

#13

COMPLETE

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Page 1: Classified Position Request Form

Q1

Please enter the following:

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

Q2

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

Increase student success in sophomore-level engineering courses through increased support for ENGR 100 and all other lab classes. (Goal 1) Create Makerspace to support labs, student projects, engineering club, and national competition teams. (Goal 2) Partner with CE and the Career Center to get students better connected to their goals. (Goal 3)

Q3

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

The Lab Technician directly supports all three Engineering Program goals by providing the technical and operational foundation required for high-quality labs and a functional Makerspace. The technician prepares, maintains, and calibrates equipment for ENGR 100 and sophomore-level courses, ensuring labs run safely, reliably, and on schedule while freeing faculty to focus on teaching, mentoring, and student support. The position is also essential to creating and sustaining a fully equipped Makerspace by maintaining tools, managing materials, supporting student projects and competition teams, and ensuring safe daily operations so the space can remain open for extended student access. In addition, the technician strengthens partnerships with Career Education and the Career Center by supporting hands-on, industry-aligned student work that improves internship readiness, portfolio development, and alignment with engineering workforce expectations. In these ways, the technician is foundational to achieving increased student success, expanding hands-on learning opportunities, and connecting students more effectively to educational and career pathways.

Q4 Additional general fund position

What type of position is being requested?

Q5

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

C.36%20-%20SCIENCE%20LAB%20TECHNICIAN%20III.pdf (148.9KB)

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 Lab Technician performs the specialized technical, safety, and operational duties required for engineering labs and the Makerspace to function. Key responsibilities include preparing, maintaining, repairing, and calibrating all lab and Makerspace equipment; setting up and securing experiment stations for ENGR 100 and sophomore-level engineering courses; managing chemical and materials inventories; implementing OSHA- and Title 5-aligned safety procedures; maintaining fabrication tools, electronics benches, 3D printers, CNC machines, and testing instruments; and ensuring safe daily operations of the Makerspace so students have access beyond scheduled class time. The technician also supports student design projects, engineering club activities, and regional/national competition teams by preparing materials, maintaining specialized tools, and ensuring equipment availability. In addition, this position provides vital technical support that allows faculty to focus on teaching and mentoring rather than performing classified tasks.

Without a dedicated technician, the program cannot safely or reliably operate its lab-intensive curriculum. Faculty must perform equipment setup, troubleshooting, repairs, safety checks, inventory management, and hazard mitigation—tasks that fall outside their job duties and significantly reduce instructional effectiveness. This creates delays, cancels hands-on activities, and restricts access to the Makerspace, directly limiting student learning opportunities. The lack of technical oversight increases safety risks, places the district out of compliance with OSHA and Title 5 standards, and threatens the continuity of approximately 60% of engineering courses that depend on functioning labs. It also limits students' ability to complete high-quality projects needed for transfer applications, internships, and competition teams. In short, the absence of this position compromises safety, reduces student access to hands-on learning, undermines program goals, and jeopardizes the program's capacity to deliver a modern, compliant, transfer-ready engineering education.

Q7

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

Currently, the duties of the requested Lab Technician are being performed primarily by full-time faculty, who must set up, maintain, troubleshoot, and repair lab and Makerspace equipment; manage materials and inventory; perform safety checks; calibrate tools and instruments; and support student project and competition needs. These responsibilities fall outside faculty job descriptions and must be completed before or after classes, often during evenings or weekends, which reduces time available for instructional preparation and student support. When available, the program also relies on Federal Work-Study students to handle simpler tasks such as basic cleaning, material prep, and routine organizational work. However, this support is inconsistent and short-term; Work-Study students typically remain for only about one year before transferring, requiring continuous retraining and creating frequent gaps in coverage. Many essential tasks—such as machine maintenance, technical troubleshooting, hazardous materials handling, and safety compliance—cannot be delegated to student workers. As a result, critical duties are completed inconsistently or delayed, equipment failures are more common, Makerspace availability is limited, and faculty frequently have to modify or cancel hands-on activities. This ad hoc approach is unsustainable and significantly undermines both instructional quality and the safe operation of the engineering labs and Makerspace.

