

#4

**COMPLETE**

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Page 1: Classified Position Request Form

**Q1**

Please enter the following:

Department	<b>Engineering</b>
Position Title	<b>Instructional Science Lab Technician IV - Engineering</b>
Salary Range*	<b>\$63,120 - \$78,948</b>
Annual Salary at Step B*	<b>\$66,756</b>
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	<b>40 hours/week, 12 months</b>

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**Q2**

Current program goal (as listed in comprehensive program review/annual update) this position will directly advance/support:

1. Increase student success in sophomore-level engineering courses through increased support for ENGR 100 and all other lab classes.
  2. Create a Makerspace to support labs, student projects, engineering clubs, and national competition teams.
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**Q3**

How will this position directly advance/support the goal listed above?

The instructional lab technician will play a critical role in supporting our engineering labs and Makerspace by managing essential operational tasks. This position will be responsible for setting up lab equipment for classes, ensuring faculty and students have access to the tools they need for effective, hands-on learning. The technician will also oversee ordering supplies, coordinating with vendors, and addressing faculty requests to meet specific lab requirements.

In addition to equipment maintenance and repair, the instructional lab technician will supervise student workers, providing guidance and fostering a collaborative learning environment. By working closely with faculty, the technician will ensure that all lab needs are met, allowing instructors to focus on teaching rather than logistical concerns. Furthermore, the technician will collaborate with other Science Lab Technicians across disciplines to help grow and enhance the Math, Science, and Engineering (MSE) department, fostering a cohesive and innovative academic environment.

This position will not only ensure that equipment is functional and well-maintained but also improve accessibility and safety within the Makerspace. By providing consistent support and expanding student access to project-based learning opportunities, the instructional lab technician will directly contribute to student success and the overall growth of the program.

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**Q4**

**Additional general fund position**

What type of position is being requested?

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**Q5**

Please attach the description for the position classification (job descriptions are posted on this GCCCD Human Resources webpage).

**C.38%20-%20SCIENCE%20LAB%20TECHNICIAN%20IV.pdf (149.2KB)**

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**Q6**

What are the actual duties and responsibilities that are specific to this requested position that you would like to highlight to help the Classified Hiring Priorities Committee understand the need for this position? How does the lack of this position impact the program's or service area's ability to serve students? (300 words or less)

The instructional lab technician will play a critical role in supporting the engineering program by performing essential duties that enhance the quality and accessibility of lab-based learning. This position will be responsible for maintaining and repairing hundreds of thousands of dollars' worth of equipment, ensuring its safety, usability, and consistent functionality. Preventative maintenance will be a priority, reducing costly breakdowns and minimizing disruptions to student learning. The technician will also handle the setup and preparation of lab equipment for classes, relieving faculty of time-intensive, non-teaching tasks, allowing them to focus on instruction and student engagement. Additionally, the technician will manage the procurement of lab supplies, coordinate with vendors, and maintain inventory to support ongoing and future lab activities.

Collaboration with faculty will be another key aspect of the role, as the technician will work to identify and address specific needs for labs and student projects. This position will also include supervising and training student workers, providing them with valuable skills while ensuring additional support for lab operations. Furthermore, the technician will increase access to the Makerspace, which is currently limited to times when faculty are present. By providing consistent oversight, the technician will enable students to fully engage in project-based learning and creative activities. The technician will also collaborate with other Science Lab Technicians to contribute to the growth and integration of the Math, Science, and Engineering (MSE) department, fostering a cohesive academic environment.

The absence of an instructional lab technician significantly impacts the program's ability to serve students effectively. Faculty are currently volunteering their time to manage lab setup, maintenance, and equipment repairs, diverting their focus from teaching and reducing the quality of instruction and student engagement. The limited access to the Makerspace further restricts opportunities for hands-on learning and innovation, while the lack of preventative maintenance often results in equipment downtime and costly repairs that disrupt student learning. Additionally, the program's ability to expand its offerings, improve retention and success rates, and fully implement project-based learning initiatives is hindered. By addressing these challenges, the instructional lab technician will ensure that the engineering program provides students with a high-quality, hands-on learning environment that fosters innovation, engagement, and academic success.

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**Q7**

\* How are the duties of the requested position currently being performed, if at all?

The duties of the requested instructional lab technician are currently being performed on a voluntary and ad-hoc basis by faculty members, including the sole full-time faculty member. This reactive approach results in significant inefficiencies and challenges. Faculty handle equipment maintenance, repairs, and setup, but these tasks are often addressed only after equipment breaks, leading to costly and time-consuming repairs. Preventative maintenance is not performed, and reliance on faculty volunteers is unsustainable and unreliable, as these responsibilities detract from their primary focus on teaching and supporting students.

