CLASSIFIED & ADMINISTRATIVE POSITION REQUEST
2018-2019

Internal Use
#: 12

Requester Name: K. Woods & other STEM Faculty **Division Name:** STEM

SUMMARY INFORMATION

Title of Position Being Requested: (Note: Please also attach a current or proposed district job description)

PROGRAM COORDINATOR - STEM

Position Will Reside in Division/Unit:

STEM

Indicate To Whom this Would Report:

DEAN NAN HO

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

N/A

The position is:

◉ **New**

Number of Hours per Week: 40

Number of Months per Year: 12

○ **Increase for an existing funded position**

From:	○ 9	○ 10	○ 11 Months
To:	○ 10	○ 11	○ 12 Months

OR From: _____ % to _____ %

Name of Person Currently Holding Position: _____

○ **New Categorically funded position (information only; position not ranked)**

Number of Hours per Week: _____

Number of Months per Year: _____

3

SECTION 1: PROGRAM NEED

What key responsibilities would this person assume?

Under direction, the STEM Coordinator will oversee and coordinate STEM program initiatives, partnerships, and opportunities that will encourage success and improve equity and access for students interested in STEM fields. The STEM Coordinator will work closely with a very wide range of campus and community stakeholders. They will perform a variety of professional, technical, administrative, and complex office support work while exercising independent judgment in the satisfactory completion of duties; assume responsibility for program coordination, implementation, monitoring, tracking, and reporting; and establish, maintain, and facilitate effective working relationships with academic and industry partners that lead to sustainable and lasting high quality STEM opportunities for faculty and students. See attached proposed job description.

The need for a STEM Coordinator is critical to the maintenance of many existing STEM program initiatives and partnerships, currently supported by grant funded coordination/release time that is terminating. Faculty reassign time to continue to maintain many of our successful STEM programs is not available and without a STEM Coordinator position, the programs are in jeopardy of continuing, let alone new STEM initiatives and partnerships to best meet the needs of our students entering the 21st century workforce.

An example of existing initiatives and partnerships which will be supported by the STEM Coordinator include:
1. Math Jam, currently serving ~220 students each semester.
2. Engineering Technology Learning Community, with subsequent ~68% full-time employment rate
3. Engineering Technology Program Industry and Lab partnerships
4. High school student lab tours and activities
5. LLNL/LPC Science and Engineering Seminar Series (150-200 students, 4 times a year)
6. Undergraduate Research Poster Session (about 100 student posters representing STEM and psychology students every spring)
7. Manufacturing Day
8. Job Fairs
9. Industry connections and partnerships including meetings with STEM industry people
10. Creation of informational and promotional materials
11. Biotech Boot Camp, Solar Academy, Cyberpartriot (summer events)
12. Assist with the coordination/outreach for Computer Studies projects such as the Google IT Support Professional, Code Jam grant, CyberPatriots/CyberSecurity camps, All Academy Day events, etc.

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

Currently there are temporary, grant funded positions/reassign time that allows individuals to be responsible for coordinating and maintaining many STEM initiatives listed above. All of these positions though are going away this year or next as grant funding expires and no new foreseeable grants exist to cover the cost. [Example, HSI Grant and Transformation Grant has enabled faculty reassign time to coordinate Math Jam each Fall and Spring - approximately 1.5 CAH worth of consistent work. A temporary, STEM Coordinator position for the last 3 years, (held previously by Kristin Moore and Kelsey Wat and now Caryl Shill) was funded by soft grants and is set to end this year due to lack of grant funding.]

SECTION 1: PROGRAM NEED (contd)

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (refer to your program review relating to human resources.) You may use narrative or relevant data.

The departments in the STEM division are significantly growing in student headcount and FTEF, and thus there is an increase in the unique opportunities we provide for students outside of the classroom. These opportunities often require coordination between multiple science departments and/or other campus and surrounding industry constituencies.

