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INTRODUCTION

In November 2003, a Program Planning Committee was formed to assess the effectiveness of the Computer Services Department within the context of the mission and philosophy of the College. The committee was represented by a cross-section of the college. Its members were:

- Judy Cotter, Director of Fiscal Services
- Lori Gaskin, Vice President of Academic Affairs and Student Services
- Sarah Gasporra, Network Specialist
- Kurt Green, Instructor
- Larry Green, Instructor
- Bill King, Director of Computer Services and Institutional Research
- Guy Lease, Superintendent and President
- Tom Meagher, Student
- Miguel Posada, Student
- JoAnn Robbins, Library Technician
- Mike Spina, Instructor
- Jon Stephens, Vice President of Business Services
- Linda Stevenson, Director of Admissions and Records
- Lynn Thiesen, Director of Financial Aid

The committee generally met on a monthly basis beginning in November 2003, through the final review in April 2004. Overviews of the meetings are as follows:

November 6, 2003
- Discussed the addition of a student(s) to the committee
- Outlined the purpose of program planning
- Defined the elements of the report
- Began discussion of the mission statement
- Formed a subcommittee to formulate a draft mission statement
- Assigned a subcommittee to create a draft faculty/staff survey
- Assigned a subcommittee to create a student survey

December 10, 2003
- Introduced the two new student members
- Reviewed the draft mission statement and created a finalized version
- Discussed the faculty/staff survey
- Discussed how the student survey should be distributed

January 13, 2004
- Finalized the faculty/staff survey
- Discussed the distribution of the faculty/staff survey - by paper (bubbleform) for the adjunct faculty and a web version for the permanent employees
- Reviewed and finalized the student survey
- Began a discussion of Computer Services goals
January 30, 2004
- Discussed and reviewed goals and objectives

February 9, 2004
- Continued the discussion of goals and objectives
- Reviewed the Computer Services history

March 3, 2004
- Discussed the results of the faculty/staff survey

March 29, 2004
- Discussed the results of the student survey
- Reviewed the program planning document

April 5, 2004
- Reviewed and discussed the program planning document, including the introduction, mission statement, goals and objectives, accreditation self-study, history and projections, and the student survey

April 12, 2004
- Final review of the program planning document
MISSION STATEMENT

The Computer Services Department is dedicated to providing an efficient college computing environment with quality technical, operational and instructional support, and accurate, timely and accessible information.
GOALS AND OBJECTIVES

- **Create a Technology Plan (Spring 2005)**
  Include the following components in the plan:
  - Technology replacement schedule for items such as computers, printers, servers, network
    devices, and classroom projectors
  - Current and future projected job responsibilities
  - Upgrade plan for software applications, software patches and browser plug-ins
  - Equipment storage space and disposal
  - Technology use policies and recommendations
  - Hardware and software acquisition procedure
  - Staff development and training

- **Obtain adequate level of staffing**
  - In 2002 and 2004, a CPP proposal recommended a new Network Technician position. The goal
    is to obtain this position by July 2004. See Appendix F for details.
  - In 2004, a CPP proposal for a new Programmer/Analyst position was submitted. The goal is to
    obtain this position by July 2005. See Appendix G for details.

- **Acquire appropriate office space**
  - The department is currently short of office space limiting room for future growth (see Appendix E
    for details).

- **Address campus training needs**
  - Contact the various department heads and ask if there are special training needs in their area.
    Formulate training plans based on these responses.

- **Expand Computer Services' presence on the LTCC website (Fall 2004)**
  - Include items such as Helpdesk procedures, webmail instructions, an online work request form,
    tips and hints, software and hardware purchasing procedures, etc.

- **Implement the Faculty Access System (FAS) web component (Fall 2004)**
  - Allow faculty to access their rosters via this web module by Fall 2004.
  - Allow faculty to submit grades via the web.

- **Continue to automate office operational processes (Ongoing)**
  - Create a centralized list of campus projects, prioritize them, and set timelines for completion.

- **Address LTCC institutional research needs**
  - Define the campus research needs by formulating a research committee
  - Create a data mining application
  - Train users how to use the data mining application
  - Integrate key data from the various operational systems into the data warehouse

- **Provide new technology into appropriate classrooms**

- **Assist in the relocation of the new library (Winter 2006)**

- **Assist in new technology for the new library (Winter 2006)**

- **Research the need and cost of implementing a wireless network(s).**
GOALS AND OBJECTIVES

- Continue the improvement of network services (Ongoing)
  - Upgrade T1 line (internet) to DS3 (July 2004)
- Develop a system of remote support to desktop PCs
- Investigate and implement an anti-spam system
- Provide higher levels of network security
  - Intrusion prevention and/or detection
  - Protect sensitive data, such as student ID
  - Wireless networks
- Provide improved network administration
  - Bandwidth limitation, quality of service (QoS), registration of portable devices, etc.
  - Create user policies and guidelines for faculty/staff network use
- Improve our network infrastructure
  - Upgrade our network backbone to fiber optic or gigabit copper
  - Provide a switched network to desktop computers
- Complete the migration of faculty/staff computers to Windows XP (Fall 2006)
- Plan and prepare for an upgraded video-conference system
  - Acquire new video-conferencing equipment (Spring 2004)
  - Configure and test new equipment (Summer 2004)
  - Train staff in scheduling video-conferences
HISTORY AND PROJECTIONS

- Educational Technology Specialist position created (Title III) for faculty support (under supervision of the VP of Academic Affairs and Student Services)
- Migrated email system to Microsoft Exchange/Outlook
- Added the Title III trailer to our LAN

1999
- Upgrade Registration system software to newer version of Campus America (Ver. 3)
- Financial system migrates to QSS, hosted at the El Dorado County of Education office
- Added the Learning Assistance Center (21 computers)
- Added the Language Learning Center, now the Writing Center (21 computers)
- Purchased computer lab imaging system (Altiris)

2000
- Second Programmer position created
- Computer Office Assistant position created
- Student Billing and Accounts Receivables module (Campus America) added to our registration system
- Added the Gateway Math Center (17 computers)
- Upgraded network from coax (10-Base-2) to Cat5 (10-Base-T)
- Implemented a CISCO PIX network firewall

2001
- Degreeworks project started
- Voyager Library automation system implemented
- Webmail system created, allowing faculty and staff to access email from offsite
- Created Computer Services HelpDesk
- Implemented computer lab security software (Deepfreeze)
- Upgraded and outsourced LTCC website. (School Web Services)

2002
- Purchased and began implementation of centralized virus security system
- Research Programmer position created
- Development of data warehouse
- Added new PE and Culinary Arts buildings to our Local Area Network (LAN)
- Four additional student computers added to the Library
- Installed network version of PowerFAIDS (financial aid software)

2003
- Created online class schedule
- Developed online student application
- Piloted Web registration
- Setup virtual Local Area Network (vLAN)
- Implemented new Student Tracking system
- Purchased new registration/web registration/student billing server (DS20e)
- Educational Technology Specialist position eliminated. Responsibilities were spread between the Media Specialist, Teaching Learning Resource Specialist, and Computer Services
- Added a Macintosh Digital Arts lab

2004
- Fully implemented Web registration and online student application
HISTORY AND PROJECTIONS

Projections
Based on historical trends, technology is firmly integrated and plays a very important role in the operation of the college and will continue to grow into the future. Future projections are divided into the following subgroups:

Instruction and Instructional Support
- Since 1997 LTCC has added a number of new computer labs for specialized purposes, including the MIDI lab, Language Learning Center, Gateway Math Center, Library computers, and a Digital Arts lab. More specialized computers, (for example, a science lab) could possibly be added in the future.
- Computers and projection systems have been added into a number of classrooms. This trend will continue.

Operational Support
- The automation of office processes and procedures is escalating. As departments try to stretch their human resources, computerizing wherever possible becomes highly desirable. This has generated a growing list of projects for custom programming.
- Institutional research is an area of increasing demand. Possible projects include creating a data mining application and centralizing important data from the many diverse data systems.
- Identify user training needs and develop methods to maintain computer skills at the proper levels.
- Improve HelpDesk support and find more efficient ways to sustain the expanding number of computers and deal with the increasing complexity of the issues involved with these systems. Examples include remote troubleshooting and centralized patch and software upgrade management.

Network Support
- The number of network servers from added services and applications has dramatically grown in the last 6 years. As automation demands continue to expand, the need for networked solutions will increase.
- Internet and email are standard activities, but what accompanies these activities are evolving security concerns (i.e.-viruses, spam, hackers). These concerns pose a threat to the integrity of the network.
- With growing network services, there is a need for faster network and internet speeds.
- LTCC is becoming increasingly dependent on network and internet access. Network-based applications, such as Registration, Student Billing, PowerFAIDS, QuickBooks, Library automation, email, are growing in number. Internet-based applications such as QSS, DegreeWorks, the LTCC website, Web registration, the student online application, the online schedule, and access to Library online databases are also expanding.
- With a growing migration to automation through the network, protecting it from unauthorized activities becomes more critical. Threats from hackers, viruses, identity and information theft, and new evolving issues, are defining the need for internal policies to be formulated. The need for increasing network security efforts will continue to be a concern and priority at LTCC.

Possible new technologies in LTCC’s future
- Wireless networks and devices
- Integration of laptops and handheld devices into the network
HISTORY AND PROJECTIONS

- VIP (Video over IP)
- QoS (Quality of Service)-prioritizing network traffic to ensure the most important network functions always have the proper level of bandwidth
- SAN (Storage Area Network) – centralized solution for storage of all server and client data
- VoIP (Voice over IP)

Conclusion:
Technology brings new and wonderful solutions to the educational environment. This same technology also brings new challenges to Computer Services, in the form of planning, implementation and support. In order to maximize the effectiveness and success of LTCC's technology, maintaining the proper levels of staffing and ongoing technical training of the Computer Services staff is essential.
Numerous daily, quarterly, and annual reports are created and maintained by Computer Services. It is also the responsibility of the department to submit data to the state, federal government, and various agencies.

**Quarterly Reports and Data Submissions**
- MIS data (State – Student, Course, Enrollment, Class, Basic Skills, DSPS, EOPS, VTEA)
- Web Schedule
- Adjunct faculty contracts
- PASS reports (quarterly completion, class size, and persistence)
- National Student Clearinghouse data
- IPEDs reporting (Federal)
- Core data for hardcopy schedule
- Probation list
- Classes by Start Times
- Faculty evaluation program
- Enrollment reports
- High School Grid
- Load reports
- Outstanding Balance report
- Prerequisite report

**Annual Publications and Data Submissions**
- Graphically Speaking
- MIS data (State-Staff, Financial Aid, Calendar, Assessment)
- Hope Scholarship
- Cal Grant GPA and Enrollment data (State)
Faculty/Staff/Administration Survey

In November and December 2003, a subcommittee consisting of Judy Cotter, Linda Stevenson, and Larry Green drafted a survey for the faculty, classified staff, and administrators of the college. It was reviewed by the Program Planning committee, and with a few minor changes was finalized. The survey was distributed in two formats - a paper survey for the adjunct faculty, and an online survey for the full-time faculty, classified staff, and administrators. Jim Patterson created the online survey.

