



## 2014-15 Service Area Program Review

<b>DEPARTMENT/PROGRAM</b>	Online, Copy/Print and Mail Services
<b>DESCRIPTION/PURPOSE</b>	<p><b>Online Services:</b> Helps connect students with important and timely information about the college online, and provides support for multiple commercial, open source and custom web applications that help students connect with college staff, faculty and course work.</p> <p><b>Copy/Print Services:</b> Helps provide cost effective copying and print services for faculty, staff and students as well as design services for important campus documents.</p> <p><b>Mail Services:</b> Helps ensure timely mailing of important business and student communications for the campus.</p>
<b>SUBMITTED BY:</b>	Omar E. Ramos
<b>AREA DEAN/DIRECTOR</b>	Omar E. Ramos
<b>AREA VICE PRESIDENT</b>	Todd Finnell

# I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p><b>INSTITUTIONAL MISSION AND EFFECTIVENESS</b> – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p> <p><b>1.1</b> Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p><b>1.2</b> Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p><b>1.3</b> Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p><b>1.4</b> Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p><b>STUDENT LEARNING PROGRAMS AND SERVICES</b> – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p><b>2.1</b> Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><b>2.2</b> Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p><b>2.3</b> Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><b>2.4</b> Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p><b>2.5</b> Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p><b>2.6</b> Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p><b>RESOURCES</b> – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p><b>3.1</b> Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p><b>3.2</b> Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p><b>3.3</b> Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p><b>3.4</b> Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p><b>LEADERSHIP AND GOVERNANCE</b> – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p> <p><b>4.1</b> Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.</p> <p><b>4.2</b> Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p><b>4.3</b> Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p><b>4.4</b> Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p><b>4.5</b> Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.</p>

## II. PROGRAM GOALS

### A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
	<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b> Fund/Hire Part-Time Assistant Web Developer</p> <p>The college needs some additional assistance in the Online Services area to be able to maintain the same pace of improvements and quality that has been built up over the last several years as the department's presence on campus has expanded.</p> <p>This role would be specifically intended to assist with the maintenance and development of existing and new web applications for the college under the direction of the Online Services Architect.</p> <p>Starting with a part-time position (if possible) would be prudent at this point, but would eventually evolve into a full-time position.</p>	<p><input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b>  <input type="checkbox"/> 1.1   <input type="checkbox"/> 1.3  <input type="checkbox"/> 1.2   <input type="checkbox"/> 1.4</p> <p><input type="checkbox"/> <b>2 Student Learning Outcomes</b>  <input checked="" type="checkbox"/> 2.1   <input type="checkbox"/> 2.4  <input type="checkbox"/> 2.2   <input type="checkbox"/> 2.5  <input checked="" type="checkbox"/> 2.3   <input type="checkbox"/> 2.6</p> <p><input type="checkbox"/> <b>3 Resources</b>  <input type="checkbox"/> 3.1   <input type="checkbox"/> 3.4  <input type="checkbox"/> 3.2   <input type="checkbox"/> 3.5  <input type="checkbox"/> 3.3</p> <p><input type="checkbox"/> <b>4 Leadership &amp; Governance</b>  <input type="checkbox"/> 4.1   <input type="checkbox"/> 4.4  <input type="checkbox"/> 4.2   <input type="checkbox"/> 4.5  <input type="checkbox"/> 4.3</p>
<input type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input checked="" type="checkbox"/> <b>Not Met</b>
	<p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b> Currently, since this is an unmet need it may be affecting Institutional Goals 2.1 and 2.3 negatively in a small way (at this point) as Online Services is not able to respond as quickly to requests as the need for online services continues to expand over time.</p>	

