



Resource Allocation Committee Minutes

March 5, 2026 at 2:30pm

Recorder: Andrea Anderson

LPC Mission Statement	LPC Planning Priorities 2025-2026		
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 life-long learning.	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.	Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.	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.
Chairs	Administrator	Classified Professionals	
<input checked="" type="checkbox"/> Scott Miner (Non-Voting Member) <input checked="" type="checkbox"/> David Rodriguez (Non-Voting Member)	<input checked="" type="checkbox"/> Ken Cooper	<input checked="" type="checkbox"/> Sui Song <input checked="" type="checkbox"/> James Weston <input checked="" type="checkbox"/> Ralitsa Ivanova-Olsson <input checked="" type="checkbox"/> Sherita Waters <input checked="" type="checkbox"/> Lina Chea	
Dean, Academic	Faculty Member	Vice Presidents	
<input checked="" type="checkbox"/> Mike McQuiston (PATH)	<input checked="" type="checkbox"/> Cindy Browne Rosefield (A&H) <input type="checkbox"/> Andy Cumbo (PATH) <input type="checkbox"/> Irena Keller (BSSL) <input checked="" type="checkbox"/> Angel Contreras Cardenas (STEM) <input checked="" type="checkbox"/> Jose Calderon (Student Services)	<input checked="" type="checkbox"/> Nan Ho <input type="checkbox"/> Jeanne Wilson <input type="checkbox"/> Sean Brooks	
LPCSG Student			
<input type="checkbox"/> Abigail Brandel			

Attendance (Quorum = 9)

Agenda Item	Information/Discussion	Action/Assigned To
1.	<p>Call to Order <i>For information</i></p> <ul style="list-style-type: none"> • Meeting called to order by Scott Miner at 2:30pm. 	None
2.	<p>Review & Approve Agenda <i>For action</i></p> <ul style="list-style-type: none"> • Motion to approve Agenda <ul style="list-style-type: none"> ○ Motion was made to amend the agenda to include IER Updates under New Business. • Agenda Approved by: Cindy Browne Rosefield and Sherita Waters 	Motion: Cindy Browne Rosefield Second: Sherita Waters
3.	<p>Review & Approve February Minutes <i>For action</i></p> <ul style="list-style-type: none"> • Motion to approve February Minutes • Agenda Approved by: Ken Cooper and Sui Song 	Motion: Ken Cooper Second: Sui Song
4.	<p>Action Items <i>For action</i></p> <ul style="list-style-type: none"> • 2026-2027 Committee Calendar <ul style="list-style-type: none"> ○ Review scheduling adjustments related to the new compressed calendar. A calendar showing current and 2026-2027 proposed committee meeting times was reviewed, and conflicts were identified on the second and third Thursdays of the month. ○ Key decisions and discussion points: <ul style="list-style-type: none"> ▪ The committee agreed to move the CAP request deadline from November 11 to November 10 and the scoring deadline from January 22 to February 2. ▪ The motion to approve these deadline changes passed, with the understanding that the committee may revisit the timeline once the number of CAP requests is known. <ul style="list-style-type: none"> • Motion: Mike McQuiston, Second: Sui Song ▪ The committee also discussed adjusting meeting times to align with the new schedule blocks. ▪ Initially, a motion was made to change the meeting time to 2:45pm-4:10pm, but after discussion it was amended to 2:45pm-4:45pm to preserve the committee’s full two-hour meeting length, since the instructional blocks do not apply to committee meetings. 	

