Science and Engineering Department
AUP for Academic Year 2023-2024
October 2022

Describe Department/Unit

Connection to College Mission

The mission of the Science and Engineering Department is to provide the rigorous science foundation necessary for students to achieve the skills, knowledge, intellectual curiosity, and scientific literacy essential for a wide range of professional, technical, and academic careers. For students pursuing careers outside of science, an understanding of the processes and an appreciation for science is provided. The department mission supports the mission of the district and college by striving to provide excellent educational programs, services, and opportunities for transfer and CTE students.

Report on Improvements Made and Gaps Identified in the Prior Year

Student Equity

The Science department adopted the following collegewide Student Success Initiatives.

1. Give a student engagement survey during the first week of class and discuss with students. It gets students thinking about short and long-term goal-making for college and shows instructors are interested in their educational goals. By asking them why are they are in college and what their major is, instructors let students know they expect them to have a reason for enrolling in postsecondary education. Recognizing them by name is a small gesture that can go a long way in making a student feel like an important and valuable participant in your course.

2. Give an early diagnostic assignment with meaningful feedback within the first 10 days of the semester. By providing early meaningful feedback, instructors can help students keep motivated and their eyes on the prize of their college goals. Students want to know where they stand in their individual classes and whether they are on the right track. Early meaningful feedback can also allow students to “course correct” by connecting with additional resources if needed to improve their performance.

The **Student Success gaps** identified in the Science department are as follows.

We define a gap in Student Success as being more than 5% lower than the collegewide success rate of 76%.

Student Success Gaps in Chemistry:

During the 2021-22 academic year, **African American** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **46%**. There were 13 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **17 or Younger** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **67%**. There were 12 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **25-29 year-old** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **65%**. There were 26 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **40-49 year-old** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **56%**. There were 9 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **50 and Older** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **33%**. There were 3 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Economically Disadvantaged** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **59%**. There were 39 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Non-Financial Aid** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **70%**. There were 79 students in this group. The collegewide success rate for all

students was 76%.

During the 2021-22 academic year, **First Generation** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **62%**. There were 65 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Special Admission** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **71%**. There were 7 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **First Time** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **67%**. There were 3 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **First Time Transfer** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **71%**. There were 28 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Returning** students achieved a success rate that was 5% lower than the collegewide success rate in:

Chemistry

The **success rate** for these students was **61%**. There were 23 students in this group. The collegewide success rate for all students was 76%.

Student Success Gaps in Physics:

During the 2021-22 academic year, **Asian** students achieved a success rate that was 5% lower than the collegewide success rate in:

Physics

The **success rate** for these students was **50%**. There were 2 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **20-24 year-old** students achieved a success rate that was 5% lower than the collegewide success rate in:

Physics

The **success rate** for these students was **63%**. There were 8 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **25-29 year-old** students achieved a success rate that was 5% lower than the collegewide success rate in:

Physics

The **success rate** for these students was **50%**. There were 2 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Economically Disadvantaged** students achieved a success rate that was 5% lower than the collegewide success rate in:

Physics

The **success rate** for these students was **50%**. There were 4 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Non-Financial Aid** students achieved a success rate that was 5% lower than the collegewide success rate in:

Physics

The **success rate** for these students was **67%**. There were 12 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Returning** students achieved a success rate that was 5% lower than the collegewide success rate in:

Physics

The **success rate** for these students was **50%**. There were 2 students in this group. The collegewide success rate for all students was 76%.

Student Success Gaps in Biology:

During the 2021-22 academic year, **American Indian** students achieved a success rate that was 5% lower than the collegewide success rate in:

Biology

The **success rate** for these students was **50%.** There were 4 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **Dual Enrollment** students achieved a success rate that was 5% lower than the collegewide success rate in:

Biology

The **success rate** for these students was **68%**. There were 31 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **First Time** students achieved a success rate that was 5% lower than the collegewide success rate in:

Biology

The **success rate** for these students was **67%**. There were 21 students in this group. The collegewide success rate for all students was 76%.

