Reference #: CAP#0000013
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: Andreas Preponis **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:	Full-Time Collaborative Pianist (Accompanist)

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

Position Will Reside in Division/Unit:	A&H/Music
This Position will Report to:	Dan Marschak, Cindy Browne Rosefield, Andreas Preponis

The Position Being Requested Is: New Position

☒ **New Position:** Hours/week: 40.00 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): since 2024

Outcome: none

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:

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.

Under general supervision, provide collaborative piano services for classes, rehearsals, choral and instrumental ensembles, recitals, concerts, musical theater productions, individual student coaching, and special events. Key responsibilities include:
- Sight-read and accompany classes, ensembles, applied music students, rehearsals, and performances in a variety of musical styles including jazz.
- Coach students individually and in small groups on vocal and instrumental skills, diction, harmonies, and performance techniques
- Assist students and instructors with music selection and preparation.
- Accompany musical theater productions and ensembles at on- and off- campus performances and festivals.
- Coordinate piano tuning and maintenance; prepare performance materials; maintain the department's music and recording library.
- Respond to performance-related inquiries from students, staff, and community members.
- Perform related duties as assigned.

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

Currently, the theater and music departments share a part-time accompanist who supports musical theater classes, voice classes, and Chamber Choir, but is not a versed in playing jazz.

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 5 years, our music student population has tripled. Further, our Applied Music program has more students than ever, 50 students about a third of which are vocalists who, along with some of the instrumental students, require continuous support by a collaborative pianist to provide piano accompaniment for juries, recitals, Forum performances and rehearsals in preparation threreof.

Since the hiring of a full-time choral and vocal instructor, the size of the Chamber Choir (MUS 45, 5 hrs/wk) has nearly quadrupled as well. The choir is getting better and has begun traveling to festivals. Our part-time accompanist is, however, unable to travel with the choir, so that hiring a short-term accompanist to go on choir trips is necessary.
The vocal jazz ensemble (MUS 46, 5 hrs/wk) is currently without an accompanist because jazz music and improvisation is not within the current part-time accompanist's expertise. Accompaniment is provided by the instructor which diverts a significant amount of his focus from teaching. An accompanist proficient in jazz piano would free up the instructor to give the students his full attention. The ensemble also travels to several festivals each year and goes on outreach trips within our district.
The return of the Concert Choir MUS 44 will add at least three more hours to the accompanist's schedule.

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

Voice classes, Applied Music, ensembles, and Theater have substantial unmet needs for piano accompaniment, requiring approximately 25 hours weekly. A collaborative pianist would also support applied instruction, student recital rehearsals and performances, practice recordings, and departmental music and equipment maintenance.

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: 14-26

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.

PR 2024/25: We have found that having our collaborative pianist as part-time is insufficient, as he works with not only music classes, but also theater, and there is much more he could be doing were the position full-time. It would be ideal to have an accompanist who is more stylistically apt, and can play styles such as jazz, pop, funk, etc. for ensembles such as Vocal Jazz, Jazz Combos, and Applied Lessons – which entail juries, forums, and recitals. We are a very strong jazz department, and this is a missing component for our students to have the proper support in their studies and performances. SLOs for these courses and others including in the Theater area, will be much easier to achieve with a full-time collaborative pianist position, so we will be applying for this position this year.

PR 2023/24: We are grateful to have a part-time collaborative pianist (accompanist) who is shared between Music and Theater but they should be full-time so that they may offer more support for music and theater faculty.

PR 2019/20: After nearly 17 years out of compliance, the performing arts successfully added a staff Collaborative Pianist in Jeremiah Trujillo to being Fall 2019. Jeremiahs addition is the beginning of successfully filling this staff need, as his position is a large department need that has some significant flaws in the job details currently. Our data shows that performing arts has a need of 25 hours per week for a staff pianist – Jeremiahs position provides 15. Additionally, Jeremiah's pay rate is extremely substandard for the field, which made the job search and hiring very difficult. Jeremiah was the only person to complete all interviews and made it clear he was able to take the job for one year because "money wasnt an issue." We got lucky, frankly. But the hiring is a step in the right direction .... As mentioned in Section 1D, the hiring of the Collaborative Pianist position only partially filled the need in the Performing Arts disciplines. There are still significant remaining obstacles in making this a more permanent position that fulfills piano needs for many classes in Music, Theater, and Dance.

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?

- Improved SLOs: A dedicated Collaborative Pianist (CP) enhances the qulity of instruction and performance in music programs that rely on live accompaniment.
- Equitable Access to Resources: All students, regardless of socioeconomic status, have access to professional support for recitals, juries, and ensemble work.
- Comprehensive Educational Support: A CP bolsters the quality of services available to students and contributes to the success of the division, maintaining high standards of instruction and outcomes.
- Programmatic Accreditation: A full-time accompanist fulfills the requirement for the National Association of Music Schools (NASM) accreditation, should our department decide to pursue it.
- Institutional Effectiveness: A full-time CP supports faculty enabling them to focus on pedagogy which improves the student experience.
- Institutional Resources: A full-time CP ensures stability, avoiding disruptions caused by part-time or temporary staffing. It demonstrates proper planning and resource allocation. The college shows physical and fiscal responsibility by its commitment to support the arts, campus culture and student engagement.
- Community Collaboration and Enrichment.