The survey was released in February. Sixty people responded, and the results are displayed in Appendix A. The committee agreed the results showed that most of the respondents were very happy with the services provided by Computer Services. As a result of the survey answers and comments, the committee recommended the following:

1. By 2006, complete the migration of faculty/staff computers to Windows XP
2. Contact the various departments to identify any possible training needs
3. Make video-conferencing available when a permanent location is constructed in the new library

Student Survey

In December, 2003, a subcommittee consisting of Kurt Green, Mike Spina, Tom Meagher, and Bill King, drafted a student survey. The draft was reviewed by the Program Planning Committee in January, and with a few minor changes was finalized. In February 2004, Bill King met with the deans, Cynthea Preston and Tracy Thomas, to determine which classes to distribute the survey. The survey, in a paper format, was distributed to the students the end of February, and 188 responses were generated. The results are displayed in Appendix B.

The survey results were discussed in March 2004 by the Program Planning Committee. The results were very positive and an overwhelming percentage of surveyed students were very satisfied with the services and support Computer Services provides. It was very interesting to find that 91.4% of the sampled students own their own computers, 83.8% have PCs, and 82.7% have Internet access from home.

Summarized below are responses to Student comments generated from Question 9 on the survey – “What additional technology services, the college does not currently provide, would enhance your educational experience?” (The number in parenthesis is the number of student comments regarding that topic)

1. Online registration (8)
   This service is now provided beginning the Spring 2004 quarter.
2. Wireless network access (5)
   The department has begun to research the resources involved in implementing a wireless network.
3. Faster Internet access (1)
   The current T1 line during times of peak usage gets full, creating a slowdown of performance. The first week of April 2004, LTCC will be adding an additional T1 line. The installation of a new DS3 line (equivalent to 28 T1 lines) will be completed during summer 2004.
4. Video editing hardware (DVD burners, cameras) and software (4)
   In 2003, a Digital Arts program was created to deal specifically in these areas.
OVERALL EVALUATION AND RECOMMENDATIONS

The results of the staff and student surveys confirmed that Computer Services is effective in the services it provides to the students, faculty, classified staff and administrators of the college.

Recommendations for the current and future needs of the department are:

1. **Staffing**
   Accompanying the college’s growing demand for technology and automation, is the necessity to expand the department’s support staff. The recommendation of the committee is to hire a Network Technician in July 2004 and a Programmer in July 2005.

2. **Office space**
   Associated with a growing staff is the need for more office space. Computer Services presently is spread out and one office (D112) is overcrowded. The recommendation of the committee is to acquire at least two faculty offices in the immediate area of Computer Services. This would be accomplished after the library moves to its new building in the fall of 2006. The faculty currently in these offices would move into the space the library currently resides.

3. **Equipment needs**
   Once a technology is introduced and implemented in the college, there is an ongoing expense to keep the system current. This is a part of the total cost of ownership and applies to computers, servers, printers, the network and network devices. Computer Services needs consistent funding to keep these systems up to date, and to maintain the efficiency of LTCC’s local area network.

4. **Staff development**
   With increasing changes and sophistication of technology, the Computer Services staff needs continual training to effectively support the college’s technology.
Appendix A: FACULTY/STAFF/ADMINISTRATOR SURVEY RESULTS

Question 1: What is your position at LTCC?

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Question 2: The Computer Services department represents the College in an effective and professional manner.

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Comments: The majority of staff are EXTREMELY helpful; I get the impression from a couple, though, that it's an annoyance to help, that we're morons, etc.

Question 3: Computer Services staff are courteous & helpful.

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Question 4: The Computer Services Help Desk is an effective service.

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Question 5: Computer Services responds to my needs in a timely manner.

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Question 6: The Director of Computer Services is accessible.

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Question 7: Computer Services staff have the skills and knowledge to meet my computing needs.

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KEY: (1) Strongly Agree; (2) Agree; (3) Disagree; (4) Strongly Disagree; (5) No Basis for Opinion; (NR) No Response; (Total) Number that responded with a 1-4 answer; (Mean) Average value for those who responded with a 1-4 answer, where 1=1, 2=2, 3=3, 4=4; (Pct.) Percent calculated by Count/Total.
Appendix A: FACULTY/STAFF/ADMINISTRATOR SURVEY RESULTS

Question 8: I am appropriately trained to use the computing resources available to me. *(If you disagree with this statement, please explain in the comments section what training you would like to have available.)*

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Comments: - I would like to see some basic workshops on computer skills. Sometimes we don’t have time to take a whole quarter class
- #8. I think the college could improve by offering an orientation to new employees on how to access information and how to utilize other departments effectively. This is not directly related to computer services, but all departments at LTCC. When I was a new employee at LTCC I did not know which computing resources were available to me (or other resources for that matter). I think a lot of the guess work could be eliminated through a one day, new employee orientation (once a month or so) to introduce department heads including a small explanation of each department.

Question 9: I am appropriately involved in technology decision-making in my program area(s).

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Comments: - #9-My input hasn’t been requested regarding technology decision-making in my program area. If this is appropriate or not is debatable. I have made suggestions which have been ignored.

Question 10: Electronic data stored by LTCC is safe and secure.

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Question 11: *Graphically Speaking* is a useful and adequate source of information.

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Question 12: Computer Services is able to support full utilization of the college’s technology resources.

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</tbody>
</table>

The following items (#9 through #14) sufficiently meet my needs to perform my job:

Question 13: Desktop computer

KEY: (1) Strongly Agree; (2) Agree; (3) Disagree; (4) Strongly Disagree; (5) No Basis for Opinion; (NR) No Response; (Total) Number that responded with a 1-4 answer; (Mean) Average value for those who responded with a 1-4 answer, where 1=1, 2=2, 3=3, 4=4; (Pct.) Percent calculated by Count/Total.
Appendix A: FACULTY/STAFF/ADMINISTRATOR SURVEY RESULTS

<table>
<thead>
<tr>
<th>Question 14: Electronic information</th>
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<tbody>
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<tr>
<td>Pct.</td>
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</table>

Comments: 13. General campus wide problem. Not enough RAM. Most only have 98k of RAM. Computer locks up all the time!

<table>
<thead>
<tr>
<th>Question 15: Printer(s)</th>
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<tbody>
<tr>
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<tr>
<td>Pct.</td>
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</tbody>
</table>

Comments: 15. A color printer would be VERY useful for reports etc.
#15 Need 1 or 2 color printers available to faculty

<table>
<thead>
<tr>
<th>Question 16: Operational software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
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</table>

Comments: #16 windows 98 is a very unstable platform, and my computer keeps crashing because of it. I use 2000 at home and find that it meets my needs much better

<table>
<thead>
<tr>
<th>Question 17: Network reliability (if ‘disagree’ please comment)</th>
</tr>
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<tbody>
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<tr>
<td>Pct.</td>
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</table>

Comments: network reliability - J drive was tampered with; if this happens more frequently, perhaps some control measures should be put in place. If it turns out to be a one-time occurrence, then our current system is fine. (Actually, this question would be more helpful if you specified what you mean by network. I also sometimes have problems with compatibility issues between Netscape and various college software programs - e.g. - Netscape can't print documents in Curriculum Manager correctly.)
#17-Network reliability (connection to County and QSS) isn't always reliable and is frequently slow.

KEY: (1) Strongly Agree; (2) Agree; (3) Disagree; (4) Strongly Disagree; (5) No Basis for Opinion; (NR) No Response; (Total) Number that responded with a 1-4 answer; (Mean) Average value for those who responded with a 1-4 answer, where 1=1, 2=2, 3=3, 4=4; (Pct.) Percent calculated by Count/Total.
### Appendix A: FACULTY/STAFF/ADMINISTRATOR SURVEY RESULTS

#### Question 18: Video conferencing

<table>
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#### Question 19: Smart classrooms are adequately set up.

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#### Question 20: Computers are adequately available for student use (e.g. labs, Library, Student Center, Learning Support Complex)

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#### Question 21: The computer services provided are sufficient in quality and quantity to support the educational offerings of the college.

<table>
<thead>
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#### Question 22: Custom programming is available and meets the needs of my department.

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<thead>
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</table>

#### Question 23: Integrating software systems, e.g. financial aid, student records, scheduling, budget, would improve my ability to do my job.

<table>
<thead>
<tr>
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</table>

**Comments:** #22&23-Custom programming and integrating software systems would greatly enhance my ability to perform my job. It seems our systems are poorly integrated and don't represent the high level of technology we teach in our classes. Again, I have made suggestions which have not been acknowledged.

**KEY:** (1) Strongly Agree; (2) Agree; (3) Disagree; (4) Strongly Disagree; (5) No Basis for Opinion; (NR) No Response; (Total) Number that responded with a 1-4 answer; (Mean) Average value for those who responded with a 1-4 answer, where 1=1, 2=2, 3=3, 4=4; (Pct.) Percent calculated by Count/Total.
Appendix A: FACULTY/STAFF/ADMINISTRATOR SURVEY RESULTS

Question 24: I am able to easily and quickly access data when I need it.

<table>
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<tr>
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<td>6.1%</td>
<td></td>
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</table>

Comments: Data accessing via data warehouse is cumbersome and unclear. Would like accessing data to be simpler or request data and receive it as opposed to trying to get it myself. Providing training in data warehouse access to a cross section of support staff would also help.

