Reference #: CAP#0000008
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: Mike McQuiston **Division:** PATH

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:	Athletic Facilities and Equipment Assistant

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

Position Will Reside in Division/Unit:	PATH/Kinesiology
This Position will Report to:	Dean of Academic Services, PATH Division

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? [X] No

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.

The second Athletic Facilities and Equipment Assistant would provide essential operational support for Kinesiology instruction, intercollegiate athletics, and the college's athletic facilities. Consistent with the established District job description, primary responsibilities would include preparing facilities and equipment for instructional classes, practices, and competitions; setting up and breaking down athletic venues; maintaining, repairing, and inventorying equipment and uniforms; supporting locker room operations; assisting with athletic event logistics; and coordinating facility readiness for college and community use.

Working alongside the existing Athletic Facilities and Equipment Assistant, the new employee would provide additional staffing coverage during overlapping instructional and athletic activities, including evening and weekend events. The position would also support the operation of new facilities being developed for cross country, women's beach volleyball, and Kinesiology pickleball instruction, as well as future athletic programs as they receive institutional approval.

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

The division currently employs one full-time Athletic Facilities and Equipment Assistant (Annette Rizzo) who provides operational support for Kinesiology instruction, athletic facilities, and intercollegiate athletics.

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.

Over the past five years, Kinesiology and Athletics have experienced significant growth while staffing for athletic facilities and equipment support has decreased. Kinesiology student headcount increased 44% and course enrollments grew 38% between Fall 2021 and Fall 2025. Athletics participation also increased. Meanwhile, staffing declined from two full-time equipment support positions to one, despite growing demands from instruction, nine athletic teams, multiple facilities, and game-day operations.

The 2023 Program Review identified staffing shortages, while the 2025 Athletics Self-Study documented overlapping competitions, service gaps, and reliance on coaches, volunteers, and student-athletes for operational support. The March 2026 external Athletics review independently confirmed these challenges and recommended additional equipment support staffing. Restoring a second position would address documented deficiencies, improve operational coverage, and support continued program growth.

The current staffing model also limits the department's ability to provide consistent coverage during simultaneous classes, practices, competitions, and community facility rentals. Evening and weekend events create additional scheduling challenges, while equipment maintenance, inventory management, and facility preparation require attention throughout the instructional day. A second position would allow responsibilities to be distributed more effectively, reduce service disruptions, and strengthen operational continuity without relying on coaches or student-athletes to perform essential support functions.

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

The Spring 2025 Athletics Self-Study and March 2026 external Athletics Program Standards Review identified significant operational challenges resulting from limited equipment support staffing, including overlapping competitions and reliance on coaches and student-athletes for event setup and breakdown. A second Athletic Facilities & Equipment Assistant would improve the readiness/availability of instructional spaces, athletic venues, and equipment, allowing faculty and coaches to focus on teaching and student development. This position is essential to maintaining reliable student services, supporting safe and effective facility operations, and protecting the college's investment in its growing Kinesiology and Athletics programs.

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: 2023

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 primary goal of restoring a second Athletic Facilities & Equipment Assistant is to reestablish a sustainable operating model that reliably supports Kinesiology instruction, intercollegiate athletics, and community use of college facilities. The 2026–2027 Kinesiology and Athletics Program Review identifies limited equipment support staffing, inadequate contingency planning for simultaneous events, and the need for clearer game-management responsibilities. These challenges reflect an operational workload that exceeds the capacity of a single support position, particularly when instructional activities, practices, competitions, and community events overlap.

Restoring the second position would allow the department to distribute responsibilities more effectively, improve equipment preparation and inventory management, strengthen preventive maintenance, and provide more consistent coverage during evenings, weekends, and employee absences. It would also support timely facility setup, equipment inspections, and coordination among instructional and athletic programs competing for shared spaces. These improvements would reduce disruptions, support equitable access to properly prepared facilities and equipment, and allow faculty and coaches to focus on instruction, student development, and competitive preparation rather than routine operational tasks.

The need for this position exists today, independent of any future facilities expansion. The current staffing model leaves limited capacity to manage simultaneous activities, respond to unexpected operational needs, or maintain consistent service when the sole employee is unavailable. This request would restore a historically established level of staffing to address documented deficiencies in existing operations, rather than create a new service. The planned Athletics Expansion Project reinforces the long-term value of this restoration, but the immediate justification is the department's current workload, service gaps, and need for reliable operational coverage.

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?

