EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:	**Todd Heibel**
Program or Service Area:	**Geography**
Division:	**Science**
Date of Last Program Efficacy:	**Spring 2015**
What rating was given?	**Continuation**
Equipment Requested	**Framed Raised Relief Maps**
Amount Requested:	**$1,500**
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)	Student Success and Institutional Effectiveness

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement √ Additional ☐

1. Provide a rationale for your request.

Geographers study the spatial distribution of phenomena, regularly using maps to illustrate the distribution of climates, topographic barriers, and various weather related concepts. The maps in our classroom are decades old and are starting to show their age. The plastic raised relief maps are cracking at the corners and/or bending making it difficult to prop up the maps. One of the challenges presented by the layout of our new classroom is the lack of wall space. As a result, we have had to prop up our raised relief maps against the wall or on a stand instead of affixing them to a dedicated wall. While this provides flexibility in terms of displaying the maps, ultimately the maps can crack with the constant repositioning. In addition, framed raised relief maps provide a more stable and safe map display.

2. Indicate how the content of the latest Program Efficacy Report and current EMP 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.)*

A goal for the Geography department as stated in our current EMP data is to, "maintain laboratories with equipment and supplies needed for quality education." Maps are critical to the study of geography and raised relief maps provide additional elevation data which is critical for students understanding of weather, climate and landform development." Page 22 of our spring 2015 Program Efficacy document lists as a challenge, "At present, there is too little ongoing instructional supply money ($450 in the 4000 accounts) for necessary classroom items, including up-to-date maps, globes, demonstration models, and laboratory supplies." It is difficult to discuss current geopolitical issues on maps that fail to identify current world countries.

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

Geographers study where things are located. It is difficult to address the where question without current maps. It is also difficult to get students to consider why things are located where they are located without current maps. While computer-based maps are frequently utilized in lecture and laboratory courses, physical maps provide a valuable tactile experience for all students. These

maps can be referenced while discussion computer-based maps (as a supplementary informational tool).

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, Perkins, Grants, etc.*).

The program has a small amount of funding for instructional supplies ($450 in all 4000 accounts) but no other sources of funding.

5. What are the consequences of not funding this equipment?

Students will remain ignorant as to where things are located in our world. Visual learners will have difficulty understanding how concepts are linked directly to location.