GENERAL COMMENTS:
- I think that the Computer Services staff do excellent work, are highly qualified, and are superb problem solvers. They always respond to my needs quickly, efficiently, and effectively. THANK YOU!
- Sometimes it is difficult to access data when I need it.
- I would like to know about scanning pictures to be able to put into presentations like Power point.
- I would like to see Computer Service be more proactive in meeting the research needs of the institution. The Director has in his title Institutional Research as does one of his staff. It would be great if there was an initiative from the department to address research needs across campus - but particularly in Instruction and Student Services.
- I highly commend Computer Services for their efforts with WebReg. This online system is becoming a reality because of their hard work and dedication.
- I would recommend that Computer Services step more into a training role for faculty and staff on commonly used software and technical aspects of using the internet and website for instructional purposes.
- I am very pleased with the staff and services provided by the Computer Services Department. If we had more money it would be nice to have a comprehensive, integrated operational software system, but that seems to be too expensive at this time. In the meantime, we have a system that gives us the majority of what we need. It has been customized to fit our college (and I am certain an "off-the-shelf" system would not be and it would require us to change our policies and procedures to fit the software). I suspect we are about as happy with what we have as we would be with a much more expensive, more integrated system.
- Given the demand for their services, and wide range of technology to support, I think Computer Services is doing a great job. Since we depend on technology, the college should fully support the staffing needs of Computer Services as essential.
- Thank you for all your help and work! I really appreciate how efficiently you respond to our computer needs and issues. Your friendliness and helpful explanations are also a positive contributing piece of your department.
- I just love you guys in computer services
- I have received funding to be trained in the database software the foundation office is using. However, it is a very un-friendly software. Integrating our accounting system (QuickBooks) with our database would be lovely and save time. Also being able to easily use mail merge for mass mailings (done several times each year) would assist us tremendously. Now it's a very long process which doesn't always reap positive results.
- I have no idea of what computer resources are available to me. What custom programming is available to me? What is graphically speaking? I do not like leaving voice messages. I would rather speak to someone than leave emails or voice messages.
- We seem to be having great difficulty accessing data from the "Track-It" system. I realize that Jim has an incredible amount of work to do in this area. I guess I am just disappointed in the product itself.
- Word, emails

KEY: (1) Strongly Agree; (2) Agree; (3) Disagree; (4) Strongly Disagree; (5) No Basis for Opinion; (NR) No Response; (Total) Number that responded with a 1-4 answer; (Mean) Average value for those who responded with a 1-4 answer, where 1=1, 2=2, 3=3, 4=4; (Pct.) Percent calculated by Count/Total.
Appendix B: STUDENT SURVEY RESULTS

Question 1: Do you have access to a computer at home?

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Question 2: If so, what kind of computer do you have?

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Question 3: Do you have access to the Internet from home?

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Question 4: The computers in the classrooms meet my needs.

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<th>D</th>
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</table>

Question 5: The computers in the open labs meet my needs.

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<th>D</th>
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Question 6: The Internet services meet my needs.

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Question 7: The college website meets my needs.

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KEY: (A) Strongly Agree; (B) Agree; (C) Disagree; (D) Strongly Disagree; (E) No Basis for Opinion; (NR) No Response; (Total) Number that responded with a A,B,C,D answer; (Mean) Average value for A-D responses, where A=1, B=2, C=3, D=4; (Pct.) Percent calculated by Count/Total.
Appendix B: STUDENT SURVEY RESULTS

Question 8: What is your overall rating of the technology provided at LTCC?

<table>
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<th>B</th>
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</table>

Question 9: What additional technology services, the college does not currently provide, would enhance your educational experience? (Describe in the comment area):

- ATM
- FAX
- I don't like all the aides in the computer lab that sit around and bull-shit while you are trying to type an essay
- DSL
- More computers with printers for student use
- The cafeteria needs a CD Writer or Zip Drive. I find that 3.5 disks are not reliable enough to save Word files and not big enough to save graphics/research
- Computers need to have video to DVD to video for presentations
- Program and help for editing movies on computer
- CD/DVD burners, editing labs for digital video production, cameras and equipment for digital video production, Macintosh computers, laptop bays so you can plug in your laptop (MAC/PC) and print out your stuff at school (especially from Mac's and MAC disks), digital cameras that you can check out (with deposit), more scanners (for pictures)
- Digital cameras to rent or video
- Tutorials that can be done on the computer via the lab center and through the LTCC website
- I think the computers need to have a CDR or CDRW capability in at least one lab. Not many home computers have Zip Disk, and it's hard to save large files at home and bring them to school vice-versa
- Printers, fix keyboards in Library, digitizing scanning etc., laptop ports
- Scanners, faster printer, paper in the printers
- It would be great if the classrooms had computers in them, the school just needs more computers in general so that you don't have to wait to use them
- Just that it would be nice if there were accessible computers in the classrooms
- Need to have Power Point
- Certification programs
- A DVD player in the classrooms
- More programs ex Power Point
- Access to grades over the Internet would be the most helpful to me
- Should have on-line registration to be able to sign up for classes via Internet
- Being able to register for classes on the school website
- No online registration
- Online registration
- Online registration
- I'm not a technology person so I don't really know, maybe online registration
- The biggest technology problem I got was before moving here, not having on-line registration made it difficult for me to register for my...(response ended)
- A wireless net server so I can bring in my own laptop from home that would free up more computers for other students

KEY: (A) Strongly Agree; (B) Agree; (C) Disagree; (D) Strongly Disagree; (E) No Basis for Opinion; (NR) No Response; (Total) Number that responded with a A,B,C,D answer; (Mean) Average value for A-D responses, where A=1, B=2, C=3, D=4; (Pct.) Percent calculated by Count/Total.
Appendix B: STUDENT SURVEY RESULTS

- College should get wireless Internet
- Wireless signal throughout campus kind of like in airports and wireless cafes, so I could bring my own computer to school, which I save everything on
- I think the Library could use more videos
- More classrooms on campus
- We could use faster Internet service, in addition, I believe that although I can figure out the college website, some areas are difficult to find
- More classes or teachers should have their own website like Scott Lukas, Larry Green and Betsy
- More open computer lab hours
- Better Art program/wireless hotspot Internet access
- Music and DVDs should be available online as well as ports for laptops to be connected or wireless
- None
- Labs not open very often
- Longer hours and easier accessibility. The labs are barely open during after school hours which are the times that most students need to use them
- Some animation software programs and more multi-media classes
- Need calculators available to use for a couple of hours Ti 89
- I think the technology here at LTCC is great
- The staff and computers are great
- Everything is perfect
- It meets all of my current needs
- Very good
- Does not apply – work @ home
- Can't think of any at this time
- They are sufficient, for now
- I have no complaints
- The technology at the college is fine
- None that I am currently in need of
- I believe that the college's technology services are very good and are in no need of improvement when it comes to my educational experience
- Don't know
- No basis for opinion
- Good
- I haven't used the computers often, but the Internet access is very available
- No complaints or suggestions
- None needed
- Adequate

KEY: (A) Strongly Agree; (B) Agree; (C) Disagree; (D) Strongly Disagree; (E) No Basis for Opinion;
(NR) No Response; (Total) Number that responded with a A,B,C,D answer; (Mean) Average value for A-D responses, where A=1, B=2, C=3, D=4; (Pct.) Percent calculated by Count/Total.
Appendix C: RESPONSIBILITIES OF COMPUTER SERVICES

OPERATIONAL SUPPORT
Responsibilities of the operational systems are generally handled by our two Programmer/Analysts and one Research Programmer/Analyst. These systems include:

- Registration system
- Web registration
- Student Billing
- Web schedule
- Web application
- Degreeworks (degree audit system)
- Library automation system
- PowerFAIDS (financial aid system)
- Student Tracking system
- Data warehouse
- Adjunct faculty contracts
- Quarterly and annual MIS data reporting to the California Community Colleges Chancellor's Office
- IPEDS reporting (quarterly federal report)
- Hope Scholarship
- Compass (Assessment testing software)
- Ad hoc reports for institutional research
- Program planning data
- Custom reports
  - Faculty evaluation
  - Enrollment report
  - FTES report (320)
  - Probation list
  - Quarterly PASS data
- CalGrant reporting
- Graphically Speaking (annual publication of institutional research)
- Roombook (program and database for schedule building)
- Gradlist database (for tracking our college graduates)
- Transcripts database
- Kid's College database
- International studies database
- QuickBooks
- National Student Clearinghouse
- Early Alert database
- Quarterly registration file preparation and configuration

NETWORK SUPPORT
The following duties and responsibilities are handled by the Network Specialist.

System Administration
- Network servers - install, configure, maintain, troubleshoot and repair the following:
  - Primary Domain Controller [NT1]
  - Backup Domain Controller [NT2]
  - Fileserver [Dogbert]
  - Fileserver [Fileserver]
  - Operational email server [Email]
  - Computer Services Intranet server for technical staff [Compservices]
  - Online schedule / Curriculum Management System [Charlie]
Appendix C: RESPONSIBILITIES OF COMPUTER SERVICES

- Development server [Patty]
- Remote access email server [Webmail]
- Weather Station server [Weather]
- Antivirus Defense server [Epolicy]
- Domain Name Server (DNS) [Tahoe]
- Backup DNS server [Luther]
- Instructional server [Lucy]
- Data warehouse / Operational Intranet [Snoopy]
- Financial Aid [Finaid]
- Student Tracking [Marcy]
- Instructional email server [Stumail]
- Computer lab Imaging [Ratbert]
- Name/IP assignment server [DHCP/WINS]

- Server backup system and scheduling
- Patch and software upgrade management
- Create, install, renew Verisign digital certificates
- Create and manage user and group accounts
- Create and manage email accounts and global distribution lists
- Setup and maintain Chancellor Office listserv
- Setup and maintain network shares and user access to them
- Monitor UPS(s) and replace batteries as needed

Network Administration

- Network switches (install, configure, monitor, update)
- Firewall (maintain and modify configuration)
- T1 line and router (monitor utilization)
- Infrastructure upgrades and maintenance
  - Installation, configuration and monitoring of network devices
  - Installation of new cabling
  - Preparation and execution of network disaster recovery plan
- Antivirus (servers/PCs)
- Network Printers (create print queues and monitor printer services)
- Monitor annual maintenance agreements on network equipment and servers

INSTRUCTIONAL SUPPORT

The following duties and responsibilities are handled by the Computer Support Specialist and two Technicians.

- Computer lab Imaging (Altiris)
- Smart classrooms
- Labs – Dwing, LAC, LLC, GMC, MIDI, DRC, Library, Student services, TLRC, adjunct office
- Computer security (Deepfreeze)
- Support FrontPage and Gradebook programs

FACULTY / STAFF SUPPORT

- Help Desk – daily support for faculty, staff, and instructional labs for hardware, software and network needs. This includes support for Microsoft Windows, Office applications, Outlook, Internet Explorer.
- Upgrade and maintenance of faculty/staff computers
Computer Services is subdivided into three budget areas - Operations, Instructional Computer Support, and Institutional Research. The chart below displays the load distribution of each position, as defined in the 2003-04 budget.