2	PAST PROGRAM GOAL #2	<b>INSTITUTIONAL GOAL(S)</b> <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b>  Purchase a New Paper Cutter (Triumph 4850 EP) for Copy/Print Center  Purchase a Business Card Cutter for Copy/Print Center</p> <p><del>Due to the move to the new Reprographics Center in Room 904, the situation has arose as to what to do with our existing Paper Cutter, which has been in use for over 25 years. Since it requires lots of power and is so large and heavy it won't fit nicely into the new location. The best option would be to purchase a new one that is more compact and has lower power requirements that still satisfies our needs. In addition, while there have been no accidents using the current machine, continuing to use it poses some risks to the college since it is no longer completely up to the current safety code.</del></p> <p>Additionally, we'd like to purchase a business card cutter, which will help us cut business cards with greater precision and speed (currently only one staff member is skilled enough with the current cutter to perform all of the cuts required...with this machine it would handle all of the cutting for the staff).</p> <p><del>Since the 500 Building where the current cutter is still located will be demolished soon, it is important that new equipment is purchased so as not to negatively affect Reprographics services.</del></p> <p><del>In the meantime, this may affect facilities since the existing cutter would need to be relocated to a new location on campus and some facility modifications might have to be made (e.g. electrical work) in the new location.</del></p> <p>Quotes and infosheets for these devices have been attached.</p> <p><b>Update (09/12/2014):</b></p> <p>The existing cutter has been moved to a new location where only a few trained staff have access to use it so the need to purchase an entirely new cutter can continue to be postponed for some time.</p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

However, the purchase of the business card cutter would expand capabilities and make the business card creation process go more quickly because usually the cutting period is what delays cards (and a few other types of jobs that require cutting) the most.

Part of the reason why the request was denied this year was due to the feeling that business card services aren't required and could possibly be outsourced. The department had taken a look at this a few years ago, but cost-wise we found it would increase the cost to the college and likely also increase the time to create the cards.

Purchasing this business card cutter (which also has the ability to cut other size variations) would be a really helpful addition to the Reprographics office and would allow staff to handle the majority of the current jobs requiring the cutter in-house quickly (compared to now where cutting jobs are queued up until there is a large enough stack before making the trip out to the other side of campus to where the cutter is now located)

Met

Partially Met

Not Met

**Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**

Since this goal has been partially met, it has allowed us to continue serving the campus effectively and maintain the ability to cut down copy jobs for staff (which in various ways are used to communicate things to the students). The addition of the Business Card Cutter though would allow for the majority of these types of jobs to be handled more quickly.

3	PAST PROGRAM GOAL #3	<b>INSTITUTIONAL GOAL(S)</b> <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b>  Part-Time Multimedia and Publications Design Assistant</p> <p>A lot more can be done on our design side if there was some additional assistance with the smaller flyer requests that come in frequently. Currently the design work is done on as needed basis, depending on workload, but it isn't a service we typically promote too much.</p> <p>In addition, the college does have an additional need to have more photos taken of faculty, staff and students throughout the year on campus or in the classroom which can be later used in promotional materials.</p> <p>Video and web content editing skills would be a big plus to include for this position and could allow us to start producing additional content that could be used on the website and other locations.</p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> <b>2 Student Learning Outcomes</b> <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<p> <input type="checkbox"/> Met                      <input type="checkbox"/> Partially Met                      <input checked="" type="checkbox"/> <b>Not Met</b> </p> <p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b>  This goal has not increased student achievement at this time since it is an unmet need. However, it could potentially increase student achievement by helping to create even more engaging content (graphics/photo/video) that could be used on the college website to make it easier for students to find needed information about programs and other services.</p>		

## B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. **Attach electronic excel file with graphs or trend data, do not include them in the narrative below.**

Digital copies of this document and all of the supporting documents above can be found at:

<http://spaces.imperial.edu/omar.ramos/program-review/2015/>

### a. Strengths

Discuss what you do well in your program/department.

Currently, the department as a whole is managing to continue providing the needed services required by faculty, staff and students and overall we have a great track record of getting things done for others.

Whether we're talking about integration projects to 3<sup>rd</sup> party software in Online Services, design and publications work, print/copy job requests or incoming/outgoing mail services we are able to manage the work effectively and provide good customer service along the way.

Our 2013 Google Analytics data shows a good uptick in the number of Visits and Unique Visitors compared to 2012. After some further analysis of 2012's relatively high number of Page Views (8.2 million versus 3.2 for 2013) it seems like the majority of the views were to the homepage and there might have be another reason to explain the jump (such as a search engine crawling our website), but it seems the 2013 numbers have grown at a more normal clip, especially when compared against the 2011 data.