This position would support ACCJC expectations for adequate staffing, effective learning environments, and responsible management of institutional resources. Beyond preparing facilities for instruction and competition, this position performs essential daily functions that directly affect students, including inspecting equipment to identify damaged or unserviceable items, laundering and maintaining uniforms, making minor equipment repairs, replenishing supplies, and ensuring locker rooms and storage areas remain clean, organized, and ready for use. Although routine, these responsibilities are critical to maintaining safe, sanitary, and dependable learning and athletic environments.
The position would also strengthen institutional effectiveness and accountability through accurate equipment inventories, timely purchasing and supply management, preventive maintenance, and consistent operational coverage. These functions help protect college assets, reduce avoidable equipment replacement costs, and ensure instructional activities and athletic events proceed without unnecessary disruptions. Restoring adequate staffing would reduce reliance on faculty, coaches, and student-athletes for operational tasks, allowing them to focus on teaching, learning, and athletic development. By addressing these needs, the college would demonstrate its commitment to continuous improvement, student success, and responsible stewardship of institutional resources.

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).

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).

The current staffing model limits the department's ability to consistently support Kinesiology instruction, nine athletic teams, and simultaneous activities across multiple venues. The 2025 Athletics Self-Study and March 2026 external review documented operational gaps, reliance on coaches and student-athletes for event support, and the need for additional staffing.

A second employee would improve equipment inspections, identification of unserviceable items, uniform laundering, inventory control, supply ordering, preventive maintenance, and facility preparation. These essential functions directly affect students' access to safe, properly maintained equipment and instructional spaces. More reliable coverage would reduce disruptions to classes, practices, and competitions, while ensuring student-athletes can focus on preparation and participation rather than event setup and breakdown.

Restoring historical staffing capacity would also allow faculty and coaches to devote more time to instruction, mentoring, and student development. Improved equipment readiness, timely maintenance, and dependable event coverage would strengthen service quality, protect college assets, and support equitable access across programs. This request addresses documented operational deficiencies while directly improving the conditions that support student learning, athletic participation, and success.

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).

This position directly supports LPC's mission as an inclusive, learning-centered institution by ensuring students have reliable access to the facilities, equipment, and operational support necessary for Kinesiology instruction and intercollegiate athletics. Its responsibilities align with three institutional planning priorities: Student Success, Health & Wellness, and Equity.

For student success, consistent equipment preparation, facility readiness, and event coverage help prevent disruptions to classes, practices, and competitions. Reliable operational support allows faculty and coaches to concentrate on instruction, mentoring, and student development while supporting students pursuing transfer, degree, career, and personal fitness goals.

Routine equipment inspections, removal of unserviceable items, uniform laundering, sanitation, and preventive maintenance help maintain safe, clean, and functional learning environments are all key to health & wellness. Adequate staffing also supports more sustainable workloads and dependable coverage during overlapping activities, evenings, and weekends.

Consistent equipment availability and facility support promote equitable access across Kinesiology courses, athletic teams, and instructional schedules. Restoring staffing capacity would help ensure that students receive dependable services regardless of their program, team, or time of participation, reducing operational barriers that can disproportionately affect students with limited scheduling flexibility.

Together, these contributions strengthen student access, instructional continuity, wellness, and responsible stewardship of college resources while supporting the college's commitment to inclusive educational opportunities and student success. By restoring essential support capacity, the college can better serve its existing students, maintain the quality of instructional and athletic experiences, and use institutional resources responsibly. This advances LPC's mission while reinforcing sustainable practices that support student success and wellness over time.

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.

This position would strengthen campus safety and operational continuity through consistent equipment inspections, removal of unserviceable items, preventive maintenance, uniform laundering, and proper facility preparation. With only one full-time employee supporting Kinesiology instruction, nine athletic teams, and multiple venues, overlapping activities and employee absences create gaps in coverage that can delay maintenance, equipment preparation, and responses to safety concerns. Reliance on coaches and student-athletes for operational tasks further complicates accountability and consistent safety practices. Restoring a second position would provide essential backup coverage, improve equipment readiness, support established safety procedures, and reduce the risk of injuries and service disruptions. Without this staffing capacity, the department remains vulnerable to preventable equipment failures, inconsistent event coverage, and interruptions to instructional and athletic activities. These responsibilities also support the college's Cal/OSHA Injury and Illness Prevention Program requirements for identifying and correcting workplace hazards, as well as applicable 3C2A standards for athletic event operations.

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 this position, essential services will continue to compete for the attention of a single employee, forcing the department to prioritize immediate needs over routine maintenance, equipment management, and long-term facility care. During overlapping classes, practices, and competitions, some activities may receive delayed, reduced or NO support, affecting instructional readiness and the student experience. Faculty and coaches will continue diverting time from teaching and student development to equipment preparation, event setup, and other operational duties. Employee absences will further limit service continuity, with no dedicated backup for daily responsibilities. Over time, deferred maintenance, inconsistent inventory oversight, and delayed supply replenishment may increase costs and shorten equipment life. Leaving the position unfilled would preserve a staffing model that depends on informal assistance rather than reliable, accountable support for essential college functions.