<table>
<thead>
<tr>
<th>Position</th>
<th>Operations</th>
<th>Instruction</th>
<th>Institutional Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>0.80</td>
<td>0.10</td>
<td>0.10</td>
<td>1.00</td>
</tr>
<tr>
<td>Programmer/Analyst</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Programmer/Analyst</td>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Research Programmer</td>
<td>0.50</td>
<td>0.00</td>
<td>0.50</td>
<td>1.00</td>
</tr>
<tr>
<td>Network Specialist</td>
<td>0.75</td>
<td>0.25</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Assistant(^1)</td>
<td>0.40</td>
<td>0.10</td>
<td>0.00</td>
<td>0.50</td>
</tr>
<tr>
<td>Software Support Specialist</td>
<td>0.50</td>
<td>0.50</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Technician</td>
<td>0.50</td>
<td>0.50</td>
<td>0.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Technician</td>
<td>0.25</td>
<td>0.25</td>
<td>0.00</td>
<td>0.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5.70</strong></td>
<td><strong>1.70</strong></td>
<td><strong>0.60</strong></td>
<td><strong>8.00</strong></td>
</tr>
</tbody>
</table>

**COMMENTS:**

- \(^1\)In 2003, the Computer Services Assistant position was split into a 50% load in Computer Services and a 50% load as the Switchboard Operator.

- In 2003, the Educational Technology Specialist position was eliminated. The responsibilities have been divided between the Media Specialist, Teaching & Learning Resource Coordinator, and Computer Services.

- Two positions have been proposed through the Classified Position Proposals (CPP) in March, 2004. These proposals are:

  **Network Technician:** This position was proposed in 2002 and again in 2004 through the CPP process. See Appendix F for the duties and the rationale of this request.

  **Programmer/Analyst:** This position was proposed in 2004. See Appendix G for the duties and the rationale of this request.
Appendix E: SPACE – OFFICE, COMPUTER ROOM & STORAGE

In 1988, the college moved to its present location, and Computer Services was located in E104. In 1996, the college underwent a major change, adding a Technology Wing (D-Wing) and Fine Arts Wing (F-Wing). The rooms were originally designed as follows:

1996 – ORIGINAL OFFICE CONFIGURATION
At this time, Computer Services was made up of three employees – the Director, one programmer, and one technician.

<table>
<thead>
<tr>
<th>Room</th>
<th>Sq.Feet</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>131</td>
<td>Director’s Office</td>
</tr>
<tr>
<td></td>
<td>(12.5x10.5)</td>
<td></td>
</tr>
<tr>
<td>D111A</td>
<td>90</td>
<td>Computer Room – houses various servers and network devices</td>
</tr>
<tr>
<td></td>
<td>(9.5x9.5)</td>
<td></td>
</tr>
<tr>
<td>D110</td>
<td>100*</td>
<td>A two station training room, housing one PC and one Macintosh computer</td>
</tr>
<tr>
<td></td>
<td>(12.5x11.0)</td>
<td></td>
</tr>
<tr>
<td>D112</td>
<td>168</td>
<td>Technician Office</td>
</tr>
<tr>
<td></td>
<td>(21x8)</td>
<td></td>
</tr>
<tr>
<td>D114</td>
<td>181.5</td>
<td>Programmer Office: Although designed as a two-person office, it was occupied by one programmer.</td>
</tr>
<tr>
<td></td>
<td>(16.5x11)</td>
<td></td>
</tr>
<tr>
<td>D129</td>
<td>206</td>
<td>Designed as a storage and work area for instructional computers. The walls consist of shelves, for storage of books, manuals, software, etc.</td>
</tr>
<tr>
<td></td>
<td>(14x14.5)</td>
<td></td>
</tr>
</tbody>
</table>

* Irregular shaped room

Storage Space

<table>
<thead>
<tr>
<th>Warehouse</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Originally were allocated 2 – 3 tier large storage shelves. Two storage cabinets for backups, documentation storage, etc.</td>
</tr>
<tr>
<td>D112</td>
<td>Built-in shelves for storage were in the original design.</td>
</tr>
<tr>
<td>D129</td>
<td>Wall storage space for software, books, CDs, etc. Limited space for hardware in cupboards</td>
</tr>
</tbody>
</table>

In May 2002 we added a Research Programmer/Analyst position. This person resided in the Chemistry Office while that faculty member was on summer break. In Fall 2002, the position was moved into the Title III trailer when space became available. In Fall 2003, when Title III ended, the programmer was moved to a temporary trailer located behind the D-Wing where he currently resides.

2004 – CURRENT OFFICE CONFIGURATION
At this time, Computer Services is made up of 9 employees – the Director, two Programmer/Analysts, one Research Programmer/Analyst, one Network Specialist, one Computer Support Specialist, two technicians (one half time), one Computer Assistant (currently half time)

<table>
<thead>
<tr>
<th>Room</th>
<th>Sq.Feet</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>D111</td>
<td>131</td>
<td>Director’s Office (unchanged)</td>
</tr>
<tr>
<td></td>
<td>(12.5x10.5)</td>
<td></td>
</tr>
<tr>
<td>D111A</td>
<td>90</td>
<td>Computer Room – this room has undergone two major equipment remodels to make room for the growing number of servers, network devices, and UPSs.</td>
</tr>
<tr>
<td></td>
<td>(9.5x9.5)</td>
<td></td>
</tr>
<tr>
<td>D110</td>
<td>100*</td>
<td>Converted to office space in 2000 for the Computer Services Assistant, laser printer, copying machine, safe for tape storage, storage of paper files and office supplies.</td>
</tr>
<tr>
<td></td>
<td>(12.5x11.0)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E: SPACE – OFFICE, COMPUTER ROOM & STORAGE

<table>
<thead>
<tr>
<th>D112</th>
<th>168 (21x8)</th>
<th>Technician Office (unchanged)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D114</td>
<td>181.5 (16.5x11)</td>
<td>Programmer Office: By the end of 1996, the room held one programmer and the Computer Support Specialist. In 1998, the Computer Support Specialist was moved to Room D129 to make room for the new Network Specialist. In 2000, another programmer was added to the room.</td>
</tr>
<tr>
<td>D129</td>
<td>206 (14x14.5)</td>
<td>Originally a storage and work area for instructional computers, it was converted into an office in 1997 for a half-time Technician. In 1998, the Computer Support Specialist was permanently moved to this room.</td>
</tr>
<tr>
<td>Trailer</td>
<td>154 (14x11)</td>
<td>Research Programmer office</td>
</tr>
</tbody>
</table>

* Irregular shaped room

Storage Space

<table>
<thead>
<tr>
<th>Warehouse</th>
<th>1 – 3 tier large storage shelf</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two storage cabinets for backups, documentation storage, etc.</td>
</tr>
<tr>
<td></td>
<td>Temporary tables are set up to hold surplus equipment.</td>
</tr>
</tbody>
</table>

| D112     | Built-in shelves for storage were in the original design. |
| D129     | Wall storage space for software, books, CDs, etc. Limited space for hardware in cupboards |

ANALYSIS AND PROJECTED OFFICE SPACE NEEDS

Office

- It is obvious that the growth in staffing experienced during 1996-2004 was never expected. The original allocated office space is not adequate, and the staff is spread into three areas, the D110 – D114 office area, D129, and a temporary trailer. Room D114, in particular, is overcrowded with three staff occupying a two-person office.
- It is projected that as technology increases at the college, the Computer staff will also expand. It would be ideal to have all personnel in one centralized location.
- Acquire offices currently occupied by Michael O’Laughlin and Michelle Risdon. This would allow the Research Programmer to move from the temporary trailer. One person from D114 would also move.
- Take the combined office of Aaron Covington and Doug Highland. This would allow for the expansion of two new positions.

Computer Room

- The Computer Room (D111A) has undergone major remodels to accommodate the growth in the number of servers occupying the room. In Fall 2003, Computer Services purchased a rack and 3 rack mount servers in an effort to better utilize the area of this small space. Over the next few years, only rack mount servers will be purchased, with the expectation of reclaiming space in the room. It is estimated that in 2006, this rack will be full and another rack will need to be purchased.

Storage

- As the staff grew, a large portion of the storage area was given up to convert D129 into office space. One large storage shelf in the warehouse has been reclaimed by Maintenance. The lack of space becomes an issue during times of new computer purchases and trickle-down periods.
Appendix F: NETWORK TECHNICIAN (CPP)

CLASSIFIED POSITION PROPOSAL
2004/05 - 2005/06

Part 1 - General Information
Complete for ALL positions

<table>
<thead>
<tr>
<th>POSITION:</th>
<th>Network Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROPOSED BY:</td>
<td>Bill King</td>
</tr>
<tr>
<td>HOURS PER WEEK:</td>
<td>40</td>
</tr>
<tr>
<td>WEEKS PER YEAR:</td>
<td>52</td>
</tr>
</tbody>
</table>

☑️ New Full-Time    □ New Part-Time    □ Increase Part-Time to Full-Time

WILL THIS POSITION REPLACE ANY HOURLY EMPLOYEES? □ YES ☑ NO

PROPOSED EFFECTIVE DATE: July 1, 2004

Part II - Description
Complete for NEW Positions Only

BASIC FUNCTION:
Under the direction of the Director of Computer Services, provide network, technical, computer and service support on all network related activities and devices.

DUTIES: List representative duties of the position.

- Respond to Help Desk calls regarding network and computer-related issues,
- Monitor network and servers
- Coordinate and manage network accounts including user and e-mail accounts
- Install, integrate and configure network software
- Relocate network equipment and wiring to support the needs of the college
- Monitor logs
- Troubleshoot & repair network
- Research, recommend and make changes to networks for improvement
- Analyze user needs and develop recommendations.
- Set up and perform back up procedures
- Manage print queues
- Maintain, monitor and troubleshoot network printer and file services
- Prepare and maintain current network and server configuration and procedure documentation
- Act as an interface with equipment vendors for resolving problems.
- Research solutions to campus network and server problems
- Maintain a high degree of technical knowledge and expertise in current and new network technology through research, personal use and training including e-mail systems, operating systems, firewalls, hardware and new products to maximize efficiency of network
Appendix F: NETWORK TECHNICIAN (CPP)

- Maintain technical knowledge in current network equipment such as routers, switches, hubs, wiring and network cards
- Provide support and maintenance of the college's computers, printers, and associated devices.
- Troubleshoot software and hardware problems.
- Assist in faculty and staff support.
- Assist with preventative maintenance and service.

Part III - Rationale
Complete for ALL Positions

INSTRUCTIONS: Why do we need this position?

1. As the college's need and desire for technology expands, so do the network responsibilities of Computer Services.

The college's network originated in 1988 with the opening of the (present) campus. At that time we had two networks – one for the registration and financial systems (point to point), and a local area network (LAN), in which all PCs were attached for the primarily purposes of printing to laser printers and file sharing.

In 1993-94 the college connected to the Internet. While a relative novelty at the time, we soon established a dependency on it for research, email, and network and web based applications. In 1996 we integrated our two networks into one with the addition of a dedicated network server. The college's primary uses of our LAN at this time included the registration and financial systems, printing, Internet access, email, network file sharing and storage.

