility and are fully aware of the operating procedures and policies of the work unit.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Provide learning assistance to students individually or in groups in understanding and assimilating material presented by a certificated instructor in a variety of educational settings; explain cause of errors in oral and written work.
2. Proctor and correct written and performance assignments, check points, and examinations; give oral quizzes; administer speech and hearing test; assist instructor in grading individual student projects.
3. Respond to a variety of student questions and inquiries; direct them to appropriate college resources to address specific needs including tutorial center, transfer center, student health center, and special services.
4. Maintain security of all designated equipment, supplies, and documents.
5. Tutor students in the assigned discipline; maintain a variety of records concerning student course progress including test files, attendance, and enrollment cards.

6. Provide telephone, email, and in-person support to students whose instructors utilize online learning systems; provide information regarding online classes or procedures for contacting instructors.
7. Develop and revise materials as directed by certificated staff including answer keys, handouts, and various other instructional materials.
8. Participate in regular conferences with instructional staff to exchange information on in-progress assignments and to receive assignments.
9. Conduct class orientations and explain rules, guidelines, and procedures within assigned area.
10. Assist students and faculty in use of automated learning equipment including computers, printers, scanners, copiers, pay stations, and card dispenser machines.
11. Insure proper and safe use of all designated learning and laboratory equipment and perform routine operating checks and preventative maintenance on such equipment.
12. Distribute and account for all designated learning supplies, equipment and materials in accordance with established procedures.
13. Perform general clerical duties; answer phones and relay messages; type a variety of letters and documents; enter information into computer; maintain files and records; report all unsafe or irregular conditions to appropriate supervisory personnel.
14. Assist with the assignment and supervision of student and non-student hourly assistants and maintain student assignment schedules.
15. Perform related duties as required.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

1. Principles, practices, and application of subject matter to which assigned.
2. Principles, methods and procedures of instructing and providing learning opportunities to students.
3. Methods and techniques of tutoring.
4. Materials and equipment used in the area to which assigned.
5. Interpersonal skills using tact, patience and courtesy.
6. Sensitivity to and understanding of the diverse academic, socio-economic, cultural, and ethnic backgrounds of community college students.
7. Written and oral communication skills
8. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
9. Principles and procedures of record keeping and filing.
10. English usage, spelling, grammar, and punctuation.

Ability to:

1. Assess student needs and provide appropriate instructional assistance and support functions within assigned area.
2. Interpret assignments, instructions, rules and policies to students with various learning styles.
3. Monitor student progress, identify problem areas and recommend effective course of action.

4. Relate positively to students in a teaching/learning environment and recognize the difficulties students may have in comprehending the subject matter.
5. Listen actively and effectively, identify and solve problems, facilitate learning for students, and build student confidence in assigned subject matter.
6. Learn the tutoring and operational techniques unique to the assigned center.
7. Apply the specialty and use the equipment unique to the learning center.
8. Prepare and maintain accurate records and files.
9. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
10. Understand and follow oral and written instructions.
11. Communicate clearly and concisely, both orally and in writing.
12. Establish and maintain effective working relationships with those contacted in the course of work.
13. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Minimum Education & Experience - *Any combination of the following would provide a typical way to obtain the required knowledge and abilities.*

Education/Training:

Equivalent to completion of the twelfth grade supplemented by two years of college level course work in the specified discipline.

Experience:

Two years of increasingly responsible experience working with materials and/or equipment in assigned instructional field.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a classroom or laboratory setting with extensive student exposure.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom or laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

4/30/74; 3/6/79; 5/19/81; 8/1/85; 7/1/88;

Adopted by Board of Trustees on October 20, 2015
Effective: October 21, 2015
Job Family: Technical – Paraprofessional