	<ul style="list-style-type: none"> ▪ The amended motion was approved by the committee. <ul style="list-style-type: none"> • Motion: Mike McQuiston, Second: Cindy Browne Rosefield 	
5.	<p>Old Business <i>For discussion</i></p> <ul style="list-style-type: none"> • CAP President Feedback <ul style="list-style-type: none"> ○ David and Scott met with Dr. Foster, but due to the ongoing SERP process and an existing structural deficit, they are waiting for additional feedback before moving forward. A formal response has not yet been provided, and the matter will be revisited in May once more information becomes available. • IER Change Request <ul style="list-style-type: none"> ○ The committee discussed a situation where a IER Requestor found a lower cost for previously approved items and asked if they could purchase four items instead of three while staying within the originally approved budget. ○ Keypoints from the discussion: <ul style="list-style-type: none"> ▪ The committee typically approves specific items and quantities, not just a funding amount. ▪ Since the request had already been ranked and approved and sent to Dr. Foster, changing it afterward may fall outside the committee’s process or authority. ▪ From Administrative Services’ perspective, lower costs represent savings for the college, which could potentially fund other requests in the future. ▪ Some members noted that the committee’s scoring is based on documented program or student need, including the number of items requested, which could make increasing the quantity after approval complicated. ▪ Others suggested that if the total cost remains within the approved amount, administrative leadership (such as a VP) could potentially approve the adjustment rather than bringing it back to the committee. ○ Overall, the discussion was informational, highlighting that there is currently no formal process for modifying approved requests, and that such decisions may need to be handled administratively. 	None
6.	<p>New Business <i>For discussion</i></p> <ul style="list-style-type: none"> • Accreditation Engagement Form <ul style="list-style-type: none"> ○ The committee discussed the Accreditation Engagement Form and how their work connects to accreditation standards. It was noted that the committee’s role primarily supports accreditation through its process for reviewing and prioritizing IER requests and staffing requests, which aligns with institutional planning and resource allocation. ○ Key accreditation standards connected to the committee’s work include: <ul style="list-style-type: none"> ▪ Institutional Mission and Planning: Resource allocation and planning processes are aligned with the college’s mission and continuous improvement. ▪ Financial Planning and Decision-Making: The committee’s prioritization process helps inform financial decisions and ensures stakeholder participation in planning and budgeting. ○ Nan Ho also provided an update on the accreditation timeline: <ul style="list-style-type: none"> ▪ The Midterm Report is due in October and is currently being drafted. 	None

- In the fall, the college will begin work on the Institutional Self-Study, which will involve expanding the steering committee.
 - Committee members may be invited to participate, especially those with expertise related to resource allocation and planning.
- Shared Governance Worksheets
 - The committee reviewed the Shared Governance Worksheet and discussed updates needed to reflect the work completed during the 2025-2026 academic year. Most of the worksheet had already been addressed previously, and the remaining updates primarily involve revising the task list to reflect current activities.
 - Key updates discussed:
 - Update the number of Classified Administrative Position Requests reviewed and ranked (approximately 11).
 - Update the number of Instructional Equipment Requests reviewed and ranked for Fall 2025.
 - Add the transition from a single chair to a co-chair model for the RAC committee.
 - Remove tasks that were already completed previously or handled through the Budget Development Committee.
 - Add a new task noting the committee's work in planning for the compressed academic calendar, including adjusting meeting dates and workflow.
 - Additional notes:
 - The committee's charge and membership remain unchanged.
 - The co-chair selection process was clarified: one faculty and one classified professional co-chair, with two-year terms selected by the committee.
 - The completed worksheet will be drafted and brought back in May for approval before being submitted to College Council.
- Review IER and CAP Forms
 - The committee reviewed proposed revisions to the IER and CAP Forms. Draft Versions were shared for feedback, with the goal of improving clarity, organization, and alignment with evaluation rubrics.
 - **IER Form Updates**
 - Most changes are cosmetic and structural, with only minor wording adjustments.
 - Key updates include:
 - Reorganizing the layout to make the form cleaner and easier to complete.
 - Moving key information (item title, description, and deadlines) to the front of the form.
 - Simplifying wording and reducing excess text.
 - Moving the IER process description to the end of the document.
 - Aligning guidance notes with the evaluation rubric to help requesters provide stronger responses.
 - Adding clarifications about equipment vs. supplies and linking to guidance documents.
 - Adding a checkbox for whether the request was included in program review.
 - Breaking some questions into clearer, more focused prompts (e.g., student learning outcomes).
 - Reordering sections so the flow moves from teaching → learning outcomes → safety/organizational considerations.