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).

Looking at other schools that employ at least one full-time piano collaborator, this position is a central one to the department. Because of their involvement in a variety of performing ensembles and classes, accompanists have a good overview of departmental procedures and events. Most students interact with the accompanist several times a week, hence this person knows most students and can identify their needs and support them in their education.

Accompanists function as additional mentors to the students and give them individual attention when an instructor cannot due to the size of a class.

Accompanists support the students in their learning process and help prepare them for their recitals and juries.

Accompanists provide support for faculty, freeing them up to focus on teaching, hence improving the students learning experience.

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

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.

LPC PLANNING PRIORITIES

☒ **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).

A full-time piano accompanist position supports Las Positas College's mission and planning priorities in the following ways:

Inclusive Environment: The accompanist fosters a diverse and inclusive atmosphere, enhancing accessibility for all students in the music program.

Equity-Focused Support: By providing tailored accompaniment, the position addresses individual student needs, promoting equity in musical education.

Career Preparation: The accompanist enhances performance opportunities, aiding students in achieving their transfer and career-technical goals.

Increased Student Success: Regular support for rehearsals and performances can improve student engagement and success, aligning with the goal of increasing completion rates.

Professional Development: The accompanist facilitates collaboration and professional growth for faculty and students, supporting focused development initiatives.

Assessment and Accountability: The role provides valuable data for evaluating music program outcomes, contributing to continuous improvement and ACCJC standards.

Lifelong Learning: By enriching musical education, the accompanist encourages creativity and fosters a culture of lifelong learning.

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.

- Reliable scheduling and consistency of available piano accompaniment to vocal and instrumental students.
- Having a dedicated accompanist reduces the burden on faculty to oversee student readiness for recitals and juries, allowing both faculty and students to focus on their primary educational and artistic goals.
- The music program can continue to grow unhindered.
- A full-time accompanist would alleviate the strain on faculty to perform additional accompanist duties.
- Improvement of departmental morale, collaboration, organizational cohesion and effectiveness.

By ensuring continuity, reliabilty, and a professionally supported environment, a full-time piano accompanist position directly contributes to a safer and more effective music department and campus.

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?

We will continue working with our part-time accompanist for the classes he can adequately serve. Jazz Voice students will continue to lack the support of a staff accompanist and will have to rely on peers for accompaniment (which may or may not be supportive) or ask full-time faculty for accompaniment who are already impacted by teaching hours and the coordination of the department.

For festival trips, the choirs will have to continue hiring local pianists.

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:	1.00	Step/Column:	37 / 3
Estimated Annual Salary Cost			$ 81,956.00	
Estimated Benefits Cost			$ 70,432.00	
Total Annual Position Cost			$ 152,388.00	
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:	Andreas Preponis	11/12/2026
Administrative Services Officer:	Sui Song	11/12/2026
Division Dean:	Amy Mattern	11/17/2026
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

ACCOMPANIST

*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 suitable piano accompaniment, through improvisation, composition, and sight-reading, for a comprehensive music education program; and provide accompaniment for music instructional classes, recitals, concerts, and other special events.

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 suitable piano accompaniment in voice and music classes; select and play suitable music for voice classes.
2. Improvise and transpose music to other keys; transcribe melodies and accompaniments from selected records.
3. Compose and arrange accompaniment for assignments and problems developing in voice classes.
4. Provide musical assistance at a variety of times and locations, as schedules and performances dictate.
5. Rehearse and prepare with students for student recitals and formal programs.
6. Respond to inquiries and requests for information from students, faculty and staff regarding concerts, recitals and other events.
7. May conduct conferences with students to assist in developing understanding of problem areas and preparation for specific assignments.
8. 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. Extensive repertoire of music suitable for accompaniment of voice classes.
2. Methods and techniques of piano accompaniment for a variety of music and musical application.
3. Principles and practices of sight reading for piano accompaniment.
4. Vocal and instrumental repertoire and technique.
5. Music theory, including harmony and notation.

Ability to:

1. Play advanced piano pieces.
2. Sight-read a variety of music.
3. Play music in a variety of different keys.
4. Follow vocalist/instrumentalist in rehearsals and performance.
5. Communicate clearly and concisely, both orally and in writing.
6. Establish and maintain effective working relationships with those contacted in the course of work.
7. 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:

Completion of formal education sufficient to assure the ability to read and write music and play the piano at the level required for successful job performance.

Experience:

Two years experience as an accompanist for voice, dance or other music groups or classes.

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 setting

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom setting; to sit with sustained posture or intense attentiveness for prolonged periods of time; to play a piano requiring repetitive hand movement and finger dexterity; and to verbally communicate to exchange information.

4/1875; 9/10/86
Adopted by Board of Trustees on October 20, 2015
Effective: October 21, 2015
Job Family: Technical-Paraprofessional