Student Success Gaps in Physical Science:

During the 2021-22 academic year, **Filipino** students achieved a success rate that was 5% lower than the collegewide success rate in:

Physical Science

The **success rate** for these students was **25%**. There were 4 students in this group. The collegewide success rate for all students was 76%.

Student Success Gaps in Geology:

During the 2021-22 academic year, **Women** students achieved a success rate that was 5% lower than the collegewide success rate in:

Geology

The **success rate** for these students was **71%**. There were 7 students in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **American Indian** students achieved a success rate that was 5% lower than the collegewide success rate in:

Geology

The **success rate** for these students was **0%**. There was 1 student in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **EOPS** students achieved a success rate that was 5% lower than the collegewide success rate in:

Geology

The **success rate** for these students was **0%**. There was 1 student in this group. The collegewide success rate for all students was 76%.

During the 2021-22 academic year, **First Generation** students achieved a success rate that was 5% lower than the collegewide success rate in:

Geology

The **success rate** for these students was **71%**. There were 7 students in this group. The collegewide success rate for all students was 76%.

The **Student Completion gaps** identified in the Science department are as follows.

We define a gap in Student Completion as being more than 5% lower than the collegewide completion rate of 88%.

Student Completion Gaps in Chemistry:

During the 2021-22 academic year, **Women** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **82%**. There were 153 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **African American** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **77%**. There were 13 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **17 or Younger** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **75%**. There were 12 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **20-24 year-old** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **82%**. There were 66 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **25-29 year-old** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **73%**. There were 26 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **40-49 year-old** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **67%**. There were 9 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **50 and Older** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **33%**. There were 3 students in this group. The collegewide completion rate for all

students was 88%.

During the 2021-22 academic year, **Economically Disadvantaged** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **79%**. There were 39 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **Financial Aid** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **83%**. There were 137 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **Non-Financial Aid** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **81%**. There were 79 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **First Generation** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **74%**. There were 65 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **Special Admission** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **71%**. There were 7 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **Continuing** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **83%**. There were 155 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **Returning** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Chemistry

The **completion rate** for these students was **74%**. There were 23 students in this group. The collegewide completion rate for all students was 88%.

Student Completion Gaps in Physics:

During the 2021-22 academic year, **Filipino** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Physics

The **completion rate** for these students was **75%**. There were 4 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **20-24 year-old** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Physics

The **completion rate** for these students was **63%**. There were 8 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **25-29 year-old** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Physics

The **completion rate** for these students was **50%**. There were 2 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **Economically Disadvantaged** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Physics

The **completion rate** for these students was **75%**. There were 4 students in this group. The collegewide completion rate for all students was 88%.

During the 2021-22 academic year, **Non-Financial Aid** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Physics

The **completion rate** for these students was **67%**. There were 12 students in this group. The collegewide completion rate for all students was 88%.

Student Completion Gaps in Biology:

During the 2021-22 academic year, **American Indian** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Biology

The **completion rate** for these students was **75%**. There were 4 students in this group. The collegewide completion rate for all students was 88%.

Student Completion Gaps in Physical Science:

During the 2021-22 academic year, **Filipino** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Physical Science

The **completion rate** for these students was **50%**. There were 4 students in this group. The collegewide completion rate for all students was 88%.

Student Completion Gaps in Geology:

During the 2021-22 academic year, **EOPS** students achieved a completion rate that was 5% lower than the collegewide completion rate in:

Geology

The **completion rate** for these students was **0%**. There was 1 student in this group. The collegewide completion rate for all students was 88%.

Outcomes Assessment: Loop-Back Improvements Made

Outcomes Assessment: Results of Last Year's Assessments

Target Met?

Target Met?

Target Met?