Q8

Respondent skipped this question

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

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)

Over the past five years, the Engineering Program has experienced consistent growth, now serving 250–350 students per semester with fill rates above 85–90%. Demand for engineering labs has increased as more students pursue STEM transfer pathways, and new lab-intensive courses in circuits, materials, and CAD have expanded the department's technical workload. At the same time, the creation of the Makerspace has added a new dimension of hands-on learning, requiring daily oversight of fabrication tools, electronics equipment, CNC machines, and 3D printers to support class projects, design teams, and the Engineering Club.

This growth has significantly increased operational demands. Faculty currently perform hundreds of hours annually in equipment setup, repairs, calibration, safety checks, and inventory management—duties that normally fall to a technician. Federal Work-Study students provide limited help with basic tasks, but their short tenure and frequent turnover lead to inconsistent support and ongoing retraining.

A full-time Lab Technician will directly serve all 250–350 engineering students each semester by ensuring safe, reliable, and fully prepared labs. More importantly, the technician will enable expansion of Makerspace access to all students on campus—and potentially to the community—supporting interdisciplinary creativity, innovation, and workforce-aligned skill development. This position is essential for sustainably growing the program's capacity to serve a broader population.

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,
Increase Completion and Eliminate Equity Gaps,
Increase Hiring and Retention of Diverse Employees**

Q11

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

The Lab Technician directly advances the college's strategic priorities by expanding access to high-quality, hands-on STEM learning and ensuring that all students—particularly those who are disproportionately impacted—benefit from safe, reliable engineering labs and an accessible Makerspace. A technician enables increased equitable access by keeping the Makerspace open for all students, not just those enrolled in engineering courses, and by supporting interdisciplinary creative work that attracts first-generation, low-income, and underrepresented students into STEM pathways. The position eliminates equity gaps in course success by ensuring consistent lab preparation, equipment functionality, and safety oversight, which prevents disruptions that disproportionately affect students with work, family, or transportation constraints. By maintaining the technical infrastructure of ENGR 100 and sophomore-level courses, the technician strengthens persistence and completion in STEM, where hands-on learning is essential for confidence and retention. Reliable lab operations also keep students on track for timely transfer, reducing delays caused by canceled or modified labs.

Additionally, the creation of this position aligns with the priority to increase hiring and retention of diverse employees by establishing a stable classified role within Engineering—an area where technical staff are essential but currently absent. Overall, the Lab Technician is a critical support that promotes equitable access, closes achievement gaps, and strengthens the entire STEM pipeline.

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 Lab Technician will significantly improve the student experience at Cuyamaca College by ensuring that all engineering labs and the Makerspace operate safely, reliably, and consistently. Students will benefit from fully prepared lab stations, functional equipment, and expanded access to hands-on learning spaces—essential for engagement and success in STEM. With a technician maintaining tools, managing materials, and supporting project-based learning, students will encounter fewer cancelled or modified labs and will gain more time for experimentation, creativity, and skill development. The position will also allow the Makerspace to extend access to all Cuyamaca students, and potentially the community, creating a hub for innovation, interdisciplinary collaboration, and workforce-aligned technical training. By relieving faculty of technical and maintenance duties, the technician enables instructors to spend more time supporting students academically and professionally.

The program will measure the impact of this position through increased lab completion rates, improved course success and retention in ENGR 100 and sophomore-level courses, expanded Makerspace hours and usage data, reduced equipment failures, and fewer lab cancellations. Together, these indicators will demonstrate how reliable technical support enhances learning, persistence, and the overall student experience.

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

Q14

Date of meeting (with dean/manager):

Date / Time

11/05/2025

Q15

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.

Respondent skipped this question