- Initial feedback from members indicated the revised form looks cleaner and more user-friendly, but final approval will be deferred to allow more time for review. Implementation timing may be pushed out until Fall 2027 due to the new rollout of InformedK12 Forms coming Fall 2026.
 - **CAP Form Updates**
 - The CAP form includes more substantive changes, especially to the evaluation rubric.
 - The proposed rubric change addresses concerns that some classified positions are not directly tied to instruction, making them difficult to score under the current criteria.
 - The revision introduces two evaluation pathways:
 - Student-facing positions: evaluated on student learning and success.
 - Non-student-facing positions: evaluated on institutional resilience and operational effectiveness.
 - Safety/compliance considerations were also clarified to include regulatory requirements or operational impacts if positions are not filled.
 - Additional changes include:
 - Simplifying questions with checkboxes instead of narrative responses.
 - Adding guidance notes linked to the rubric to help requesters write stronger proposals.
 - Reorganizing sections for better logical flow.
 - Adding a short process overview similar to the IER form.
 - Next Steps
 - The revisions are not being approved yet due to the complexity of the changes.
 - Committee members are encouraged to review the drafts and discuss them with their divisions.
 - The forms will be revisited in May for further discussion and potential approval.
- IER Updates
 - Regard the Music Department’s approved Fall IERs, if the new space is not ready or there is no storage available due to construction delays, the Department would not need to resubmit the IER for approval. Since the request has already been approved, they would simply delay submitting the requisition and quotes until the next fiscal year when the equipment can be purchased.
 - Sui clarified the earlier discussion about the three-quote threshold. Although the State Chancellor’s Office updated the threshold to \$50,000, LPC must continue using the current \$30,000 threshold until that change is formally adopted by the District. VC Ballif will take the issue to SLT for review, and Sui will provide an update the committee once a decision has been made. In the meantime, Requestors who do not want delays should proceed using the \$30,000 rule.
 - The committee also discussed IER purchases over \$119,100, which must go through District bidding process. Cindy asked whether departments should submit multiple quotes for these large purchases. Sui clarified that departments do not submit the bid themselves; instead, they provide the initial quote/request information, and Purchasing handles the formal RFQ/RFP process. There was some confusion because prior guidance said to email an updated quote to the District Office, so Sui would confirm the process with Marie Hampton tomorrow, March 6.
 - James shared that, in his past experience, the original quote serves mainly as a description of the requested equipment, while Purchasing conducts the formal bid process. He also noted that Requestors are usually kept

	involved. Sui recommended that Requestors ask to be included on the Review Committee for the RFQ/RFP process so they can help ensure the selected equipment meets program needs.	
7.	Updates <i>For information</i> <ul style="list-style-type: none"> • None 	None
8.	Good of the Order <i>For information</i> <ul style="list-style-type: none"> • None 	None
9.	Future Agenda Items <i>For discussion</i>	

Meeting adjourned at 4:18pm

Next meeting: May 7, 2026

2026-2027

RESOURCE ALLOCATION COMMITTEE CALENDAR

Fall MONTH	RAC MEETING DATE	DEADLINE TO SUBMIT DIVISION DEAN	DIVISION MEETING DATE <i>Third Wednesday of the Month</i>	DEADLINE TO SUBMIT ADMIN SERVICES OFFICE
AUGUST Classes Start: 08/24/26	N/A	N/A	Convocation: 08/20/26 College Division Day: 08/21/26	N/A
SEPTEMBER BUSINESS	September 3, 2026 Send Committee Chair Selection to President's Office		September 14, 2026	
OCTOBER BUSINESS	October 1, 2026	October 7, 2026 Fall I.E. Requests due to Division Dean	October 14, 2026 Fall I.E. Requests Review <i>Forward to Admin Services w/ signatures</i>	October 21, 2026 IER Requests Due to Admin Services.
NOVEMBER BUSINESS <i>Determine if a Spring I.E. Round of Instructional Equipment Requests will occur</i>	November 5, 2026 Committee Receives IER Requests to Score	November 10, 2026 Classified and Administrative Positions (CAP) Requests due to Division Dean	November 18, 2026 Classified and Administrative Positions Review <i>Forward to Admin Services w/ signatures</i>	November 20, 2026 IER Scoring Spreadsheet Due to Admin Services CAP Requests Due to Admin Services.
DECEMBER BUSINESS	December 3, 2026 Review IER Scoring Results Committee Receives CAP Requests to Score	December 9, 2026 IER Memo to College President		<i>No Action Needed</i>

**** Instructional Equipment Requests Require Review by Maintenance and Operation, IT and Admin Services Before Moving Forward for Committee Review
Please Be Courteous of Deadlines**

