Reference #: CAP#0000002
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: John Gomez **Division:** VP Student Services

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:	Program Coordinator - Academic & Career Pathways

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

Position Will Reside in Division/Unit:	Student Services / Academic & Career Pathways
This Position will Report to:	HSI Director

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?

[X] No Year(s): _____

Outcome: _____

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.

Coordinate Academic and Career Pathway Center operations, scheduling, access, marketing, and in-reach; coordinate services with the Career and Transfer Center. Organize Pathway Student Success Teams, including member onboarding, schedules, training, case management workflows, and student communications. Work with counselors to connect students to academic and holistic supports and to clarify and advance educational and career goals. Use pathway level data to identify students who may benefit from outreach, emphasizing disproportionately impacted populations. Partner with IT and Research, Planning and Institutional Effectiveness (RPIE) on data validation, outcomes tracking, and reporting. Coordinate professional development, pathways workgroups, web resources, student ambassadors, and budget monitoring, supervise assigned student workers as student ambassadors.

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

Pathway counselors and Student Success Team members, Career and Transfer Center staff; HSI and other Student Services personnel. Specific positions/FTE and division of labor to be verified.

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.

The proposed role responds to increasing demands for coordinated proactive pathway support rather than episodic student referrals. The job description calls for a centralized pathway center, cross-functional Student Success Teams, individualized communications, reliable student data, and student ambassador support. These functions span counseling, instructional divisions, Career and Transfer, IT, and RPIE and require consistent operational ownership. LPC's 2021-2026 Educational Master Plan identifies Educational Excellence, Community Collaboration, Organizational Effectiveness, and Equity and Anti Racism as goals, implementation of coordinated pathway support advances these priorities. CLPCCD planning also emphasizes retention and student success. Specific 3-to-5-year workload trends, existing staffing levels, and program review evidence should be appended before RAC scoring.

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

Without a designated coordinator, student outreach, Student Success Team scheduling, referral follow through, and outcome monitoring risk remaining fragmented. Proposed measures, pathway engagement and referrals, persistence, credit momentum, counseling connection, and degree/certificate/transfer completion, disaggregated by student group. Baseline measures and caseload counts [RPIE to supply].

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: 2024

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.

The position would build the infrastructure to deliver equitable academic and career pathway support, organized Pathway Student Success Teams, coordinated proactive outreach, timely communication, connected counseling and holistic services, and documented case-management practices. These are expressly identified as responsibilities in the proposed classification description. Its placement in Student Services and reporting to the HSI Director would position the work to advance college wide collaboration while emphasizing equity and belonging for Latine, first-generation, low-income and other disproportionately impacted students, without restricting services to any one group. Alignment to existing plans, the Las Positas College Educational Master Plan (2021-2026) identifies Educational Excellence, Community Collaboration, Supportive Organizational Resources, Organizational Effectiveness, and Equity and Anti-Racism. The CLPCCD's 2021-2026 Strategic Plan emphasizes educational excellence, institutional effectiveness, and barriers to equity. The position operationalizes these goals through student support, disaggregated progress monitoring, and consistent cross-campus coordination. To substantiate the current resource request, add an excerpt from the most recent unit program review, documented demand/caseloads, and any approved pathways/HSI implementation plan. This is a proposed connection to strategic goals, not a claim that a staffing request already appears in program review.

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?

Adequate staffing and well-coordinated student supports are central to maintaining effective student service delivery and evidence informed improvement under ACCJC expectations. This position would establish clear service workflows, support consistent student facing referrals, document use and outcomes, and partner with RPIE to monitor effectiveness and improve services. The role strengthens institutional capacity to demonstrate systematic evaluation and continuous improvement, it does not replace counseling, professional judgment, or the LPC's formal compliance processes.

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 role has direct student contact and should be evaluated under Version A. Students would receive more reliable navigation among programs, counseling, career/transfer services and academic and basic needs support, with proactive reminders and follow up through Pathway Student Success Teams. The coordinator would organize timely pathway specific communications and student ambassador outreach and ensure teams act on validated student data. These activities support early engagement, course momentum, persistence, successful transitions, and completion, especially for groups experiencing disproportionate barriers.

Results would be assessed through term-to-term persistence, student success team contacts and follow through, student referrals and service utilization, educational plan engagement, credits completed, degree/certificate awards, and transfer milestones, disaggregated where feasible. RPIE should establish baseline values and annual targets, improvement is anticipated, not guaranteed. Unlike a counselor, the coordinator would provide the organizing infrastructure that enables advisors, faculty, and student support partners to consistently reach students.

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).

The requested position directly advances the LPC mission of an inclusive, learning-centered, equity-focused college supporting transfer, degree and career technical completion. It turns that commitment into coordinated services, students receive pathway information, timely communication, help connecting to counselors and supports, and opportunities for meaningful engagement with student ambassadors.

EQUITY: The coordinator would use disaggregated data to identify gaps in engagement and persistence and organize targeted outreach for disproportionately impacted students. A Student Services home, reporting to the HSI Director, supports integration with equity focused initiatives while maintaining broad access for all pathway students.