Overall though, when comparing our more complete 2014 data against our Google Analytics for the same period in 2013 we've also reduced page load time by a few percentage points and increased our unique page views by a few percent too. **(Reference: [ivc\\_analytics\\_2014\\_vs\\_2013\\_content.pdf](#) and [ivc\\_analytics\\_2014\\_vs\\_2013\\_site\\_speed.pdf](#))**

For Copy/Print Services we have continued to increase usage and usability of the campus machines available for students. For example, one improvement that was made was to improve the signage instructions on the card readers that students use and that seems to have improved the user experience. Additionally, more of the labs are using PaperCut now that they've been upgraded to new computers so our usage of PaperCut tracked jobs for Students has increased by about 55% year over year (52,054 jobs in the second half of 2013 versus 33,601 jobs for the second half of 2012). For employees, the numbers show a slight increase in overall usage while our number of Service Desk tickets for Copy/Print Jobs have jumped by a few percentage points year over year (2012 was the first year we really started utilizing the Service Desk and encouraging faculty members to place tickets versus dropping off jobs in person).

Looking at our all-time Reprographics Tickets reports, with 3 months or so still left in the year we're definitely on track to exceed the 2013 total of 1724 tickets being completed and closed (currently we're at 1528 tickets completed and closed with 3 more months left in 2014). (**Reference: reprographics\_tickets\_all\_time\_by\_month.pdf and reprographics\_tickets\_all\_time\_by\_year.pdf**)

Our "You Have Mail" notifications program has so far sent out over 22,000 notifications across 311 days since it was first implemented in early November 2012. This by itself has improved the user friendliness of Mail Services on campus since people are notified when mail is available for pickup. A few small complaints have arisen in 2014 due to staff unavailability on a few days, but no complaints were brought up for the entire 2013 year related to Mail Services and part of that is due to the new processes that were put into place at the end of 2012 and people now come to expect their daily "You Have Mail" notification.

**b. Weaknesses**

Discuss areas in your program/department that need improvement.

One area where we are fairly weak would be on the staffing side, since while new things are getting done in Online Services, there is also a backlog of older projects that should be reviewed and updated as well, along with planning and research for the next iteration of the college website which aren't able to be focused on exclusively.

For Print/Copy and Mail Services, student assistance is a big help during the semester, but if any staff members are out for an extended period of time it affects the other staff members and takes them away from their own projects so it would be nicer to have some more coverage/cross-training.

**c. Opportunities**

Discuss opportunities for program improvement.



In Online Services there is always plenty of room for improvement since web technologies are constantly evolving. Some currently examples would be updating all sites to the very latest versions of our CMS software (which requires careful planning and migration), updating our custom software applications to use the newest standards, make the college website even more mobile friendly, etc.

For Copy/Print Services, a lot of our improvements come from trying to see how we can provide services more quickly and efficiently for staff/students with our limited staff. In recent years we've improved the workflow quite a bit by fully implementing PaperCut and using its accounting mechanism, but now we're looking to improve response times or adding certain capabilities by using improved equipment. The Business Card Cutter is one of those that we feel could be quite useful, and in the future we feel that taking a wide look at other copier vendors in another year or two will also allow us to improve our printing/service capabilities via new equipment.

For Mail Services, the past few years have seen us improve things by centralizing department mail into a single location (and adding in mail bins on campus so the post office can deliver directly, versus having a staff member go to and from the post office each day). Now we're looking to centralize things further by centralizing the faculty mailboxes into the same location, but that might still take a while, but it'll allow our new mail room to be the one-stop location for all mail.

**d. Challenges**

Discuss obstacles/barriers that may influence program improvement.

For Online Services in 2014 the biggest challenge is the limitation of one person handling all of Online Services, in addition to managing the Copy/Print and Mail Services staff for the college.

For Copy/Print and Mail Services the main challenge is also limited staff to handle everything. While we've been able to add some things over the last few years that has also mainly been due to optimizing other areas, freeing up time for staff to work on the newer things that have been added (for example, bringing the mail delivery on campus saved a few hours each day for our staff member to be able to assist with copy/print requests, which in turn allowed our Publications Design Coordinator to focus more on their projects for the campus) the Copy/Print service has generally always had 3 staff members and currently there are only 2.

Staffing Comments for Copy/Print Services: Recently, we've learned that so long as the hours for our student workers are properly scheduled, it allows the center to operate with fairly little interruption with only two staff members. However, there is still the need for a third staff member (particularly with a background in Graphic Design and experience with Photography/Video).

Staff Comments for Mail Services: There is still the concern that when the primary mail services staff member is unavailable the supervisor then is required to make sure that mail goes out for the day.

For Mail Services, an additional challenge with moving faculty mailboxes in is related to the need for faculty members to have keycards assigned to them so they would be able to access the mail room after hours.