2026-2027

RESOURCE ALLOCATION COMMITTEE CALENDAR

MONTH	RAC MEETING DATE	DEADLINE TO SUBMIT DIVISION DEAN	DIVISION MEETING DATE <i>Third Wednesday of the Month</i>	DEADLINE TO SUBMIT ADMIN SERVICES OFFICE
JANUARY BUSINESS	N/A Faculty Off Contract			February 2, 2027 CAP Scoring Spreadsheet Due to Admin Services
FEBRUARY BUSINESS	February 4, 2027 Review CAP Scoring Results Review feedback from College President – IER Discuss and finalize committee charge/structure	February 10, 2027 Chair completes Governance Worksheet w/signature CAP Memo to College President	February 17, 2027	
MARCH BUSINESS	March 4, 2027 Review feedback from College President – CAP Survey Questionnaire	March 10, 2027	March 17, 2027	March 26, 2027 Survey Questionnaire Due to Committee Chair
APRIL BUSINESS	April 1, 2027 **Spring Break 03/29 – 04/03 Faculty Off Contract		April 21, 2027	No Action Needed
MAY BUSINESS	May 6, 2027 Review request forms and rubric Review Calendar for 27-28			No Action Needed

** Instructional Equipment Requests Require Review by Maintenance and Operation, IT and Admin Services Before Moving Forward for Committee Review
Please Be Courteous of Deadlines



2026 - 27 LPC Compressed Calendar Block Schedule

8:00 – 9:25 AM	9:40 – 11:05 AM	11:20 – 12:45 PM	1:00 – 2:25 PM	2:45 – 4:10 PM	5:00 – 6:15 PM
	Budget Development Committee 9:00 AM*	College Enrollment (CEMC) Committee 10:30 AM*	Technology Committee 1:30 PM*	Town Meeting 2:30 PM*	
	Distance Education Committee 9:30 AM*	Guided Pathways Steering Committee 11:00 AM*	Classified Senate 1:30 PM*	Curriculum Committee 2:30 PM*	
			Health & Safety Committee 12:30 PM*	Resource Allocation (RAC) Committee 2:30 PM*	
			Career Technical Education (CTE) Committee 1:00 PM*	Student Equity and Achievement (SEA) Committee 2:00 PM*	
				Professional Development Committee 2:30 PM*	
				Student Learning Outcomes (SLO) Committee 2:30 PM*	
				Academic Senate 2:30 PM*	
				Program Review Committee 3:00 PM*	
				IPEC Committee 2:30 PM*	
				Accreditation Committee 3:30 PM*	
				Academic Divisions 2:30 PM*	
				Facilities and Sustainability Committee 2:30 PM*	

Note: *2025 - 26 Curent Committee Meeting Times



Instructional Equipment Request (IER) Form

FY: _____

Title of Submission: _____

Requestor Name: _____ **Division:** _____
Discipline: _____ **Date Submitted:** _____

Type of Request: New Equipment Replacement of Existing Equipment Upgrade / Enhancement

Describe the specific equipment requested.

Include model/specs if known. State whether this replaces existing equipment, upgrades current technology, or fills a new need.



KEY DEADLINES

Action	Deadline
IER form submitted to Division Dean	
Division Review of IER forms (Dean signature)	
IER due to Exec. Assistant, Administrative Services (with Dean & VP signatures)	

PRE-SUBMISSION CHECKLIST



- All fields in the form **MUST** be completed in full.
- Valid vendor quote(s)* must be attached (include shipping, installation, and tax where applicable)
Do not split quotes or submit duplicates. For more details or assistance see Quote Requirements*
- IER form signed and submitted to Division Dean by the deadline, must include:
 - Quote(s) (required)
 - New Vendor Application (if new vendor)
 - W-9 (if new vendor) [add hyperlinks]

***Quote Requirements:** By law, purchases between \$ _____ and \$ _____ require 3 quotes from 3 different vendors. Purchases at or above \$ _____ require an RFP (bid) process and Board approval; if your request is approved, we provide further instructions via email. We are required to proceed with the cheapest option unless a compelling argument can be provided for a more expensive option. For assistance with quotes, contact Bill Pagano at bpagano@clpccd.org or (925) 485-5271.