Outcomes Assessment: Missed Targets

Outcomes Assessment: Schedule of This Year's Assessments

Program Review

Last Year's Initiatives

Develop Additional Online Science Courses

A section of BIOL C105 will be taught as a "hybrid" course in the Spring 2023 semester. The course's lecture will be held online and its lab will be held in-person.

CHEM C101 is another potential hybrid course for future semesters.

Upload Student Learning Outcomes (SLO) Data to the College's Central Database

SLOs will be uploaded after the college's new SLO database is created.

Reminder of Initiatives for the Current Year

Reminder of Initiatives for the Current Year

Provide more Introductory Science Courses Online

Create a Long Term Schedule of Science Courses for the Tehachapi Campus

Plan Initiatives for Next Year

Initiatives for Next Academic Year

Feasibility Discussion: Physical Science Faculty Position for the Incarcerated Student Education Program

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Discuss with the various stakeholders the feasibility of hiring a full-time physical science faculty member for the Incarcerated Student Education Program.

Early Observational Data, or "Lead" Measure(s):

Organize a discussion meeting.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Conduct the discussion meeting and work towards a consensus.

Person Responsible:

Science Department Chair

Unit gap or institutional goals addressed:

Other. Explain below

The Incarcerated Student Education Program requires instructors to teach physical science courses. Adjunct instructors have taught these courses in the past. Finding adjunct instructors to teach these courses has become difficult.

Feasibility Discussion: Reclassify the Science department's current "Lab Tech I" position to a "Lab & Safety Coordinator"

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Discuss with the various stakeholders the feasibility of reclassifying the Science department's current "Lab Tech I" position to a "Lab & Safety Coordinator".

Early Observational Data, or "Lead" Measure(s):

Organize a discussion meeting.

Does the department request help developing these instruments?

No

Institutional Performance Data, or "Lag" Measure(s):

Conduct the discussion meeting and work towards a consensus.

Person Responsible:

Science Department Chair

Unit gap or institutional goals addressed:

Other. Explain below

The Science department needs a better defined and compensated Lab Tech position in order to stabilize that position so we can maintain laboratory rigor and safety.

Evaluate Resource Needs

Facilities

IWV's Garden Area:

(1.) The Science department's outdoor garden area requires:

(i) an outdoor table

(ii) outdoor seating

(iii) a garbage container

The outdoor table and seating should be able to accommodate 4-7 people.

IWV Main Building:

(1.) The Science department's glassware washer is currently broken. The glassware washer is used to clean and sterilize biology and chemistry glassware. The link below provides an example replacement glassware washer:

https://us.vwr.com/store/catalog/product.jsp?catalog_number=10002-858

A quote for a new glassware washer is available upon request.

IWV's Astronomy Observatory:

(1.) The three wooden storage sheds require repair or replacement. Based on conversations with M&O it was decided that these sheds should be removed and replaced with a shipping container.

(2.) The two outdoor tables located on the observatory's concrete patio need to be replaced soon. The tables are warping due to long term exposure to the outdoor environment.

Information Technology

Due to physical limitations, an adjunct instructor would like the ability to project their handwritten notes, while seated, through a classroom's projector system. This could be accomplished using a document camera.

Marketing

Professional Development

Other Needs

Staffing Requests

1000 Category - Certificated Positions

none

Location:

Justification:

2000 Category - Classified Staff

PROPOSED RECLASSIFICATION:

Location:

EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Ridgecrest/IWV

Salary Grade:

See the justification below.

Number of Months:

See the justification below.

Number of Hours per Week:

See the justification below.

Salary Amount:

See the justification below.

Justification:

The goal of the justification below is to reclassify the Science department's current "Lab Tech I" position to a "Lab & Safety Coordinator" position.