Over the last several years, the following STEM initiatives, programs, and activities have been implemented with the support of faculty and the part-time STEM Coordinator: Math Jam, Engineering Technology Learning Community, Engineering Technology Program Industry and Lab partnerships, High School Outreach, LLNL/LPC Science and Engineering Seminar Series, Biotech Boot Camp, Solar Academy, Cyberpartriot, Undergraduate Research Poster Session, Manufacturing Day, Job Fairs, Industry connections and partnerships, creation of informational and promotional materials, etc.

Funding for the STEM coordinator has always been through grants, therefore temporary, and without benefits. The goal of creating this STEM Coordinator job description is to have this role become a permanent classified professional position.

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

In the Bay Area, our local industry demands for a skilled, informed workforce increases, especially in the STEM fields. Many of our STEM disciplines engaged in meeting the changing needs of our community, by streamlining and improving our marketing and course offerings, creating certificates and working with learning communities to increase access and success.

As a college our student population is changing, as we are now a Hispanic serving institution and well on our way to becoming a minority serving institution. In the STEM fields we are concerned with increasing access and success into STEM programs across all populations on campus.

A STEM Coordinator would allow us to continue to support/maintain many successful programs and initiatives that would not be able continue without this position while also giving us the support to continue to be innovative as we evolve with the 21st century work force needs of our students and community.

SECTION 2: STUDENT LEARNING AND SUCCESS

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

The programs supported by the STEM Coordinator have a tremendous impact on student learning, success, and advancement in their academic careers before students even come to LPC and well after they have transferred. These programs:

1) inform prospective students of the excellent STEM programs and curriculum offered by LPC and what they need to do to enter these programs as LPC students (e.g. high school student lab tours and activities, Biotech Boot Camp, creation of informational brochures, etc)
2) prepare students to do well in their required courses, and often move more quickly through their academic pathways (e.g. Math Jam)
3) help students narrow down their academic transfer pathway and/or career pathway by informing them of career opportunities in many different STEM fields (e.g. Science and Engineering Seminar Series, employment opportunities workshops and partnerships, job fairs, Manufacturing Day...)
4) support students to excel in their classes (e.g., Engineering Technology Learning Community)
4) inspire students and motivate them to complete their academic pathway through exposure to real-life research and work environment, internships, potential job opportunities, etc. (Manufacturing Day, industry tours, job fairs, lab partnerships, Science and Engineering Seminar Series,....)

The STEM Program Coordinator will allow these various faculty-supported collaborations to continue to funnel down to students in a cohesive and synergistic way.

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

Standard II of the ACCJC standards states: Student learning programs and support services make possible the academic quality that supports student success. The STEM Coordinator is a key player in making available the many previously listed programs that are each learning programs and support services available to LPC students. This position will have a direct affect on Standard II.

Standard III of the ACCJC standards states: Human, physical, technology, and financial resources enable these programs and services to function and improve. This application is requesting the financial resources to enable the STEM Coordinator to be available long-term to support students. They would thus be a human resource to support a multitude of student-oriented programs. This new position will enable the program to function and improve—without a permanent position, we will be at risk of losing institutional knowledge and having down time due to turnover.

SECTION 3: LPC MISSION AND PLANNING PRIORITIES

LPC MISSION STATEMENT:	LPC PLANNING PRIORITIES:
LPC is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.	❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards. ❖ Provide necessary institutional support for curriculum development and maintenance. ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes. ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

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

As discussed above in specific detail, all of the programs, initiatives, and activities coordinated by the STEM Coordinator (and future ones) are student-centered with the goal of supporting classroom learning and providing excellent learning opportunities outside the classroom. These programs support students to excel in their classes and guide them to completion by informing and/or validating their academic pathways regardless of their eventual goal: completion basic skills, completion of course requirements for a degree and/or transfer, and/or completion of a career-technical pathway.

This aligns with Las Positas College's Mission statement to be an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals. This program supports Las Positas College's vision to strive to be California's premier Community College, setting the standard through opportunities for developing knowledge, skills, values, and abilities that foster engaged and contributing members of the society.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

[✓] This need was described explicitly in a Program Review (Year 2018_____).

[ ] This need was implied in a Program Review (Year_____).