To handle these growing network needs, a Network Specialist position was created in 1998. Since that time we have:

- Added an additional 17 servers to our network
- Created 5 new computer labs (DRC, GMC, LAC, LLC, MAC)
- Installed 8 smart classrooms (A208, A211, A213, D108, E100, F120, G2B, BIOLAB)
- Added new buildings to our LAN – Physical Education, Culinary Arts, various permanent and temporary trailers.
- Made all classrooms and the Library network accessible.
- Upgraded to a modern email and calendaring system
- Provided webmail for remote access to email
- Provided email accounts for adjunct faculty
- Created user accounts requiring passwords
- Installed ePolicy Orchestrator, a dynamic, networked, anti-virus system linking to all desktop computers.
- Installed anti-virus software on our email and network servers
- Installed a firewall
- Created an Internet café
- Implemented a switched network composed of 14 individual switches across campus
- Implemented VLANs on our switched network
- Upgraded the campus network wiring from the original (10mbps coaxial) to fast ethernet
(100mbps)
- Continue to purchase network printers (currently over 25)

And in the near future we plan to:
- Automate the process of deploying operating system patches to end user computers
- Add a wireless network in the new Library
- Implement a spam filtering system
- Centralize the backup process for our various servers
- Continue upgrading our network infrastructure for faster speed and greater efficiency
- Continue development of our plan for internal network security and disaster recovery
- Upgrade the network to and in the CDC
- Upgrade our internet connection from T1 to DS3

2. As our dependency on our network grows, so do the network responsibilities of Computer Services.

Since adding our network technician position in 1998, operational processes that have been automated or moved to the network include:
- Email and calendaring through Outlook
- Admissions & Records have added an automated billing system
- The Business Office has migrated their financial system the El Dorado County Office of Education’s financial system, which is accessed via the Internet
- Student Services has added a degree audit system accessing it via the Internet
- Student Services has added a computerized calendaring system for counselor scheduling
- Assessment testing software is now a networked system
- The library automation system has been upgraded to a system accessed via the Internet
- The Library subscribes to a variety of Internet databases
- The college has migrated to a modern website, both to display college information, and for faculty to use in the classroom
- Financial Aid software has been upgraded to a networked system
- The Student Tracking software is a networked system connecting all computer labs as well as the fitness center.
- Addition of online (web) application, schedule, and registration systems
- Addition of automated systems, such as curriculum management, schedule building, graduation list, transcript tracking, Kid’s College.

In the area of Instruction –
- Certain applications are run from a network server
- Instructors store information and files on a network server for use in the classroom
- Students store data on a network shared disk drive
- The Student Tracking computers in the labs are on a networked system
- Internet use and research are mandatory in many classes
- The network is used to ‘image’ (setup and maintain) lab computers

Most of our jobs have become very dependent on our network.
3. As the nature of the Internet changes, so do the network responsibilities of Computer Services.

The Internet has brought about many options and opportunities, and many of the forementioned activities we now do would not be possible without the Internet. There is a dark side, however. Viruses can easily be passed through the Internet and email. Our network and operational systems are more vulnerable than ever to hackers. Spam is becoming a growing waste of our time resources, and mental frustration.

In 2000 we purchased a firewall to protect us from the outside world. This is not a 100% guarantee of protection, and it serves no protection from behind the firewall (within the college). We have tools to protect us behind the firewall, but we face constant and ever-changing new challenges from intrusion into our network that cannot be ignored. With our dependence on our network systems, the cost of potential destruction and down time from intruders becomes substantially more critical. This has created a new support responsibility of network security.

**Conclusion:**

The Network Specialist must continually be up to date with the above responsibilities, as well as new issues that are constantly evolving. Research and training are ongoing. Not mentioned above is the fact that once any new system or service is implemented, it becomes a continuing support responsibility for the position.

The addition of a network technician position will greatly help in keeping up with these new and everyday challenges by freeing the Network Specialist of the daily support responsibilities. This added time and resources would allow for more research into complex technical issues and new solutions for the college. Disaster recovery procedures could be more firmly established, and the necessary time for monitoring network security could be made available.

The responsibilities of the Network Specialist position have mushroomed since its creation is 1998 with the expanding list of duties, the college's dependence on the network being up, and the increasing threats and concerns from being connected to the Internet. For these and the above reasons, Computer Services requests a new, permanent, full time position of Network Technician.
Appendix G: PROGRAMMER (CPP)

CLASSIFIED POSITION PROPOSAL
2004/05 - 2005/06

Part 1 - General Information
Complete for ALL positions

<table>
<thead>
<tr>
<th>POSITION:</th>
<th>Programmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROPOSED BY:</td>
<td>Bill King</td>
</tr>
<tr>
<td>HOURS PER WEEK:</td>
<td>40</td>
</tr>
<tr>
<td>WEEKS PER YEAR:</td>
<td>52</td>
</tr>
</tbody>
</table>

☐ New Full-Time  ☐ New Part-Time  ☐ Increase Part-Time to Full-Time

WILL THIS POSITION REPLACE ANY HOURLY EMPLOYEES?  ☐ YES  ☑ NO

PROPOSED EFFECTIVE DATE:  July 1, 2004

Part II - Description
Complete for NEW Positions Only

BASIC FUNCTION:
Under the direction of the Director of Computer Services, create, write, modify, document, and maintain custom and packaged software programs; install, support and maintain operational database systems.

DUTIES: List representative duties of the position.

- Maintain our data warehouse and an indexed archive of information and reports suitable for answering typical and complex questions.
- Establish, maintain and query specialized databases and information systems in a decision support system to support research.
- Design, implement and maintain tools to allow users to make their own queries and train users.
- Develop and maintain a collection of data to support quarterly and annual reports and publications, program reviews, student outcomes, accreditation and matriculation.
- Provide support, technical assistance, and consultation related to research reports, data analysis, surveys, and special research projects.
- Consult with faculty, staff and administration.
- Design, develop and write programs to support college needs.
- Extract, verify, compile, analyze and format data from college databases and other sources for planning, decision making, evaluation and accountability purposes.
- Respond to data requests from administration, the planning director, faculty, and others.
- Perform ad hoc queries and create reports from the college databases using a variety of computer languages, query tools and report writers.
- Support and maintain college operational systems including the Management Information System (MIS), registration system, billing system and connection to county fiscal system.
- Update, revise and develop new systems.
- Customize configuration of systems.
Appendix G: PROGRAMMER (CPP)

- Prepare appropriate documentation and materials.
- Train staff in use of systems.
- Provide software and hardware support for faculty and staff.
- Prepare appropriate system documentation.
- Troubleshoot, analyze and make recommendations regarding hardware and software problems.
- Perform backup and disaster recovery for operational systems.
- Create and maintain computer center documentation.
- Perform related duties as assigned.

Part III - Rationale
Complete for ALL Positions

INSTRUCTIONS: Why do we need this position?

In May, 2002 we hired a Research Programmer/Analyst primarily to:
- Provide data for research purposes,
- Create a data warehouse,
- Create data extraction tools to retrieve data from the warehouse, and
- Create new systems for automating office processes and procedures

Since that time (May, 2002), the position has accomplished a very impressive list of projects, including:
- The design and implementation of our data warehouse
- Dynamic connection between POISE databases and data warehouse
- Creation of our web application for new and returning students
- Creation of our dynamic web schedule
- Implemented our Student Tracking system (which included extensive customization to integrate the system with our data warehouse, and generate requested user reports)
- Construction of a Roombook program for schedule building
- Formed a Graduation list database and program
- Establishment of an International student database
- Modernization of our Kid's College database
- Upgrade of A&Rs Transcript tracking database
- Making an Intranet to accommodate user-friendly access to these applications
- Migration of CMS from LTCC website to SQL database on an LTCC server

Projects planned in the near future for development are:
- Comprehensive documentation of the above created systems
- Creation of a data mining application for research
- Continued automation of Instruction Office processes
- Integration of data systems through data warehouse
- Expanded use of online surveys for research

The position (research programmer) has allowed us to expedite a growing list of requested
projects and solutions. Unlike the traditional programming Computer Services has performed in the past, these projects have been developed on a platform to easily integrate with our desktop PCs. The databases have been developed in Microsoft SQL and Access, and the programming in Visual Basic and Java. This has provided us more options, flexibility, and programming tools in integrating solutions with our PCs.

Conclusion:

As these new projects are developed and old processes automated, they also become a new source of ongoing support. Currently this position (research programmer) is the only source of this knowledge to create and support these systems. As the College becomes dependent on this automation, this single source of support leaves us in a vulnerable position during times of absence, or if this person leaves. Our ability to support the systems during those times is very limited.

A new programmer position would enable us to better support these programs, document the systems, and expedite new solutions to departmental automation, institutional research, and database integration that continues to come in an increasing demand.
Reprographics Program Plan

January 2006
EXECUTIVE SUMMARY

REPROGRAPHICS DEPARTMENT PROGRAM PLAN

This program plan was prepared by the Reprographics Program Planning Committee, comprised of the following members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ginger Janssen</td>
<td>Reprographics Department</td>
</tr>
<tr>
<td>Bob Peart</td>
<td>Reprographics Department</td>
</tr>
<tr>
<td>Dave Hamilton</td>
<td>Faculty</td>
</tr>
<tr>
<td>Christina Proctor</td>
<td>Public Information Office</td>
</tr>
<tr>
<td>Janice Tait</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>Lori Gaskin</td>
<td>Administration</td>
</tr>
</tbody>
</table>

The Committee met throughout the fall 2005 quarter to research, study, and evaluate the various functions and responsibilities of the Reprographics Department. The following services were assessed during this process: duplication, graphic design, mail, mailroom, and fax. In addition, staffing, facility, equipment, supply, and staff development needs were examined. To further aid in this evaluation process, a survey was distributed to all faculty, staff, and administrators during the fall 2005 quarter.

The mission of the Reprographics Department is to provide the highest quality graphic design and support, duplication services, and mail services to the college community. To that end, the following goals have been established for the department:

1. Maintain the highest level of service, customer satisfaction, and quality of product in duplication services.
   - Budget for supplies in the most cost effective manner.
   - Ensure that the duplication (and related) equipment is capable of effectively meeting the needs of the college in terms of quality, usage, demand, and functionality.
   - Maintain the duplication equipment to ensure functional and responsive service.
   - Explore and implement (as feasible) new technologies for improving duplication services.

2. Maintain the highest level of service, customer satisfaction, and quality of product in graphic design.
   - Formalize a structure and timeline for managing both recurring and new projects from inception to completion.
   - Implement an internship position that will make available basic graphic design services to the college while providing training and experience for the intern.
   - Provide a viable work space for the Graphic Arts Specialist.
   - Maintain the most current technology for the Graphic Arts Specialist.