IER RUBRIC: HOW YOUR REQUEST WILL BE SCORED

Criteria	Max Points	Strong Evidence	Adequate Evidence	Limited Evidence
Mission & Planning Priorities [Section 2]	5	4–5: Clear and compelling evidence/data that equipment fully supports LPC Mission and Planning Priorities.	2–3: Clear evidence/data that equipment supports LPC Mission and Planning Priorities.	0–1: Limited or no evidence/data.
Programmatic Impact & Institutional support [Section 3]	10	8–10: Clear and compelling evidence/data (from program review) of substantial curriculum impact.	4–7: Clear evidence/data of substantial impact on program curriculum.	0–3: Limited or no evidence/data.
Teaching & Learning Enhancement [Section 4]	10	8–10: Clear and compelling evidence/data that equipment provides much-needed enhancement to instruction.	4–7: Clear evidence that equipment provides enhanced instruction not met through current means.	0–3: Limited or no evidence/data.
Student Learning Outcomes [Section 5]	5	4–5: Clear and compelling evidence/data that equipment support course and/or program outcomes beyond current capability.	2–3: Clear evidence that equipment supports course and/or program outcomes beyond current capability.	0–1: Limited or no evidence/data.
Safety and/or Org. Effectiveness [Section 6]	5	4-5: Clear and compelling evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	2-3: Clear evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	0-1: Limited or no evidence/data.
Total	35			

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



INSTRUCTIONAL EQUIPMENT: ALLOWABLE & NON-ALLOWABLE ITEMS

Allowable Items – Instructional equipment expenditures are eligible only when the equipment, library material, or technology is used for classroom instruction, student instruction or demonstration, or in the preparation of learning materials within an instructional program. All eligible items must function as durable assets with a useful life exceeding one year. Requests must fall within one of the five categories below (requests are not limited to the examples provided within the categories): [\[Add hyperlink: Budget Accounting Manual Flowchart\]](#)

- 1. Equipment and Furniture** Instructional equipment and furniture for primary use by students in instructional programs. Examples include, but are not not limited to: classroom and laboratory equipment, such as, whiteboards, screens, projectors, lab instruments; and, instructional furniture, such as, desks, tables, podiums, chairs.
- 2. Information Technology** Instructional IT equipment for student use in classrooms, laboratories and/or in direct support of student services. Examples include, but are not limited to: desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, and multimedia systems.
- 3. Software** Software licenses are eligible as instructional equipment when they have a useful life of more than one year. This includes initial licensing costs and modifications that add capacity or efficiency, deferring obsolescence and extending useful life. Examples include registration, counseling, student services, and learning management systems for student use.
- 4. Adaptive Equipment** Equipment for ADA/OCR-eligible students that assists them in a learning environment.
- 5. Library Material** Databases, online subscriptions, books, periodicals, and videos.

Non-Allowable Items – Equipment that serve administrative or non-instructional purposes. Examples are: Photocopiers, file cabinets, bookcases, computers used primarily for administrative functions, networking infrastructure for non-instructional use, and software licenses for administrative systems. Items that would be considered supplies or have a useful life of less than one year.

SECTION 1 — Location and Compliance Information

Equipment Location: Building #: _____ Room #: _____

If applicable, describe any legal requirement, mandate, or safety concern.

Cite specific regulations or compliance requirements.

SECTION 2 — Mission & Planning Priorities

Scored 0–5 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 equipment supports LPC's Mission and the Planning Priority/Priorities ~~checked above~~.

Strong responses provide clear and compelling evidence or data that the equipment supports the LPC Mission and Planning Priorities (e.g., specific program goals, student populations, or outcomes).



SECTION 3 — Program Review & Programmatic Impact

Scored 0–10 points

Strong responses provide clear and compelling evidence or data from program review of substantial curriculum impact. If this equipment was not included in your most recent program review, provide a clear explanation of the curriculum need.

Is this equipment included in your Program Review? Yes — last cycle Yes — upcoming cycle No



Specify the educational programs this equipment supports:

Use language from your Program Review as evidence to support this request.

Quote or paraphrase relevant language directly from your Program Review. If not included in Program Review, explain why this need emerged outside the regular planning cycle.