[ ] This need was not included in a Program Review, but has become a need since that time.

Explain, including language from Program Review (if available):

The three largest departments in STEM all mentioned the need for this position in their 2018 program reviews:

Chemistry Program Review (Section B, Changes to Program Needs...Human Resources):
"STEM Program Coordinator: Chemistry faculty participate actively in the Science and Engineering Seminar Series and the Undergraduate Research Poster Session. This is currently supported by a part-time grant-funded STEM coordinator who is also responsible for many other STEM initiatives and programs. To sustain important STEM initiatives, Chemistry, along with other STEM programs, is helping complete a new classified position request for a full-time STEM coordinator."

Math Department Program Review (Section B, Changes to Program Needs...Human Resources):
"STEM Program Coordinator: Approximately 450 students each year participate in Math Jam, designed specifically to provide a supportive, noncredit pathway for students into the credit math courses required for an associates degree or for transfer. This program also allows for paid math tutors to receive intensive professional and content development around tutoring mathematics. Math Faculty also received professional development around growth mindset, best practices in the classroom and online supports. The coordination of this program has been provided by grant funding (HSI and Transformation) that will be ending this year and next. This program will be unable to continue without either faculty release time (which is costly) or a STEM Program Coordinator to coordinate. To sustain this and other important STEM initiatives, Mathematics, along with other STEM programs, is helping complete a new classified position request for a full-time STEM coordinator."

Biology Department Program Review (Section B Changes to Program Needs...Staffing):
The STEM Program Coordinator works for a limited number of hours each week to support many existing STEM initiatives (Math Jam, Engineering Technology Learning Community, High School Outreach, LLNL/LPC Science and Engineering Seminar Series, Undergraduate Research Poster Session, Manufacturing Day, job fairs, updating brochures, connecting to employers, among others). Funding for the STEM coordinator is and has been grant-funded, without benefits. The goal of creating this STEM Coordinator as permanent classified position is to institutionalize what has been a temporarily funded position.

SECTION 5: SAFETY (if applicable)

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

SECTION 6: COSTS*

Estimated Increase or Proposed Annual Salary Cost:	$	57,829.00
Estimated Benefits Cost:	$	31,806.00
Total Cost for Position:	$	89,635.00

NOTE:

      Full Time = 20-40 hours per week or 50% - 100%

      Regular Hourly = 18 hours or less per week (<50%)

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

SECTION 7: REVIEWS

Signatures:

Kim UWoods	10/10/18	_Nan Ho_	10-15-18
Requester	Date	Dean/Unit Administrator	Date
Sharon Davidson	10/18/18		10-18-18
College *Administrative Services Technician* Office of Administrative Services	Date	Vice President	Date

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

PROGRAM COORDINATOR – SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH
(STEM)

*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 direction, oversee and coordinate STEM program initiatives, partnerships, and opportunities including performing a variety of professional, technical, administrative, and complex office support work while exercising independent judgment in the satisfactory completion of duties; assume responsibility for program coordination, implementation, monitoring, tracking, and reporting; and establish, maintain, and facilitate effective working relationships with academic and industry partners that lead to sustainable and lasting high quality STEM opportunities for faculty and students.

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. Coordinate with STEM program, Dean, faculty, and staff to plan and conduct ongoing outreach and recruitment of partner academic and industry organizations to contribute to STEM program initiatives, partnerships, and opportunities. Coordinate campus activities related to STEM program initiatives, partnerships, and opportunities, including related employer recruitment and engagement.

2. Identify, outreach, schedule, and implement appropriate STEM program initiatives, partnerships, and opportunities, such as internships, faculty externships, industry and educational site visits, job shadowing, guest speaker events, mentorships, pre-apprenticeships, soft skills development, resume building, and interview preparation

3. Serve as liaison between academic and industry partners and faculty to develop, maintain, track, and provide initial follow-up to leads generated from various sources; provide support for organizing industry advisory committees for STEM program initiatives, partnerships, and opportunities on behalf of the college. Maintain database of internships, apprenticeships, and other related STEM program initiatives, partnerships, opportunities, and contacts in collaboration with the Career and Transfer Center; track performance of all STEM program initiatives, partnerships, and opportunities; prepare reports.