**e. Program changes**

What program changes, if any, do you expect to have a positive effect on students?

Mail Services is probably the least visible to students of our 3 areas, but continuing to maintain it allows for staff here on campus to receive important mail for the students (e.g. transcripts) and process that information as quick as possible.

Expanding the capabilities within Copy/Print Services and continuing to look for improvements (such as better equipment that makes our job faster, or which makes it easier to create course booklets which is becoming more common) will continue to allow us to provide cost effective services to students that save them money.

In Online Services, continuing to work on the future website planning and design architecture will allow for students to have a better experience browsing the college website and getting the information that they need so they can be an effective student.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review. Primarily for this program review I summarized some of the greater detail I had included in last year's program review and updated it for our current status.

**C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>1</b>	<b>2015-2016 PROGRAM GOAL #1</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<p><b>Identify Future Global Goal:</b> Fund/Hire Part-Time Assistant Web Developer</p> <p>The college needs some additional assistance in the Online Services area to be able to maintain the same pace of improvements and quality that has been built up over the last several years as the department's presence on campus has expanded and there is only so much that the current one person department can accomplish within a given time period.</p> <p>This role would be specifically intended to assist with the actual maintenance and development of existing and new web applications for the college under the direction of the Online Services Architect.</p> <p>Starting with a part-time position (if possible) would be prudent at this point, but would eventually evolve into a full-time position.</p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> <b>2 Student Learning Outcomes</b> <input checked="" type="checkbox"/> <b>2.1</b> <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> <b>2.3</b> <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<p><b>Objective: 2.3</b></p>		
<p><b>RESOURCE PLAN</b> (Check all that apply.)</p>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing		
<ul style="list-style-type: none"> <li>• Develop requirements for the new position</li> <li>• Acquire district funding for the new position</li> </ul>		

<ul style="list-style-type: none"> <li>Hire person for the new position</li> </ul>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing		
<b>Timeline:</b> 1 Year		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	<b>\$30,000 – 45,000</b> <b>(depends on position requirements and available funding)</b>
<p><b>How will this objective be measured?</b> This objective will be measured by the progress we're able to make towards creating and funding the position (which could take some time) and by our ability to hire for the position once it's been approved and available. Once someone has been hired into the position we would continue to measure how the additional person assists with the project backlog and other tasks.</p>		
<p><b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b> This item won't reduce costs since it requires adding an additional staff member, but it should help to improve work efficiency (allowing for more things to get completed more quickly) which in turn should improve student success since the online services and other tools created for the students will continue to be maintained at a fast pace.</p>		
<p><b>Who are the responsible party(ies) and assigned user(s)?</b> IT/Online Services are the primary parties involved, but there would also need to be approval from other parts of the campus involved with adding new positions and hiring staff.</p>		
<b>FUTURE PROGRAM GOALS</b> <small>(Describe future program goals. List in order of budget priority.)</small> <small>You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.</small>		<b>INSTITUTIONAL GOAL(S)</b> <small>(Select one primary institutional goal)</small>
<b>2</b>	<b>2015-2016 PROGRAM GOAL #2</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<b>Identify Future Global Goal:</b> <del>Purchase a New Paper Cutter (Triumph 4850 EP) for Copy/Print Center</del> Purchase a Business Card Cutter for Copy/Print Center		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4

~~Due to the move to the new Reprographics Center in Room 904, the situation has arose as to what to do with our existing Paper Cutter, which has been in use for over 25 years. Since it requires lots of power and is so large and heavy it won't fit nicely into the new location. The best option would be to purchase a new one that is more compact and has lower power requirements that still satisfies our needs. In addition, while there have been no accidents using the current machine, continuing to use it poses some risks to the college since it is no longer completely up to the current safety code.~~

Additionally, we'd like to purchase a business card cutter, which will help us cut business cards with greater precision and speed (currently only one staff member is skilled enough with the current cutter to perform all of the cuts required...with this machine it would handle all of the cutting for the staff).

~~Since the 500 Building where the current cutter is still located will be demolished soon, it is important that new equipment is purchased so as not to negatively affect Reprographics services.~~

~~In the meantime, this may affect facilities since the existing cutter would need to be relocated to a new location on campus and some facility modifications might have to be made (e.g. electrical work) in the new location.~~

Quotes and infosheets for these devices have been attached.