Section 4 — Teaching & Learning Enhancement

Scored 0–10 points

Provide clear and compelling evidence or data that this equipment enhances instruction and student learning beyond current capability. Strong responses demonstrate a much-needed instructional enhancement not met through existing means.

How does this equipment enhance teaching and the quality of instruction? Use evidence and data

Be specific about what instructors can do with this equipment that they cannot do now.



How does this equipment directly improve student learning?

Consider engagement, accessibility, hands-on practice, preparation for transfer or employment, etc.



Estimated impact of this equipment:

Number of Classes / Sections Impacted:	Estimated Number of Students Per Year:
--	--

SECTION 5 — Student Learning Outcomes (SLOs)

Scored 0–5 points



Strong responses provide clear and compelling evidence or data that this equipment supports course and/or program outcomes beyond current capability.

Which course or program SLOs does this equipment support? List them.

Reference the relevant SLO language from your course outline or program.

How will this equipment allow you to surpass your current SLO attainment?

Consider how the equipment addresses gaps in current instructional capability, student practice, or skill development.

SECTION 6 — Safety & Organizational Effectiveness

Scored 0–5 points

Strong responses provide clear and compelling evidence or data that this equipment supports safety and/or organizational effectiveness beyond current capability.

Describe, in detail, the impact this equipment will have on safety and/or organizational effectiveness:

SECTION 7 — Total Cost of Ownership & Sustainability

How does this equipment meet or exceed LPC's Sustainability Efforts? [\[add hyperlink\]](#)

Consider energy efficiency, reduced waste, longevity, and end-of-life disposal plan.

Does the new equipment replace older equipment?

If yes, will you retire/surplus the old equipment? If not, where will it be stored and what are the storage costs?



SECTION 7 – Total Cost of Ownership & Sustainability (continued)



Operator		Maintenance & Repair	
Primary Operator		Who will perform maintenance & repairs?	
Does the work align with current position duties?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the work align with current position duties?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Cost to train primary operator:		Cost to train for maintenance and repairs:	
Estimated hours equipment will be used per month:		Estimated hours per month:	

Comments:

FOAP (Budget) for Recurring Costs: _____
Fund Org Account Program

Estimated Lifespan of Equipment: _____

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials		
Shipping & Delivery		
Installation		
Operator Training		
Facilities Modification		
Other		
Discounts (enter as positive)		
Subtotal		
Part B: Annual Operating Costs	Cost (\$)	Notes
Service / Maintenance		
Part Replacement		
Software Licensing		
Supplies		
Vendor Calibration / Standardization		
Storage		
Other		
Subtotal		

Overall Total Cost (Start-Up + First-Year Operating): \$ _____

APPROVALS & SIGNATURE ROUTING

*Before signing below, please confirm all fields are completed, the information is correct, and the request is for allowable items. A vendor quote must be attached **before** the form is submitted.*

Title	Signature	Date
Requestor:		
Division Dean:		
Vice President:		
College Technology Services Manager:		
M&O Director:		
Vice President, Administrative Services:		

REFERENCE: IER Process Flow

1	Requestor submits completed packet to Division Dean
2	Dean reviews and forwards to Vice President
3	VP forwards to Executive Assistant of Administrative Services
4	Exec. Assistant logs request; forwards to M&O and IT for technical review
5	RAC reviews and scores requests
6	Exec. Assistant compiles final rankings for RAC review
7	RAC Co-Chairs meets with College President to discuss ranked requests
8	President issues approval memo to RAC
9	RAC notifies requestors of approved requests and any additional steps (e.g., additional quotes, board packet)
10	RAC submits approved IER forms to Business Office for processing
11	Business Office reviews and enters into Banner; forwards requests to Purchasing
12	Purchasing manages bid/RFP process and Board approval for qualifying requests (requestors will be notified)

Revised 4/XX/2026 | Questions? Contact the RAC Co-Chairs or the Executive Assistant, Administrative Services.