4. Coordinate and assist in the evaluation process of STEM program initiatives, partnerships, and opportunities for faculty and students; contribute to the development of performance assessments. Participate in development of and help implement processes, policies and procedures for these opportunities; establish schedules; review and update forms, materials, and systems; make recommendations for improvements as necessary. Assume responsibility for monitoring, tracking, evaluation, accountability, and reporting requirements of STEM program initiatives, partnerships, and opportunities.

5. Coordinate the implementation and delivery of STEM program initiatives, partnerships, and opportunities including generation of proposals, documentation, scheduling, delivery, venue and

logistics coordination, and other follow-up; serve as a point of contact for partners and faculty and staff.

6. Collaborate with Academic and Student Services Divisions including the Career and Transfer Center to integrate STEM program initiatives, partnerships, and opportunities.

7. Develop materials for dissemination to the college, public agencies, community services organizations, and other interested groups; develop materials for web presence.

8. Attend conferences, workshops, and regional meetings as appropriate to STEM program initiatives, partnerships, and opportunities.

9. Represent the college in various community and industry outreach activities and workshops; serve as contact for STEM program leads.

10. Assist with the supervision of student assistants.

11. Assist with budget monitoring and reporting.

12. 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 and practices of program planning and implementation.

2. Principles, practices, and procedures of business letter writing and report preparation.

3. Pertinent state, District, and College policies, procedures, and regulations.

4. Problem solving techniques and resources.

6. Principles, practices, and procedures of fiscal, statistical, and administrative record keeping. Principles and practices used to establish and maintain files and information retrieval systems.

7. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

8. Principles and techniques used in public relations.

9. Basic research methods and techniques.

10. English usage, vocabulary, spelling, grammar, and punctuation.

11. Basic mathematical and accounting principles.

12. Interpersonal skills using tact, patience, and courtesy.

13. Oral and written communication skills.

Ability to:

1. Coordinate and direct programs, activities, and operations of STEM program initiatives, partnerships, and opportunities.

2. Carry out work objectives in an organized, efficient, and timely manner without immediate supervision.

3. Perform detailed, complex, and specialized technical, programmatic, and administrative support duties involving the use of independent judgment and personnel initiative with speed and accuracy.

4. Recommend and implement goals and objectives for providing various programs and operations.

5. Understand, interpret, and apply general and specific administrative and departmental policies and procedures as well as applicable federal, state, and local policies, laws, and regulations.

6. Research information using own initiative; organize, assimilate, and analyze information.

7. Respond tactfully, clearly, concisely, and appropriately to requests and inquiries from the general public, students, District staff and faculty, or other agencies.

8. Prepare a variety of clear and concise reports.

9. Plan and organize work to meet schedules and changing deadlines.

10. Work under steady pressure and frequent interruptions and a high degree of public contact by phone or in person.

11. Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.

12. Adapt to changing technologies and learn functionality of new equipment and systems.

13. Utilize tact, patience, and courtesy to provide the highest level of customer service.

15. Analyze situations and problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of STEM program goals. Establish and maintain various data collection, record keeping, tracking, filing, and reporting systems.

16. Plan, organize, implement, coordinate, and evaluate programs.

17. Deliver presentations to college administrators, faculty, staff, K-12 schools, government and private industries, and community organizations.

18. Work independently and effectively in the absence of supervision.

19. Communicate clearly and concisely, both orally and in writing.

20. Establish and maintain effective working relationships with those contacted in the course of work.

21. 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 and the community at large.

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

Education/Training:

A Bachelor's degree from an accredited college or university with major course work in business administration, public administration, workforce/economic development, science, education, or a related field.

Experience:

Three years of increasingly responsible administrative, technical, and/or programmatic experience, preferably developing and operating programs requiring partnering with multiple agencies, programs, and complex systems.

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 standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office 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.

Adopted by Board of Trustees on TBD
Effective: TBD
Job Family: Technical - Paraprofessional