PROPOSED POSITION: LABORATORY & SAFETY COORDINATOR

As it stands, the Science department's "Lab Tech I" position does not encompass all the duties carried out by the individual who holds that position. Furthermore, all three of the current laboratory related job descriptions listed within KCCD:

LABORATORY TECHNICIAN I:

https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/kccdedu/s3fs-public/job_descriptions/Laboratory_Technician_I.pdf

LABORATORY TECHNICIAN II:

https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/kccdedu/s3fs-public/job_descriptions/Laboratory_Technician_II.pdf

LABORATORY/SAFETY TECHNICIAN:

https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/kccdedu/s3fs-public/job_descriptions/Laboratory-Safety_Technician.pdf

do not match these duties. "Lab Tech I" covers generic lab responsibilities. "Lab Tech II" covers industrial arts, physics, and engineering lab responsibilities. "Lab/Safety Tech" covers chemistry responsibilities. Furthermore, all three of these job descriptions do not acknowledge the necessity of traveling to other satellite campuses at Bishop, Mammoth, and Tehachapi. With these misrepresentations of the current position in mind, it is proposed that the position become recognized as a coordinator role, given that the individual in the position

must manage 4 campuses and have a sufficient knowledge of all the scientific disciplines (i.e. Biology, Chemistry, and Physics) to effectively carry out laboratory responsibilities.

BASIC FUNCTION (for the Proposed Lab & Safety Coordinator Position):

Assemble and dismantle chemistry, biology, and physics laboratory experiments; maintain, monitor, and store a variety of chemicals; coordinate and monitor the disposal of hazardous biological and chemical waste materials; visit and coordinate with the Bishop, Mammoth and Tehachapi sites to ensure proper laboratory maintenance and inventory; purchase and inventory all materials required to execute laboratory experiments.

REPRESENTATIVE DUTIES (for the Proposed Lab & Safety Coordinator Position):

Assemble and dismantle chemistry laboratory and classroom experiments; assist in the development and evaluation of laboratory manuals; develop, implement, and maintain a laboratory safety program in compliance with standard regulations; recommend procedural improvements. ***E***

Assist faculty and students in the use of a variety of equipment, materials, and supplies in the instructional setting; prepare and issue instructional materials and equipment for classroom demonstrations; maintain computerized records of materials and equipment utilized by students and faculty. ***E***

Perform specialized and technical duties to assist in the operation and maintenance of an instructional laboratory; assemble and install new equipment; assure efficient laboratory operations. ***E***

Estimate need for and prepare special reagents and precise chemical solutions for laboratory classroom use; maintain related records; assist in the coordination of the use of laboratory facilities; assure the availability of supplies and equipment. ***E***

Issue chemistry laboratory equipment to students and staff; inspect equipment for damage upon return; track and report breakage; maintain related records. ***E***

Maintain laboratory environment in a safe, clean, and orderly condition; control and maintain hazardous biological and chemical waste materials produced during laboratory experiments; assure proper chemical storage and hazardous waste disposal. ***E***

Perform campus-wide hazardous materials safety assessments monthly; assist in the training process of college personnel and students regarding hazardous materials usage; respond to hazardous spills on campus; determine need for professional response; coordinate the legal disposal of hazardous waste following each semester. ***E***

Inventory and order new chemicals, dissection specimens, living microbiology specimens and general supplies for Chemistry and Biology laboratories and storerooms; submit justifications and cost estimates; monitor and control expenditures. ***E***

Organize Chemistry and Biology storerooms; adjust, clean, maintain and perform minor repairs to equipment; coordinate laboratory equipment maintenance and servicing; maintain related records. ***E***

Prepare and maintain various records and reports including hazardous waste reports related to laboratory and stockroom operations and activities as required. ***E***

Promote and adhere to all recognized safety practices and standards; maintain MSDS files and oversee its use; issue appropriate PPE to all students and staff; maintain PPE by regularly washing laboratory coats and goggles. ***E***

Coordinate with faculty and at staff satellite campuses to ensure proper laboratory proceedings; visit satellite campuses up to two times per semester to clean, reorganize, and restock laboratory materials. ***E***

Operate a variety of equipment related to the specialized area of assignment. ***E***

Attend and participate in a variety of meetings and special projects as assigned.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES (for the Proposed Lab & Safety Coordinator Position):

KNOWLEDGE OF:

Operation, preparation, and maintenance of multiple instructional laboratories.

