

BUDGET NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:	Vanessa Engstrom
Program or Service Area:	GIS
Division:	Science- Division Ranking #3
Date of Last Program Efficacy:	Fall 2011
What rating was given?	Continuation
Amount Requested:	\$2464 for 2401 Account (GIS tutors)
Strategic Initiatives Addressed:	Access, Student Success, and Institutional Effectiveness & Resource Management

1. Provide a rationale for your request.

There are two rationales for this request. First, the campus supports the GIS Department at only \$100 per academic year. Therefore, GIS tutors have been funded through various grant programs. Clearly, institutional funding is insufficient to meet GIS tutoring needs. Second, the GIS computer lab is only open during scheduled class times or when funding permits a GIS tutor. While the software has been installed on various additional campus computers, staff members at these facilities are unable to provide assistance with regards to the software. It is crucial, therefore, to student success and access to offer “open lab” hours where students cannot only use the computers, but also more importantly can receive assistance from a content expert. In addition to our core classes, we have several students working on interdisciplinary GIS projects. These students would also benefit from access to the GIS computer lab. Improved utilization of campus facilities and resources lends itself to the strategic initiative of improved institutional effectiveness.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

As stated in the Geography and GIS Student Success section (page 15 of the Program Efficacy report), funding for tutors will help our department improve our student success and retention rates. According to the latest EMP one-sheet (2012), the GIS Department has served 173 to 239 students during three most recent academic years (‘09-‘10, ‘10-‘11, and ‘11-‘12). This demonstrates a trend where an increasing number of recently unemployed and under-employed students are seeking training and skill development within GIS because it is among a handful of economic sectors within our region where growth is occurring (SBCCD Centers of Excellence, Environmental Scan Report).

In order to better address the mission of the college and GIS Department, needs of students, and needs of area employers, additional GIS tutoring funding is necessary. While the GIS Department must redouble its effort to track students after earning GIS certification, anecdotal evidence suggests that approximately one-half of those who earn an SBVC GIS Certificate enter into a GIS career (including ancillary careers within the marketing, water treatment and distribution, and environmental remediation). For example, some of our students are currently working as GIS technicians and analysts at ESRI (the world’s leading GIS software developer), US Forest Service, SBCCD Centers of Excellence, and other public and private agencies.

3. Indicate if there is additional information you wish the committee to consider (*for example: regulatory information, compliance, updated efficiency and/or student success data or planning etc*).

Currently, we offer eight hours of open lab each week. Usually four to eight students attend each open lab session. While these numbers seem diminutive, it is anticipated that dedicated institutional support for GIS tutors will allow an expansion of tutoring hours and services, including hosting within not only the HLS 231 computer lab but also Library, Success Center, Architecture, and Business (when reopened) computer labs. This would have a positive impact on the number of GIS students who utilize tutorial services, as well as increased student access, success, institutional effectiveness of existing GIS software and computer lab infrastructure.

4. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (for example Department Budget, VTEA or Perkins).

The requested amount, would allow us to fund 112 hours (8 hours a week for 14 weeks) of open lab per semester. It may become necessary to apply for other public and private funding sources, as has been done in past semesters.

5. What are the consequences of not funding this budget request?

Student success would decline if students did not have access to the GIS software and the ability to seek assistance from a knowledgeable staff member. In addition, campus resources would be under-utilized and students would be hindered in their efforts to transition into a potentially lucrative GIS career. Therefore, the consequences of not funding this GIS tutoring budget request will mean not only diminished student access, success, and institutional effectiveness, but also foreclosed opportunities for students to enter into meaningful careers. This has broader socioeconomic implications for our region.