**Update (09/12/2014):**

The existing cutter has been moved to a new location where only a few trained staff have access to use it so the need to purchase an entirely new cutter can continue to be postponed for some time.

However, the purchase of the business card cutter would expand capabilities and make the business card creation process go more quickly because usually the cutting period is what delays cards the most.

Part of the reason why the request was denied this year was due to the feeling that business card services aren't required and could possibly be outsourced. The department had taken a look at this a few years ago, but cost-wise it would increase the cost to the college and likely also increase the time to create the cards.

**2 Student Learning**

**Outcomes**

- 2.1     2.4
- 2.2     2.5
- 2.3     2.6

**3 Resources**

- 3.1     3.4
- 3.2     3.5
- 3.3

**4 Leadership & Governance**

- 4.1     4.4
- 4.2     4.5
- 4.3

Purchasing this business card cutter (which also has the ability to cut other size variations) would be a really helpful addition to the Reprographics office and would allow staff to handle the majority of the current jobs requiring the cutter in-house quickly (compared to now where cutting jobs are queued up until there is a large enough stack before making the trip out to the other side of campus to where the cutter is now located)

**Objective:** 3.2

**RESOURCE PLAN**

(Check all that apply.)

Facilities     Marketing     Technology     Professional Development     Staffing

**Task(s)**

- Allocate funds for equipment
- Purchase equipment
- Install equipment

Facilities     Marketing     Technology     Professional Development     Staffing

**Timeline:** 2 Years

Expense Type	Funding Type	Budget Request
<input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	<b>\$6800 (for just the Business Card Cutter)</b>

**How will this objective be measured?** This objective will be measured according to whether or not we are able to receive the funding to purchase the equipment and the measurement of the delay in using our current cutter now that it is located on the other side of campus over time and translate that into a ROI model that justifies the purchase of the Business Card Cutter for quicker usage there in the Reprographics Department.

**How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?** While we have the cost we charge for various jobs, there is also generally an unseen human cost element for the time required to process or complete certain types of jobs like Business Cards. Even with including those costs we still remain extremely competitive with outside vendors, we can always be more efficient and having a machine tailored for the purpose there in the office (that can also

be used to cut some of our other common types of jobs and can be used more easily by any staff member) will be save a lot of time and allow us to continue providing high levels of service. This can also contribute to student success because staff won't have to go elsewhere to perform the cutting work and can stay in the office to assist any students that might come in.

**Who are the responsible party(ies) and assigned user(s)?** IT/Online Services

**FUTURE PROGRAM GOALS**

(Describe future program goals. List in order of budget priority.)

You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.

**INSTITUTIONAL GOAL(S)**

(Select one primary institutional goal)

**3**

**2015-2016 PROGRAM GOAL #3**

Budget Priority #1

**INSTITUTIONAL GOAL(S)**

**Identify Future Global Goal:**

Part-Time Multimedia and Publications Design Assistant

A lot more can be done on our design side if there was some additional assistance with the smaller flyer requests that come in frequently. Currently the design work is done on as needed basis, depending on workload, but it isn't a service we typically promote too much.

In addition, the college does have an additional need to have more photos taken of faculty, staff and students throughout the year on campus or in the classroom which can be later used in promotional materials.

Video and web content editing skills would be a big plus to include for this position and could allow us to start producing additional content that could be used on the website and other locations.

**1 Mission & Effectiveness**

- 1.1  1.3
- 1.2  1.4

**2 Student Learning Outcomes**

- 2.1  2.4
- 2.2  2.5
- 2.3  2.6

**3 Resources**

- 3.1  3.4
- 3.2  3.5
- 3.3

**4 Leadership & Governance**

- 4.1  4.4
- 4.2  4.5
- 4.3

**Objective: 2.3**

**RESOURCE PLAN**

(Check all that apply.)

- Facilities
- Marketing
- Technology
- Professional Development
- Staffing

**Task(s)**

- Develop requirements for the new position

- Acquire funding for the new position
- Hire new staff member for the position

Facilities   
 Marketing   
 Technology   
 Professional Development   
 Staffing

**Timeline:** 1 Year

Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	<b>\$30,000</b>

**How will this objective be measured?** This objective will be measured by the progress we're able to make towards creating and funding the position (which could take some time) and by our ability to hire for the position once it's been approved and available. Once someone has been hired into the position we would continue to measure how the additional person allows us to take on additional tasks we wouldn't have been able to do in the past. Since some of this work would likely be involved with advertisements we create for students we should also be able to measure how their work helps to allow us to maintain/generate FTES for the college.