3. Maintain the highest level of service, customer satisfaction, and quality of product in mail services.
   - Provide a secure mailroom.
   - Provide a more functional student drop-box.
   - Implement an effective space utilization plan for the mailroom to address future needs.
   - Provide a functional work area in the mailroom for faculty.
Following extensive study and review of all services and functions, the following are the final recommendations from the program planning process for the Reprographics Department:

**Duplication Services**
- In 2007, when the lease on the Lanier copiers is up, thoroughly investigate all vendors, and replace the existing copier with one that incorporates newer technology (for example, possibly having the copier directly link with the Reprographics Technician's computer to allow users to send a job electronically rather than having to work from hard copies).
- Replace or repair the cutting machine and folding machine.
- Maintain a clean, orderly, and well stocked workspace in the duplication area.
- Increase the level of accuracy in all duplication orders.
- Publicize the availability of email duplication services more frequently and aggressively.

**Graphic Design**
- Upgrade clipart. Previously, Reprographics purchased new clipart on a yearly basis, at a cost of $1000 per year. This was removed from the budget in June 2002. No new clipart has been purchased since that time.
- Add a budget line allowing for purchase of periodicals/trade journals in order to keep up-to-date on current graphic design trends.
- Keep current on software upgrades, new technology, and ways to run this department more efficiently.
- Replace Graphic Arts Specialist's computer on a frequent basis given the nature of this position's job responsibilities and reliance on current technology.
- Provide a functional workspace for Graphic Arts Specialist.
- Implement an internship position which will provide basic graphic design services to the college while providing training and experience for the intern. Look at hiring part-time help on an as-needed basis.
- Implement a master schedule and structure for the submission and tracking of graphic design projects.

**Mail Services**
- Increase the level of accuracy in the distribution of all incoming mail.

**Mailroom**
- A date/time stamp and small shelf should be added next to the student drop box. Install a sign with instructions next to the drop box for students (i.e. put your instructor's name on your homework.)
- Reassess the layout and organization of the mailroom (including mailbox space) when the Graphic Arts Specialist is relocated to enhance the functionality and security of the mailroom.

- Maintain a clean, orderly, and well stocked workspace in the mailroom. Provide a wider range of work materials in the mailroom for use (e.g., tape, 3-hole punch).

- Heighten users' awareness of security issues and the need to ensure a secure mailroom.

- Install a code operated door for the mailroom.

- Publicize the availability of the student drop box.

**Fax Services**

- Replace current fax machine with newer technology, possibly one that allows faxing directly from one's computer.

- Create a "How to Fax" tip sheet which is available for reference at the fax machine.

- Ensure that faxes are distributed to the appropriate office/person in a timely manner.

- Organize the workspace around the fax machine.

**Department-Wide**

- Develop a plan to keep equipment files up-to-date with copies of service contract agreements, a service log, and supply lists to streamline ordering capabilities.

- Provide better communication regarding hours of operation and closure of department.
# REPROGRAPHICS PROGRAM PLAN

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Introduction
This program plan was prepared by the Reprographics Program Planning Committee, comprised of the following members:

- Ginger Janssen    Reprographics Department
- Bob Peart        Reprographics Department
- Dave Hamilton    Faculty
- Christina Proctor Public Information Office
- Janice Tait      Classified Staff
- Lori Gaskin      Administration

The Committee met throughout the fall 2005 quarter to research, study, and evaluate the various functions and responsibilities of the Reprographics Department. This program planning document is the result of the Committee’s efforts.

Program Philosophy and Mission
The Reprographics Department at Lake Tahoe Community College is dedicated to providing the highest quality graphic design and support, duplication services, and mail services to the college community.

Program Goals and Objectives
1. Maintain the highest level of service, customer satisfaction, and quality of product in duplication services.
   - Budget for supplies in the most cost effective manner.
   - Ensure that the duplication (and related) equipment is capable of effectively meeting the needs of the college in terms of quality, usage, demand, and functionality.
   - Maintain the duplication equipment to ensure functional and responsive service.
   - Explore and implement (as feasible) new technologies for improving duplication services.

2. Maintain the highest level of service, customer satisfaction, and quality of product in graphic design.
   - Formalize a structure and timeline for managing both recurring and new projects from inception to completion.
   - Implement an internship position that will make available basic graphic design services to the college while providing training and experience for the intern.
   - Provide a viable work space for the Graphic Arts Specialist.
   - Maintain the most current technology for the Graphic Arts Specialist.
3. Maintain the highest level of service, customer satisfaction, and quality of product in mail services.
   - Provide a secure mailroom.
   - Provide a more functional student drop-box.
   - Implement an effective space utilization plan for the mailroom to address future needs.
   - Provide a functional work area in the mailroom for faculty.

Response to Recommendations from Previous Program Plan
The Reprographics Department underwent program planning in 1996. The recommendations emanating from that process are listed below. A status report is also provided.

1. The college should replace the Xerox 1090 copier in Reprographics and the smaller satellite copiers during the 1996-97 academic year.
   In January 2002, our contract with Xerox was discontinued and a new contract with Toshiba Business Solutions dba Stringer Business Systems was begun. The college is leasing a Lanier 5705 multi-function copier until January 2007. All supplies and maintenance are included in our lease agreement and service contract.

2. The college should continue to provide moneys for growth in Reprographics as the college increases in enrollment. This includes both supplies and part-time help.
   Over the past decade, the college experienced significant growth in enrollment, programs, and staff. As a consequence, there has been a steadily increasing need for specialized graphic design as well as duplication services. However, for the past three years the college has been experiencing decreasing enrollments. The demand for duplication services seems to have slightly declined over this time period. It currently averages approximately 200,000 copies a month (across all three copy machines in the Reprographics department). Graphic design services continue to be in great demand due to the reduction of out-sourcing and the development of new and aggressive marketing and recruitment projects. It is likely that this trend will continue into the near term. It is important that we continue to provide the best duplication services possible which means keeping the equipment up-to-date, and it is equally important that we stay up-to-date on new trends in the graphic design field. Therefore, the statement above still applies.
3. The college should carefully consider providing a Macintosh computer in addition to the PC computer in Reprographics to allow for efficient communication with outside printers. Due to the structure of current software and hardware trends, there is no longer a need to furnish a Macintosh computer in Reprographics. Outside printers accept PC files just as readily as they accept Mac files, and vice versa. Software programs that are used by the graphic design industry are basically the same, regardless of which format computer they are on. Therefore this recommendation is no longer applicable.

4. The Reprographics Department should consider further studies to determine if there is a way to improve mail services and the provision of supplies to the adjunct faculty.
While it is somewhat unclear what was meant by this recommendation, the following changes were instituted several years ago:
- The college installed a series of new metal mailboxes to increase the capacity of the mail room. While this did provide more mailboxes to accommodate the college’s large cadre of adjunct faculty, the new mailboxes are smaller in size than the wooden original mailboxes.
- The college restructured the manner in which supplies are provided to adjunct faculty. A stock of supplies was maintained by the warehouse and accessed through an ordering process. That was deemed to be inefficient and ineffective. A limited number of supplies are now provided through the Reprographics department. Adjunct faculty are directed to the Instruction Office as well as to their instructional departments for specialized instructional supplies beyond that provided through the Reprographics department.

Accreditation Self Study
As of the writing of this program plan, the latest accreditation self study is in the final stages of review and production. There are no plans of action contained within this self study that pertain to the Reprographics department or to the services rendered by this area. Similarly, the college’s last accreditation team visit (in 2000) did not produce any recommendations that dealt directly with the Reprographics Department.
Program History and Projections

Staffing
Throughout the early 1990s, the Reprographics department was staffed by the Reprographics Technician, a 1.0 FTE classified position. Copying services, graphic design, mailroom functions, and typing support constituted the duties of the Reprographics Technician. On occasion, a student worker or part-time, hourly assistance would be provided in support of special copying projects which demanded more time (e.g., ISSI).

In the late 1990s, position changes and service expansion occurred within Reprographics which had the net result of increasing the positions associated with the department. These changes are noted below:

- The switchboard was permanently relocated to the Reprographics area in 1997. The position of Switchboard Operator/Reprographics Assistant was established to assume responsibility for the switchboard function and to provide direct support to the Reprographics department.

- In 1999, the staff member holding the position of Reprographics Technician assumed another position at the college. The Reprographics Technician job was restructured and reclassified into the position of Graphic Arts Specialist and filled on a permanent basis. The position also expanded from 11 months to 12 months. Reconfiguration of this position was done to provide enhanced support and services in the area of graphics design (in addition to all the functions performed by the Reprographics Technician). Concomitant with this was the transfer of previously outsourced graphic design work (e.g., the catalog) to this restructured position as well as assuming expanded responsibility for key college publications (including the newly redesigned quarterly schedule of classes).

- In recognition of the growing demand for duplication services, the college reestablished the Reprographics Technician position and filled it in 2001, thereby creating a third staff position in the Reprographics Department.

The retirement of the Switchboard Operator/Reprographics Assistant in 2003 coupled with significant funding reductions confronting the college led to the decision to not rehire this blended position. Rather, a staff member in the Computer Services department was reassigned to provide switchboard operator and limited reprographics support on a half-time basis. Given the half-time nature of this position, more and more switchboard and reprographics functions were absorbed by the two remaining staff members in the department: the Reprographics Technician and the Graphic Arts Specialist. As a consequence of continued fiscal constraints and reductions in staffing, the Reprographics Technician was recently (late 2005) assigned full responsibility for the switchboard.

The staffing situation as it now stands puts a tremendous burden on the Graphic Arts Specialist to serve as backup (and often primary) switchboard operator, reprographics technician, and mail support – all at the same time that the demand for graphics design is
growing on campus. This creates a situation where oftentimes the Graphic Arts Specialist is unable to find the uninterrupted time to produce the creative, thoughtful work that is the nature of a graphic designer. This problem is further exacerbated by the location of the Graphic Arts Specialist office which is within the mailroom and more accessible than the workspace of the Reprographics Technician. The Graphic Arts Specialist is consistently being interrupted by routine reprographics questions because of the physical layout of the department.

As mentioned above, demand for high quality graphic design services continues to grow within the college particularly due to special programs (e.g., student recruitment, Foundation activities, special campus events). It is likely that increased support for this branch of the Reprographics department will be needed. Suggestions for addressing this include:

- Establishing an internship position in graphic design through the Work Experience/Internship program. The intern would receive high quality, real world training in the field of graphic design and the Graphic Arts Specialist would be provided with support for the more routine graphic design projects.
- Providing part-time hourly assistance in graphic design.

The recent realignment of the switchboard to the Reprographics Technician brings its own set of challenges. The peak periods for duplication services and switchboard activity are concurrent. It is likely that increased support (i.e., part-time hourly assistance in reprographics) will be needed during the following time periods to accommodate the peak demand for copying as well as phone activity:

- The two weeks leading up to the start of each quarter; and
- The first two weeks of each quarter.