CLASSIFIED & ADMINISTRATIVE POSITION (CAP) REQUEST FORM

****Please Do Not Submit This Page — Instructions and Checklist Only****

PROCESS OVERVIEW

- Submit a complete form with all required sections, including a completed cost calculation and an attached job description.
- RAC will review and prioritize submissions based on criteria in the scoring rubric below.
- Incomplete requests may 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
11/4/2026	Cost calculation request submitted to Administrative Services Officer (section 6)
11/11/2026	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 Office by 5:00pm (email to Andrea Anderson – aaanderson@laspositascollege.edu)

PRE-SUBMISSION CHECKLIST

- All sections of the form are complete.
- Current or proposed job description is attached.
- Section 6: Cost Calculations have been completed by the Administrative Services Officer (contact Sui Song at ssong@laspositascollege.edu — allow sufficient lead time before the Dean deadline).
- Form signed and submitted to Division Dean by deadline.

WHEN IS THIS FORM REQUIRED?

Required for:	Not required for:
<ul style="list-style-type: none"> • Requesting a new position • Requesting increased hours for an existing position • Informing the committee of a new categorically funded position (information only; not ranked) 	<ul style="list-style-type: none"> • 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)

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 <i>(10 pts) [Section 1]</i>	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 <i>(10 pts) [Section 2]</i>	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 Resilience & Excellence <i>(10 pts) [Section 3]</i>	8–10: Clear and compelling evidence that position will substantially advance (A) student learning & success or (B) institutional resilience & excellence.	4–7: Clear evidence that position will contribute to (A) student learning & success or (B) institutional resilience & excellence.	0–3: Limited or no evidence of contribution to (A) student learning & success or (B) institutional resilience & excellence.
Mission & Planning Priorities <i>(10 pts) [Section 4]</i>	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 <i>(5 pts) [Section 5]</i>	4–5: Clear and compelling evidence of significant safety or compliance implications if this position remains vacant.	2–3: Clear evidence of safety or compliance implications if this position remains vacant.	0–1: Limited or no evidence of safety or compliance implications.
Total	45 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 Resilience & Excellence). RAC has final discretion on what criterion to apply.



Requester Name: _____

Internal Use Only

Division: _____

#: 2026-

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:

Please also attach a current or proposed district job description.

Position Will Reside in Division/Unit:

This Position will Report to:

The Position Being Requested Is:

New Position: Hours/week: _____ Months/year: _____

Increase for an Existing Funded Position:

TYPE	CURRENT (From):	REQUEST (To):
Service Months	<input type="checkbox"/> 9 months	<input type="checkbox"/> 10 months
	<input type="checkbox"/> 10 months	<input type="checkbox"/> 11 months
	<input type="checkbox"/> 11 months	<input type="checkbox"/> 12 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?

No Yes — Year(s): _____

Outcome: _____

Will this position have direct student contact?

Yes 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.



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.

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

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.

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



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: _____)
- Yes — implied or referenced in Program Review (Year: _____)
- No — need has emerged since the last planning cycle

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.

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?



SECTION 3 — Student Learning & Success | Institutional Resilience & 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).

[Empty text box for Version A response]

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 resilience and excellence (e.g., utilization data, service gaps, compliance needs, or best practices).

[Empty text box for Version B response]

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).



[Empty response box for explaining how the position supports LPC's Mission and/or the Planning Priorities.]

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.



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?

SECTION 6 — Costs

Cost calculations must be completed by the Administrative Services Technician before submitting to your Division Dean. Contact Sui Song at ssong@laspositascollege.edu with sufficient lead time.

Estimated Increase or Proposed Annual Salary Cost	\$
Estimated Benefits Cost	\$
Total Annual Position Cost	\$

NOTE: Full-time = 20–40 hrs/week (50–100%). Regular hourly = 18 hrs/week or less (<50%).

APPROVALS & SIGNATURE ROUTING

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

Title	Signature	Date
Requester		
Administrative Services Technician		
Division Dean		
Vice President		

REFERENCE: Position Request Process Flow

1	Requester fills out form and requests cost calculation from Administrative Services
2	Requester submits completed packet (form + job description) to Division Dean
3	Dean reviews for completeness and job description; presents request at Division / Area Meeting
4	Dean signs and forwards to Vice President
5	VP reviews, signs, and forwards to Executive Assistant, Administrative Services
6	Executive Assistant logs request and confirms cost calculation is attached
7	RAC reviews and scores requests using rubric
8	Executive Assistant compiles scores for RAC review
9	RAC finalizes ranking and forwards recommendation to College President
10	Co-Chairs meet with College President to discuss ranked requests
11	President provides feedback to RAC on CAP request rankings