**How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?** This item won't reduce costs since it requires adding an additional staff member, but it should help to improve work efficiency (allowing for more things to get completed more quickly) and allow us to tackle new projects that need more than one person to complete. It will help student success by allowing us to provide more visual imagery for students (graphics, photos, video) on our website and in our publications and allow us to communicate complex information visually even more effectively so that it is easily understood by students.

**Who are the responsible party(ies) and assigned user(s)?** IT/Online Services are the primary parties involved, but there would also need to be approval from other parts of the campus involved with adding new positions and hiring staff.



General Statistics	
Days in period:	181
Active Users:	5,169
Active Printers:	316
Total Pages:	1,561,719
Total Sheets:	1,133,228
Total Jobs:	211,067
Pages per day:	8,628
Sheets per day:	6,260

Top Printers	Pages	%/Total
it903s-pserver\RG_4112	273,541	17.52%
device\RG_4112	176,367	11.29%
it903s-pserver\RG_DC252	124,322	7.96%
device\RG_DC252	108,222	6.93%
device\SME_WC5735	64,784	4.15%
device\ENG_WC5735	59,788	3.83%
it903s-pserver\Library_A	53,708	3.44%
device\NURS_WC5735	44,704	2.86%
device\RG_CQ9201_2_VCC	26,634	1.71%
it903s-pserver\ENG_WC5735	24,685	1.58%

Environmental Impact		
	Trees Consumed	14.08 trees
	CO2 Produced	5,099.5 kg
	Equivalent Bulb Hours	321,081.3 hours

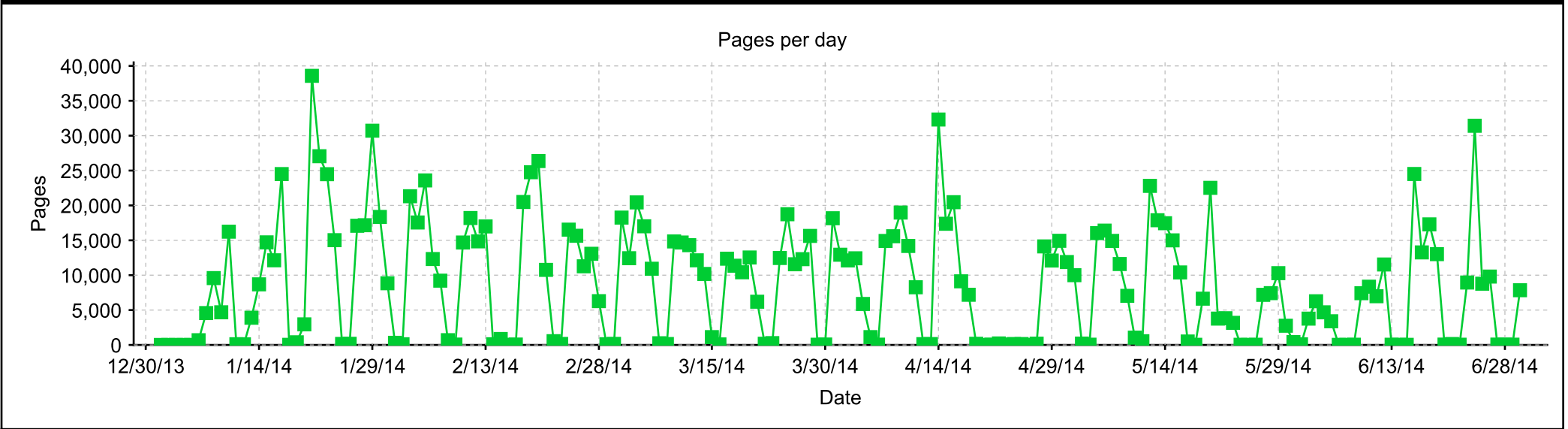
Color Composition	Pages	%/Total
Grayscale:	1,382,611	88.53%
Color:	179,108	11.47%