Facilities
There have been only three changes to facilities since the last program plan. The first was the construction of an interior wall dissecting the main copy room, separating the main copier from the rest of the office. This was created to facilitate a quieter environment for the switchboard operator located in the copy room. A split door replaced the door at the entry to the mailroom. This was put in to provide a security barrier while still being able to have the upper door open. The third change was the addition of another mail slot for stamped mail, keeping it secure in the reprographics office. The small office originally used by the college PIO is currently staffed by the Graphic Arts Specialist.

Evaluation of the facility brings the following issues and recommendations: The Graphic Arts Specialist’s office is in a high traffic area, often making her the first person people try to contact when entering the reprographics area. Since she is not the general reprographics contact this can affect her ability to get work done effectively. It is recommended that the Graphic Arts Specialist be moved from the reprographics area entirely, eliminating this problem. This office space, along with extra square footage in the area of the switchboard, could help in a redesign of the mailroom.
The mailroom is still suffering from minimal security. The mailroom is open during the day with the bottom half door sometimes open, sometimes closed. The entire door is generally closed and locked after 5:00pm, though if some one enters, the door may be left open for the evening. A partial solution would be to remodel the reprographics area moving the mailroom to a more secure area either farther from the entrance or accessed by a separate door inside the area. There is also a need to have better space for instructors to sort through mail and use the copier. With the inclusion of the small office, there is current square footage that could be dedicated to a redesign.

Equipment

Copiers
- Lanier 5705

New in January 2002, the lease on the multi-function Lanier 5705 will end in January 2007. All supplies and maintenance are covered under the service contract. To date, this machine has had over 7.25 million copies run on it. We have been advised by our service representative that this represents a heavy volume of copies on this type of machine. Over the last six months, there has been an increase in the number of service calls needed to maintain the copier in a functional capacity. We expect that the number of necessary service calls will increase as we approach the end of the service life of the copier. Many of the problems we have been encountering are not the routine service problems, but rather ones that are more infrequently encountered and that require more complex solutions to fix.

Monthly usage is shown on the following chart.

<table>
<thead>
<tr>
<th>Month</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>nd</td>
<td>104,912</td>
<td>188,495</td>
<td>138,964</td>
<td>162,417</td>
</tr>
<tr>
<td>August</td>
<td>nd</td>
<td>192,358</td>
<td>136,101</td>
<td>82,262</td>
<td>115,621</td>
</tr>
<tr>
<td>September</td>
<td>nd</td>
<td>191,927</td>
<td>150,580</td>
<td>168,673</td>
<td>172,587</td>
</tr>
<tr>
<td>October</td>
<td>nd</td>
<td>172,885</td>
<td>211,175</td>
<td>177,380</td>
<td>181,329</td>
</tr>
<tr>
<td>November</td>
<td>nd</td>
<td>146,503</td>
<td>137,468</td>
<td>142,295</td>
<td>138,592</td>
</tr>
<tr>
<td>December</td>
<td>nd</td>
<td>127,410</td>
<td>112,443</td>
<td>66,296</td>
<td>71,295</td>
</tr>
<tr>
<td>January</td>
<td>192,425*</td>
<td>148,818</td>
<td>97,412</td>
<td>128,739</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>191,896</td>
<td>83,262</td>
<td>129,426</td>
<td>131,471</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>116,273</td>
<td>225,020</td>
<td>161,973</td>
<td>174,948</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>230,003</td>
<td>153,382</td>
<td>148,714</td>
<td>152,461</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>260,655**</td>
<td>136,784</td>
<td>132,335</td>
<td>137,226</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>261,451</td>
<td>136,051</td>
<td>162,419</td>
<td>158,992</td>
<td></td>
</tr>
<tr>
<td>Average Monthly Copies</td>
<td>208,784</td>
<td>151,609</td>
<td>147,378</td>
<td>138,309</td>
<td>140,307 (through December)</td>
</tr>
</tbody>
</table>

nd = no data
* = Lanier 5705 acquired
** = In May 2002, the Lanier 5470 was acquired to supplement copy capacity in Reprographics. Subsequent to this date, numbers reflect only those copies produced on the larger machine (Lanier 5705).
- **Lanier 5470**
  New in May 2002, this copier was added to the Lanier lease to provide backup when the big Lanier 5705 is not working or when the number of jobs warrants use of a supplemental machine. All supplies and maintenance are covered under the service contract. Monthly usage is approximately 43,000 copies.

- **Toshiba E Studio 450**
  New in September 2004, this copier resides in the mailroom and is mainly used by faculty and instructional staff. This machine is not on a lease and is owned by LTCC. All supplies and maintenance are covered under the service contract through Toshiba Business Solutions. Monthly usage is approximately 34,000 copies.

In combination, the three copiers in the Reprographics department currently average approximately 200,000 copies per month.

**Computers**
- **Reprographics Technician**
  The computer currently being used by the Reprographics Technician was upgraded approximately ten years ago. It is currently running Windows 98 and only has 128 mgs of RAM. It does need to be upgraded to run more efficiently and should be upgraded to Windows 2000 or Windows XP.

- **Computer – Graphic Arts Specialist**
  It is necessary for the Graphic Arts Specialist to keep current on all the latest design software and updates to existing software that are applicable to this position. It is also mandatory that the computer itself be kept current in order to operate efficiently. The computer currently being used by the Graphic Arts Specialist was newly installed in 2002. The software was updated in October 2005.

Due to the intensive file size of graphics, the computer had a second drive installed in November 2005, which serves as a backup drive. It is absolutely imperative that a backup be maintained on a weekly basis.

**Printers**
- **HP Color LaserJet 5500dn**
  Purchased in January of 2004, this color laserjet allows the Graphic Arts Specialist to provide the college community with high-quality color posters and flyers. A 3-year service warranty was also purchased, but as of yet, it has not required any maintenance. Using high-quality paper and replacing toner cartridges
on time keep the printer in top performance. Toner costs $1,250.00, which lasts approximately four months depending on usage.

- **HP LaserJet 5si**
  Purchased over ten years ago, this printer is still fully functional and provides black and white printing for Reprographics as well as several full-time faculty. Toner costs $200.00 which lasts approximately six months, depending on usage.

**Pitney Bowes DM400 Postage Machine**
This machine was acquired in March 2005 and is on an open-end lease through Pitney Bowes. All maintenance is covered by contract. Supplies are ordered on an as-needed basis from Pitney Bowes and are not covered under the lease agreement.
- Condition: In good working order.
- Service Contract: Yes.
- Supplies: Postage, postage tape.

**Other Reprographics Equipment (all owned by LTCC)**

- **GBC Binding Machine 470KM Electric**
  New in November 1996.
  - Condition: In good working order.
  - Service Contract: No.
  - Supplies: binding combs.

- **GBC Binding Machine ImageMaker 2000 Manual**
  Purchased prior to 1996.
  - Condition: In good working order.
  - Service Contract: No.
  - Supplies: binding combs.

- **Challenge JO Paper Drilling Machine**
  - Condition: Needs new drill bit at a cost of $50.00.
  - Service Contract: No.
  - Supplies: wax, drill bit, wood drilling block.

- **Scott SM-300 Engraver**
  Purchased prior to 1996.
  - Condition: In good working condition.
  - Service Contract: No.
  - Supplies: Laminated plastic.
- **Martin Yale 7000E Commercial Paper Cutter**
  New June 1996.
  Condition: Blade needs to be replaced. Rubber mats need to be replaced.
  Service Contract: No.
  Supplies: Blade should be sharpened once every year. Rubber mats should be replaced on an as needed basis, approximately once every other year.

- **Scantron Machine**
  Purchased prior to 1996.
  Condition: In good working condition.
  Service Contract: Yes.
  Supplies: Scantron forms.

- **Martin Yale 1217A Folding Machine**
  Purchased prior to 1996.
  Condition: In poor working condition. Barely operable. Needs to be replaced or overhauled.
  Service Contract: No.
  Supplies: None.

- **GBC Docuseal 125 Laminator**
  New in February 2003.
  Condition: In good working condition.
  Service Contract: No.
  Supplies: Laminate pouches.

- **Wire Mac 31 Wire Binding Machine**
  New in 2002.
  Condition: In good working condition.
  Service Contract: No.
  Supplies: Wire binding combs.

- **Nagel Standard MC Electric Booklet Maker**
  Condition: In good working condition; however, the metal staple units are weak and require occasional repair.
  Service Contract: No.
  Supplies: regular standard staples.

- **Savin Fax Machine**
  Condition: In good working order.
  Service Contract: Yes.
  Supplies: toner.
- **Brother P-Touch 2210 Label Maker**
  Condition: In good working order.
  Service Contract: No.
  Supplies: label tape.

**Supplies**
In addition to the supplies noted above under the specific pieces of equipment, the following items are provided through the Reprographics budget:

**Paper**
The paper budget has decreased from approximately $18,000 in 1999 to $14,000 in 2005. While the cost of paper increased over this six year period, our budget was able to be reduced because of efficient ordering of paper supplies and the slight decline being experienced in quantity of duplication orders. Specialty papers are being ordered directly from a print shop rather than from Paper Direct, saving the department several hundred dollars every year. Currently, Reprographics is ordering paper on a quarterly basis as needed and offering twelve different colored papers in addition to white, six different colors of cardstock, and several choices of specialty papers and astrobrights.

Duplication services provides approximately 200,000 copies per month resulting in the need for the budgetary figure of $14,000. The department will need to adjust the budget to reflect the increase in paper costs over the next five years.

**Adjunct Supplies**
Reprographics is also responsible for providing adjunct instructors with the following supplies:

- Class record books
- File folders
- Notepads
- Pens

**Availability of Service**
The Reprographics department is open Monday – Friday from 8:00am to 5:00pm. In the past, these hours have been adjusted to accommodate special situations (e.g., staying open later in the evening during the first week of the quarter; staying open later in the evening for several days to train evening faculty on the use of the new mailroom copier). As is described in the Customer Survey section of this document, availability of service was rated quite high by users. Ninety-one percent of the respondents rated availability of services as excellent or good. Further, no written comments were submitted that spoke to dissatisfaction with access to service.
Two future actions that would support greater access to service include:
- Formalizing and advertising extended hours for the department during the first week of each quarter.
- Aggressively publicizing the availability of email submission of duplication orders.

Documents

The Reprographics department is not mentioned in the 2000 Accreditation Self Study or the 2005 Self Study. The services the department offers are described in the *Adjunct Faculty* and *Faculty Handbooks* under the headings of Mailroom, Typing and Duplication Services, Blue Books, Scantrons, and Transparencies.