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:	33 / 3
Estimated Annual Salary Cost			$ 74,195.00	
Estimated Benefits Cost			$ 67,663.00	
Total Annual Position Cost			$ 141,858.00	
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:	Michael A. McQuiston	11/04/2026
Administrative Services Officer:	Sui Song	11/04/2026
Division Dean:	Michael A. McQuiston	11/19/2026
President/Vice President:	Nan Ho	11/19/2026

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

ATHLETIC FACILITIES AND EQUIPMENT 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 comprehensive operational support for athletic and physical education programs by coordinating the preparation, setup, and upkeep of athletic facilities and equipment for classes, athletic contests, and facility-use customers for community events. Duties include providing logistical and clerical support for facility-use scheduling and rentals; setting up, taking down, and storing athletic and event equipment; maintaining and repairing athletic gear and uniforms; ensuring readiness, cleanliness, and safety of locker rooms and storage areas; and assisting with athletic event operations and game management. Performs related clerical, recordkeeping, and customer-service duties to ensure safe, efficient, and accessible athletic facility operations.

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. Assist with daily operations and preparation related to the use and rental of athletic facilities, including scheduling support, planning, record-keeping, facility readiness, cleanliness, and safety.
2. Set up, break down, and store athletic equipment for physical education classes, intercollegiate athletics, and external events; issue equipment and supplies and ensure proper stowage for subsequent use.
3. Respond to inquiries and assist facility-use customers; explain policies, procedures, and fees; assist with logistics and coordinate support services with maintenance or custodial staff.
4. Maintain and make minor repairs to athletic and physical education equipment, uniforms, and supplies; launder and store items for subsequent use.
5. Order, organize, inventory, store, distribute, collect, and account for athletic equipment and supplies; maintain computerized inventory records and reports.
6. Assist in monitoring budgets and preparing purchase requisitions for the purchase of athletic equipment, uniforms, and supplies; assist with recordkeeping related to purchases, equipment and facility operations.
7. Provide event setup and operational support for athletic contests by supporting event logistics, equipment preparation, event operations, setup of scoring and public-address systems, and coordination of equipment and supplies.
8. Maintain locker room areas and storage rooms; issue lockers and locks; ensure security and cleanliness and readiness.
9. Perform light cleaning related to equipment, team rooms, locker rooms, storage areas, and event setup.

10. Administer basic first aid and CPR as needed; summon emergency medical assistance when required.
11. Operate utility task vehicles (e.g., carts, gators) to transport equipment, materials, and supplies.
12. Train and provide work direction to assigned student workers.
13. Perform related clerical and recordkeeping duties; maintain files and forms for equipment check-out, facility use, and rentals.
14. Provide assistance to students, faculty, staff, and community users regarding athletic programs and facilities.
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. Athletic programs, facilities, and operations.
2. Equipment, materials, and supplies used in physical education and athletic programs.
3. Methods of use, maintenance, storage, and inventory of athletic equipment and supplies.
4. Basic principles of facility operations, scheduling, and event setup.
5. Health, safety, and sanitation standards for athletic environments.
6. Office procedures, recordkeeping, and computerized inventory systems.
7. Customer-service techniques and interpersonal communication.
8. First Aid and CPR procedures.

Ability to:

1. Organize, maintain, and repair athletic equipment and uniforms.
2. Prepare athletic facilities and venues for multiple users and events.
3. Provide logistical and clerical support for facility-use scheduling and rentals..
4. Maintain accurate records, inventories, and reports.
5. Prepare requisitions and communicate effectively with vendors and facility users.
6. Administer first aid and CPR as required.
7. Operate scoring, PA, and event-support systems.
8. Drive and safely operate utility task vehicles.
9. Train and provide direction to student workers.
10. Communicate clearly and effectively, both orally and in writing.
11. Work independently and manage multiple tasks under deadlines.
12. Establish and maintain cooperative relationships with students, staff, and the public.
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.

Experience:
Two years of experience in athletic equipment operations, facility logistics, or related event-support work.

Certificate:
Valid First Aid and CPR certificate issued by the American Red Cross.
Valid California driver's license and a safe driving record.

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 in indoor and outdoor athletic facilities, often requiring standing, walking, bending, lifting, and carrying moderate to heavy equipment. The position involves exposure to noise, dust, odors, and varying weather conditions. Evening and weekend work is required in support of athletic events and community rentals.

Physical: Primary functions require sufficient physical ability and mobility to work in indoor and outdoor environments; to walk, stand, and sit for prolonged periods; to stoop, bend, kneel, crouch, crawl, climb, reach, and twist; to push, pull, lift, and carry moderate to heavy weight; to operate assigned equipment and vehicles; and to verbally communicate to exchange information.

Adopted by Board of Trustees on: December 16, 2025
Effective: December 17, 2025
Job Family: Technical - Paraprofessional