STUDENT SUCCESS: Student Success Team onboarding, scheduling, communications, and consistent referral processes reduce navigational friction and strengthen follow-through. The coordinator would monitor indicators of engagement, retention, progress and completion and bring findings back to teams for improvement.

HEALTH & WELLNESS (supporting connection): The role would facilitate referrals to available holistic and basic needs services, not deliver clinical or counseling services. The primary alignment is with Equity and Student Success.

Accountability: set outcome targets with RPIE and Pathway Student Success Teams, review disaggregated results at least annually and use evidence to refine the service model.

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 position would improve organizational effectiveness by establishing documented Student Success Team processes, consistent training and student communications, clear referral pathways, and reliable data validation with IT and RPIE. Centralized coordination supports operational continuity when personnel change and strengthen recordkeeping, monitoring, and evidence of service effectiveness. Where student records are used, established CLPCCD's privacy, accessibility and information security requirements would continue to govern practices, no new compliance authority is proposed.

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?

Without a dedicated coordinator, responsibility for pathway communications, student follow up, team logistics, outreach schedules and monitoring may be dispersed across already assigned staff. This raises the risk of inconsistent referrals, delayed intervention, incomplete service documentation, weak data quality and reduced continuity for students. These are operational risks, not documented compliance violations. Staffing/caseload evidence and any existing control gaps should be supplied before assigning a higher safety/compliance score.

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:	40 / 3
Estimated Annual Salary Cost			$ 88,304.00	
Estimated Benefits Cost			$ 72,697.00	
Total Annual Position Cost			$ 161,001.00	
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:	John Gomez	10/20/2026
Administrative Services Officer:	Sui Song	10/20/2026
Division Dean:		
President/Vice President:	Joel Gagnon	10/26/2026

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

PROGRAM COORDINATOR – ACADEMIC & CAREER PATHWAYS

*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, coordinate the Academic and Career Pathways Initiative and the services and activities of the Academic and Career Pathway Center. Coordinate, develop, and implement programs and services that support student academic success, retention, and completion within Academic and Career Pathways. Collaborate with administrators, faculty, and staff to provide proactive and timely communication and support to students in achieving their academic and career goals. Assume responsibility for program coordination, implementation, monitoring, tracking, and reporting; exercise independent judgment in the satisfactory completion of duties; and establish and maintain effective working relationships with college and District partners.

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 the daily operations of the Academic and Career Pathway Center, including scheduling, marketing, access, and in-reach; collaborate with the Career and Transfer Center to coordinate shared services, space, programming, and student referrals.
2. Collaborate with administrators, faculty, and staff to develop, coordinate, and implement the activities, services, and communications of Pathway Success Teams.
3. Collaborate with Pathway Counselors and Success Teams to coordinate proactive student support activities that help students clarify their academic and career goals, identify appropriate pathways, maintain progress toward those goals, and access academic and holistic support.
4. Schedule team members for advising, counseling, communication, and other Success Team activities.
5. Provide orientation, coaching, and support to Success Team members regarding team processes, practices, and case-management approaches.
6. Coordinate the identification and onboarding of Success Team members and provide training on applicable systems, software, and processes.
7. In collaboration with college and District partners, develop, implement, maintain, and document communication plans and timelines for Success Teams.
8. Utilize pathway-specific data to identify and proactively engage student populations to support persistence and progress toward educational goals, with particular attention to disproportionately impacted students.
9. Collaborate with District IT and the Office of Research, Planning and Institutional Effectiveness to validate and organize student data related to Pathways.
10. Collaborate to establish student success outcomes for Success Teams; monitor and report measures related to student engagement, retention, progress, and completion to the Dean of Counseling and other stakeholders.

11. Assist in developing, monitoring, and reporting budgets supporting pathway projects and activities.
12. Develop and coordinate professional development opportunities for faculty and staff related to Pathways and Success Teams.
13. Coordinate college-wide engagement and planning for pathway support work, including chairing pathway-focused committees and workgroups.
14. Coordinate pathway activities in alignment with institutional strategic plans and equity goals.
15. Develop and maintain pathway-related websites, materials, and resources.
16. Coordinate the Student Ambassador Program and pathway-related student club support activities, including recruitment, training, scheduling, engagement, and related activities.
17. Supervise and provide training to student assistants and student ambassadors as assigned.
18. 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. Pertinent State, District, and College policies, procedures, and regulations.
3. Problem solving techniques and resources.
4. Principles and practices used to establish and maintain files and information retrieval systems.
5. Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
6. Principles and techniques used in public relations.
7. Research methods and techniques.
8. English usage, vocabulary, spelling, grammar, and punctuation.
9. Basic mathematical and accounting principles.
10. Interpersonal skills using tact, patience, and courtesy.
11. Oral and written communication skills.

Ability to:

1. Coordinate and direct programs, activities, and operations of 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 as well as 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.
14. Analyze situations and problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of program goals.
15. 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, students.
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.

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

Education/Training: Bachelor's degree.

Experience: Three years of increasingly responsible administrative, technical, and/or programmatic experience.

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: mm/dd/yyyy
Effective: mm/dd/yyyy
Job Family: Technical - Paraprofessional