The handbooks state that the Reprographics Technician provides the following services to instructors and staff:
1. duplication;
2. collating and stapling;
3. binding;
4. document reductions and enlargements;
5. 3-hole punching;
6. design of forms, flyers, signs, posters, etc. using desktop publishing applications.
7. scratch pads for office use; and
8. typing by the switchboard operator/office assistant.

Typing services are no longer provided by the department due to:
- loss of the full-time Switchboard Operator/Reprographics Assistant position due to budget constraints; and
- the ability of faculty and staff to access word processing software on their desktop computers.

The Reprographics department policies mentioned in the handbooks includes a 24-hour turnaround time with more time needed for larger projects requiring special services or graphics. The Reprographics staff is also charged with observing established rules involving copyright and duplication of materials.

The handbooks state that mail services offered include sorting of incoming mail by 3 p.m. daily, delivery of interoffice mail, and delivery from the student mail drop. Outgoing mail must be received by 3:30 p.m. for same day mailing and Fed-Ex requests need to be made to the department by 2 p.m. The handbook also states that Reprographics offers assistance with bulk mailing.

Both of these documents are available on the LTCC website in PDF format. Reprographics is listed on the website through the Faculty and Staff contact list and through the Instruction Office staff page. The department does not currently have a page listing its services.
**Customer Survey**
During the Fall 2005 quarter, a Reprographics Department survey was distributed to all faculty, staff, and administrators seeking input in six areas:

- Duplication Services
- Graphic Design Services
- Mail Services
- Mailroom
- Fax Services
- Adjunct Faculty Supplies

The survey asked respondents to rate various aspects of the service on a rating scale of *excellent, good, fair, poor, and no basis for comment*. A total of 98 individuals completed the survey. A synopsis of the results by area is included herein; a compilation of the entire survey is provided in Appendix A.

**Duplication Services**
Areas within duplication services which received strong marks (that is, few ratings of *fair* or *poor*) are as follows:

- Copy quality
- Work order form
- Availability of service
- Turnaround time

The area of concern noted below was identified as a result of 15% or more percent of the respondents rating the service as *fair* or *poor*.

- Accuracy (copy instructions were followed)

Seventy-seven percent of the respondents rated the availability of email duplication services with the mark *no basis for comment*.

**Recommendations for Duplication Services:**
- Increase the level of accuracy in all duplication orders.
- Publicize the availability of email duplication services more frequently and aggressively.

**Graphic Design Services**
Given the specialized nature of graphic design services, more ratings of *no basis for comment* were marked for this service as compared to duplication services. Areas within graphic design services which received strong marks (that is, few ratings of *fair* or *poor*) are as follows:

- Quality of graphic design work
- Quality of finished product
- Turnaround time
- Accuracy
Mail Services
Areas within mail services which received strong marks (that is, few ratings of fair or poor) are as follows:

- Timeliness of outgoing USPS mail
- Timeliness of incoming mail distribution

The area of concern noted below was identified as a result of 15% or more percent of the respondents rating the service as fair or poor.
- Accuracy of distribution of incoming mail

Recommendations for Mail Services:
✓ Increase the level of accuracy in the distribution of all incoming mail.

Mailroom
No areas within this section of the survey were highly rated.

The areas of concern noted below was identified as a result of 15% or more percent of the respondents rating the service as fair or poor.
- Mailbox space
- Organization of mailroom
- Security of mailroom
- Effectiveness of student dropbox (over half of the respondents marked no basis for comment for this service)
- Availability of mailroom materials

Recommendations for Mailroom:
✓ Reassess the layout and organization of the mailroom (including mailbox space) when the Graphic Arts Specialist is relocated.
✓ Heighten awareness of security issues and the need to ensure a secure mailroom.
✓ Install a code operated door for the mailroom.
✓ Publicize the availability of the student drop box.
✓ Provide a wider range of mailroom materials (e.g., tape, 3-hole punch)

Fax Services
Given the specialized nature of fax services, more ratings of no basis for comment were marked for this service as compared to duplication services. Areas within fax services which received strong marks (that is, few ratings of fair or poor) are as follows:
- Timeliness in sending faxes
- Ease of use
- Quality of faxes received

The areas of concern noted below was identified as a result of 15% or more percent of the respondents rating the service as fair or poor.
- Timeliness in receiving faxes
- Accessibility to fax machine (While this is noted as an area of concern, the necessity of having a secure place in which to receive confidential faxes is an overriding consideration.)

Recommendations for Fax Services:
- Ensure that faxes are distributed to the appropriate office/person in a timely manner.
- Create a “How to Fax” tip sheet which is available for reference at the fax machine.

Adjunct Faculty Supplies
Since only adjunct faculty were asked to respond to this section of the survey, there are a large number of no basis for comment responses. Discounting such responses, nineteen individuals rated the services in this area. The majority found the supplies order form as well as the timeliness in delivery of supplies to be excellent or good.

Almost half of the nineteen respondents rated the selection of supplies as fair or poor. It is inefficient for the Reprographics department to carry a wider selection of supplies (as evidenced by the experiences of running such a system out of the warehouse). Faculty who seek additional (and quite often, more specialized) supplies are encouraged to discuss their needs with their department.

Survey Comments
Thirty-four comments were submitted. There was a strong sense of recognition and appreciation for the efforts put forth by the staff in the Reprographics department. In addition, a few areas were noted that warrant attention and improvement:
- Accuracy in duplicating orders
- Timeliness in duplicating orders
- Accuracy in distribution of incoming mail
- Organizing the workspace around the fax machine
- Better communication of hours of operation and closure of department
- Implement a master schedule and structure for the submission and tracking of graphic design projects
- Increase the variety of supplies available in the mailroom
Staff Development

Staff development activities are available on a limited basis to the two full-time positions in the Reprographics Department. As of this writing, the Reprographics Technician has not attended any off-campus staff development activities. However, he is interested in participating in a workshop related to his position, or visit a larger college campus to learn and gain ideas for implementation at LTCC.

The Graphic Arts Specialist has taken a course entitled Mastering Photoshop to supplement her software program knowledge. She would like to attend an InDesign workshop to update her software skills. Having the ancillary materials would be of great value to her position. As programs change and graphic design becomes more sophisticated, additional advanced training would be beneficial in this area. In addition, it would be helpful for the Graphic Arts Specialist to attend conferences and regional workshops sponsored by the California Community College Public Relations Organization as this association hosts professional development activities for graphic designers involved in the public relations of the college.

Final Recommendations

Duplication Services

- In 2007, when the lease on the Lanier copiers is up, thoroughly investigate all vendors, and replace the existing copier with one that incorporates newer technology (for example, possibly having the copier directly link with the Reprographics Technician’s computer to allow users to send a job electronically rather than having to work from hard copies).

- Replace or repair the cutting machine and folding machine.

- Maintain a clean, orderly, and well stocked workspace in the duplication area.

- Increase the level of accuracy in all duplication orders.

- Publicize the availability of email duplication services more frequently and aggressively.
Graphic Design

- Upgrade clipart. Previously, Reprographics purchased new clipart on a yearly basis, at a cost of $1000 per year. This was removed from the budget in June 2002. No new clipart has been purchased since that time.

- Add a budget line allowing for purchase of periodicals/trade journals in order to keep up-to-date on current graphic design trends.

- Keep current on software upgrades, new technology, and ways to run this department more efficiently.

- Replace Graphic Arts Specialist’s computer on a frequent basis given the nature of this position’s job responsibilities and reliance on current technology.

- Provide a functional workspace for Graphic Arts Specialist.

- Implement an internship position which will provide basic graphic design services to the college while providing training and experience for the intern. Look at hiring part-time help on an as-needed basis.

- Implement a master schedule and structure for the submission and tracking of graphic design projects.

Mail Services

- Increase the level of accuracy in the distribution of all incoming mail.

Mailroom

- A date/time stamp and small shelf should be added next to the student drop box. Install a sign with instructions next to the drop box for students (i.e. put your instructor’s name on your homework.)

- Reassess the layout and organization of the mailroom (including mailbox space) when the Graphic Arts Specialist is relocated to enhance the functionality and security of the mailroom.

- Maintain a clean, orderly, and well stocked workspace in the mailroom. Provide a wider range of work materials in the mailroom for use (e.g., tape, 3-hole punch).

- Heighten users’ awareness of security issues and the need to ensure a secure mailroom.

- Install a code operated door for the mailroom.

- Publicize the availability of the student drop box.
Fax Services

- Replace current fax machine with newer technology, possibly one that allows faxing directly from one’s computer.

- Create a “How to Fax” tip sheet which is available for reference at the fax machine.

- Ensure that faxes are distributed to the appropriate office/person in a timely manner.

- Organize the workspace around the fax machine

Department-Wide

- Develop a plan to keep equipment files up-to-date with copies of service contract agreements, a service log, and supply lists to streamline ordering capabilities.

- Provide better communication regarding hours of operation and closure of department.
APPENDIX A

SURVEY RESULTS
# Reprographics Program Planning Survey Results

**Fall 2005**

**Respondents = 98**

## Duplication Services

**Copy quality** (comparing the original to the reproduction)

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**Accuracy** (copy instructions were followed)

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**Availability of service**

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Quality of finished product

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Turnaround time

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Accuracy

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Mail Services

Timeliness of outgoing USPS mail

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Timeliness of incoming mail distribution

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**Accuracy of distribution of incoming mail**

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**Mailroom**

**Mailbox space**

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**Organization of mailroom**

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**Security of mailroom**

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**Effectiveness of student drop box**

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**Availability of mailroom materials (e.g., paper clips, scissors, stapler)**

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### Fax Services

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**Timeliness in sending faxes**

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**Ease of use**

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**Accessibility to fax machine**

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<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>19</td>
<td>20%</td>
</tr>
<tr>
<td>Good</td>
<td>30</td>
<td>32%</td>
</tr>
<tr>
<td>Fair</td>
<td>11</td>
<td>12%</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>No basis for comment</td>
<td>29</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>95</td>
<td></td>
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</tbody>
</table>

**Quality of faxes received**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>15</td>
<td>16%</td>
</tr>
<tr>
<td>Good</td>
<td>37</td>
<td>40%</td>
</tr>
<tr>
<td>Fair</td>
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<td>10%</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No basis for comment</td>
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<td>34%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Adjunct Faculty Supplies

**Supplies order form**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>18%</td>
</tr>
<tr>
<td>Fair</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>No basis for comment</td>
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<td>61%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
### Selection of supplies

<table>
<thead>
<tr>
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<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
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<td>8%</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Fair</td>
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<td>14%</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>No basis for comment</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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</table>

### Timeliness in delivery of supplies

<table>
<thead>
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<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Excellent</td>
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<td>15%</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>Fair</td>
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<tr>
<td>Poor</td>
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<td>0%</td>
</tr>
<tr>
<td>No basis for comment</td>
<td>29</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100%</strong></td>
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