Advanced principles of biology, physics, and chemistry.

Laws, rules, and regulations related to assigned activities.

Materials and equipment used in experiments.

Health and safety regulations.

Principles and practices of providing work direction and training.

Record-keeping and report preparation techniques.

Curriculum, goals, and objectives of the department.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communication skills.

Proper methods of storing equipment, materials, and supplies.

Proper methods of storing chemical and biological hazards.

Proper methods of hazardous waste disposal.

Interpersonal skills using tact, patience, and courtesy.

Inventory methods and practices.

Technical aspects of field of specialty.

Operation of a variety of equipment related to the specialized area of assignment including a computer.

PROPOSED ABILITY TO:

Assemble and dismantle chemistry, biology, and physics laboratory experiments.

Interpret, explain, and apply laws, rules and regulations related to hazardous materials.

Safely clean up and dispose of hazardous materials.

Perform specialized and technical duties to assure efficient lab operations.

Provide information and assistance to faculty and staff.

Properly assemble and store assigned equipment, materials, and supplies.

Issue and receive equipment and supplies.

Maintain equipment in proper working order.

Perform light repairs to equipment.

Perform a variety of chemical balance tests.

Maintain records related to work performed.

Understand and follow oral and written instructions.

Train and provide work direction to others.

Assign and review the work of others.

Meet schedules and timelines.

Work independently with little direction.

Operate a variety of equipment related to the specialized area of assignment including a computer.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

EDUCATION & EXPERIENCE (for the Proposed Lab & Safety Coordinator Position):

Any combination equivalent to: Bachelor's degree with course work in chemistry, biology, physics, physical science, or a related field and two years of increasingly responsible laboratory experience.

WORKING CONDITIONS (for the Proposed Lab & Safety Coordinator Position):

ENVIRONMENT:

Chemistry/biology storerooms and laboratory environments.

PHYSICAL DEMANDS:

Incorporated within one or more of the previously mentioned essential functions of this job description are essential physical requirements. The chart below indicates the percentage of time spent on each of the following essential physical requirements.

1. Seldom = Less than 25 percent
2. Occasional = 25-50 percent
3. Often = 51-75 percent
4. Very Frequent = 76 percent and above

4 a. Ability to work at a desk, conference table or in meetings of various configurations.

2 b. Ability to stand for extended periods of time.

4 c. Ability to sit for extended periods of time.

4 d. Ability to see for purposes of reading printed matter.

4 e. Ability to hear and understand speech at normal levels.

4 f. Ability to communicate so others will be able to clearly understand a normal

conversation.

2 g. Ability to bend and twist.

1 h. Ability to lift 25 lbs.

1 i. Ability to carry 25 lbs.

2 j. Ability to operate office equipment.

2 k. Ability to reach in all directions.

HAZARDS:

Exposure to hazardous chemicals, biological specimens, and chemical fumes.

PAY RANGE (for the Proposed Lab & Safety Coordinator Position):

The closest comparable duties and requirements for the proposed "Lab & Safety Coordinator" position are a hybrid of KCCD's "Lab/Safety Tech" and "Lab Tech I" positions. A pay range of 47.5 is recommended for the proposed position. This pay range is 1.0 higher than KCCD's "Lab/Safety Tech" position, 5.5 higher than KCCD's "Lab Tech II" position, and 8.0 higher than KCCD's "Lab Tech I" position. This increase accommodates for the proposed position's necessary level of education, experience, and workload (i.e. a hybrid of "Lab/Safety Tech" and "Lab Tech I") that is maintained across 4 campuses (i.e. Ridgecrest, Bishop, Mammoth, and Tehachapi).