

CLASSIFIED STAFF NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:	Todd Heibel		
Program or Service Area:	Geography-GIS and Geology-Oceanography		
Division:	Science		
Date of Last Program Efficacy:	SP 15 for GEOG-GIS, SP 16 for GEOL-OCEAN, and SP 17 for GIS (2-year)		
What rating was given?	Continuation for all		
Current Number of Classified Staff:	FT:	0	PT: 0
Position Requested:	Half-Time Laboratory Technician		
Strategic Initiatives Addressed: Strategic Directions + Goals	Student Access, Student Success, and Facilities		

Replacement Growth

If you checked replacement, when was the position vacated? _____

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

Our departments are requesting a half-time lab specialist that could maintain the Geography and Geology-Oceanography lecture and laboratory classrooms. During the fall and spring semesters, the departments typically offer the following sections: Eight sections of GEOG 110: Physical Geography Lecture, six sections of GEOG 111: Physical Geography Laboratory, four sections of GEOL 101: Physical Geology Lecture, two sections of GEOL 111: Physical Geology Laboratory, two sections of OCEAN 101: Elements of Oceanography Lecture, one section of OCEAN 111: Elements of Oceanography Laboratory, and various other Geography and Geology lecture sections. In addition, the lab specialist could assist with set up of the GIS computer lab. Typically there are five to six GIS sections on campus during the fall and spring semesters. In the summer semester, there are typically three to four GEOG 110 sections, two GEOG 111 sections, three to four GEOL 101 sections, two GEOL 111 sections, two OCEAN 101 sections, one OCEAN 111 section, and two GIS sections.

The lab specialist could assist with setting up various Geography, Geology, and Oceanography labs and lectures. This is especially important when a variety of lecture and laboratory equipment is required for specific class sessions. At this time, full- and part-time faculty prepare and clean up all Geography, Geology, and Oceanography laboratory and lecture classes. Depending on the laboratory and lecture activity, these endeavors can consume an inordinate amount of time and energy (especially when there may be a 10-minute passing period between class meetings).

If the classification accommodates, then the lab specialist could also assist with GIS classes. Presently, the computer lab is only open during regularly scheduled class hours, thus denying students access to computers with a knowledgeable staff member present to answer questions and provide support. Non-existent funding sources for future tutors, coupled with a program comprised primarily of adjunct instructors with limited on campus presence, makes access to the lab problematic, which will ultimately hamper student success. Although all GIS students are provided a one-year software DVD, many do not own a computer onto which they can load the software. Therefore, access to campus computer labs that host this software is a must. In addition, many GIS lab exercises are housed on campus network servers. Therefore, the only

means to access these files is to use on-campus computers (the file size often precludes hosting on the *Blackboard* online course management system).

Lastly, there are issues of safety, security, and integrity that can only be addressed and guaranteed through a professional classified staff member. For example, if a student is working alone in a classroom, then there is no one available to provide academic assistance, as well as assistance in the event of a life-threatening emergency.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The Geography, Geology-Oceanography, and GIS EMP documents include a program goal of maintaining laboratory supplies and equipment, and an action plan that includes additional course and curriculum development. A classified laboratory specialist staff member has the potential to facilitate lecture and laboratory supply and equipment maintenance, as well as work with faculty to better implement curricular changes within the classroom environment.

The SP 15 Geography-GIS Program Efficacy document lists the patterns of service and notes that GIS courses are generally offered during limited daytime hours and in the evenings (p. 10). Extending the lab in the afternoon would allow daytime and evening students to access computers outside of classtime. Both SP 15 Geography-GIS and SP 16 Geology-Oceanography Efficacy documents demonstrate that the majority of lecture and laboratory sections are offered during traditional daytime hours, ranging from 8 am to 6 pm. Therefore, the laboratory specialist would most likely provide support during this period.

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

Because laboratory classes are notoriously inefficient, a dedicated laboratory specialist has the potential to increase persistence, retention, and success. Therefore, this classified position has the potential to increase laboratory efficiency. Student safety is a perennial issue, so a dedicated lab specialist can better ensure safety for all, especially if faculty member is not always available and present.

4. What are the consequences of not filling this position?

Expensive Geography, Geology-Oceanography, and GIS laboratory supplies and equipment risk damage without the additional care that a dedicated classified staff member can provide. Geography, Geology-Oceanography, and GIS student access, success, and safety are at risk when no one is available after normal class time hours within the laboratory environment. Without dedicated tutor hours, adjunct faculty with limited office hours, and limited access to software and other equipment, our Geography, Geology-Oceanography, and GIS students will not be prepared to enter the workforce or adequately prepared for internship opportunities. Geography, Geology-Oceanography, and GIS faculty instruction time, especially for new courses and curriculum, could be impacted, as laboratory and lecture preparation and cleanup have the potential to infringe upon instructional time.