Access to the Makerspace is also limited due to the lack of dedicated personnel. Currently, it is only available when the full-time faculty member, Keenan Murray, is present, significantly restricting student engagement and opportunities for innovation. This limitation particularly affects large-scale, hands-on projects required in courses like ENGR-100 and other project-based courses, where consistent access to resources is critical for success.

The ordering of lab materials is conducted sporadically when faculty notice items are missing or have already been used, creating delays that require spontaneous shifts in teaching practices while waiting for materials to arrive. The Makerspace itself is unorganized and not regularly cleaned, resulting in clutter and a lack of organization. This disorganization sometimes leads to students accidentally procuring or misplacing other students' work, further hindering the learning experience.

Collaboration with other Science Lab Technicians within the Math, Science, and Engineering (MSE) department is minimal and typically occurs as a last-minute plea for assistance rather than as part of a proactive, collaborative process. This lack of coordination limits the potential for foresight and strategic planning in managing lab and Makerspace resources.

The absence of a dedicated instructional lab technician significantly impacts the program's ability to function efficiently and effectively, limiting its capacity to provide high-quality, hands-on learning opportunities and support student success.

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**Q8**

\* OPTIONAL: If duties are being performed by a grant-funded position, when will the grant end?

N/A

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**Q9**

Program or Service Area Potential for Growth Please describe how the program/department has changed over the past 3 to 5 years and how this position will help the department serve more students directly or indirectly? - How has the demand for program/department services increased/changed over the past 3 to 5 years? - How have workloads in the program/department increased/changed over the past 3 to 5 years? - How many more students will the position serve, and who will it serve? \*\*Please use both quantitative and qualitative data including, but not limited to: details of a new program, service, or initiative; number of students served; number of appointments; number of visits; number of workshops; total overtime/comp time accrued, number of hourly/intern/volunteer/work study in program/service area and services provided. \*\* (200 words or less) (Rubric Criterion 2)

## How the Program/Department Has Changed

Over the past 3–5 years, the engineering program has experienced stabilized enrollment trends post-pandemic, with slight growth, particularly in spring semesters. During this time, the program has evolved significantly, acquiring over \$100,000 worth of equipment to enhance hands-on, project-based learning. For example, our 3D printers collectively operated for 341 days in a single semester, supporting a wide range of student projects. Courses such as ENGR-100 and ENGR-225 have seen increasing demand, with even SDSU students enrolling to take advantage of the program's resources. Looking ahead to Spring 2025, the program is set to offer eight lab sections—the highest in its history—reflecting both growth and heightened student interest.

To support this expansion and ensure students have the tools they need to succeed, a lab technician is essential. This role would enable the Makerspace to remain accessible to all students, fostering creativity and innovation while helping more students achieve their academic and career goals. The technician's support would also alleviate the strain on faculty and ensure that equipment is properly maintained, sustaining the program's growth and commitment to student success.

## Impact of the Position on Students

This position will directly serve all engineering students (200-300 students a semester) by maintaining equipment essential for their courses. It will also allow the Makerspace to be open to all Cuyamaca students, fostering creativity and innovation campus-wide. This broader access will support new and ongoing projects and competitions, increasing overall student engagement and success.

**Q10**

Which of the College's strategic priorities will this position most directly support? Note: Selecting more than one strategic goal will not impact the Classified Hiring Priorities Committee rating of the position.

**Increase Equitable Access,**

**Eliminate Equity Gaps in Course Success,**

**Increase Persistence and Eliminate Equity Gaps**

**Q11**

Please explain how the requested position will support the college strategic goal(s) identified above. (200 words or less) (Rubric Criterion 3)

Hands-on, project-based learning has already shown success in improving outcomes for students, with success rates in some courses as high as 90% and increasing equity in retention rates. An instructional lab technician will ensure consistent access to resources like 3D printers and lab equipment, which are essential for advancing these initiatives and sustaining the program's growth.

**Q12**

How will this position improve the student experience at Cuyamaca College? How will the program or service area measure the impact of this position on the student experience?(200 words or less) (Rubric Criterion 4)

The instructional lab technician will directly improve the student experience by ensuring access to fully operational labs and the Maker Space, fostering an engaging and innovative environment. Increased access to these resources will allow students to complete hands-on projects more effectively, directly contributing to their academic success and career readiness.

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**Q13**

Please confirm that you have discussed this classified position request with your dean/manager and that you understand that deans/managers will be providing feedback about the division's priorities and needs to help inform and may impact the prioritization process.

**Yes, I have discussed this position request and its priority relative to other requests within the division/department with my dean/manager**

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**Q14**

Date / Time

**12/11/2024**

Date of meeting (with dean/manager):

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**Q15**

**Respondent skipped this question**

In an effort for continued improvement of the Classified Position Request Process, the CHPC would like your feedback regarding the CHPC guidance and process for submitting new classified positions requests.

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