Top Users	Pages	%/Total
yethel.alonso (Yethel Alonso)	230,514	14.76%
repro (Reprographics)	171,616	10.99%
repro.staff (Reprographics Staff)	167,187	10.71%
mike.nicholas (Mike Nicholas)	40,090	2.57%
rhonda.ruiz (Rhonda Ruiz)	23,195	1.49%
nurs_wc5735 (Nursing Copier)	22,216	1.42%
hope.davis (Hope Davis)	15,982	1.02%
jill.kitzmiller (Jill Kitzmiller)	15,693	1.00%
100-eops (100 EOPS)	12,464	0.80%
jill.nelipovich (Jill Nelipovich)	12,061	0.77%

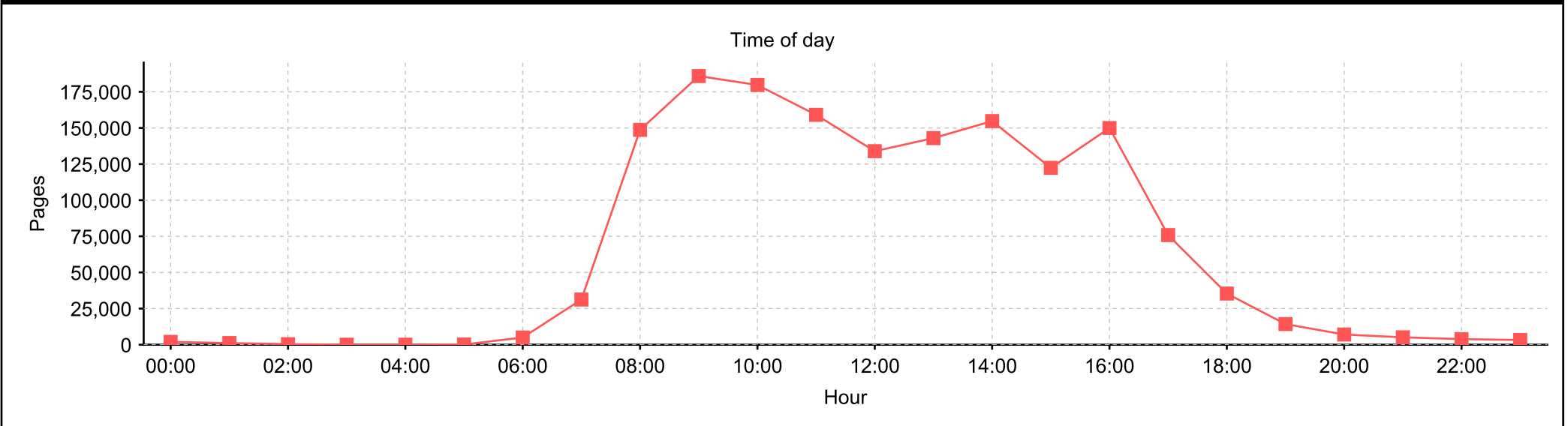
Duplex Composition	Pages	%/Total
Duplex:	715,521	45.82%
Simplex:	846,198	54.18%

Top Printer Groups	Pages
Reprographics Group	397,863
Department Copiers	224,923
Phaser 3250 Group	191,252
WorkCentre	142,530
Phaser 6280 Group	57,340
ColorQube Devices	40,687
HP	39,768
ColorQube Group	28,752
WC4250	24,289
WC4118	18,264

Daily Page Total - For the period of Jan 1, 2014 to Jun 30, 2014.






Hourly Page Total - For the period of Jan 1, 2014 to Jun 30, 2014.



General Statistics	
Days in period:	74
Active Users:	3,815
Active Printers:	292
Total Pages:	635,674
Total Sheets:	446,099
Total Jobs:	85,112
Pages per day:	8,590
Sheets per day:	6,028

Top Printers	Pages	%/Total
device\RG_4112	158,303	24.90%
it903s-pserver\RG_4112	104,650	16.46%
it903s-pserver\RG_DC252	47,222	7.43%
device\RG_DC252	37,145	5.84%
it903s-pserver\Library_A	23,103	3.63%
device\ENG_WC5735	11,517	1.81%
it903s-pserver\ENG_WC5735	8,355	1.31%
device\RG_CQ9201_2_VCC	7,350	1.16%
it903s-pserver\HR_WC4250	7,313	1.15%
device\NURS_WC5735	6,750	1.06%

Environmental Impact		
	Trees Consumed	5.54 trees
	CO2 Produced	2,007.4 kg
	Equivalent Bulb Hours	126,394.7 hours

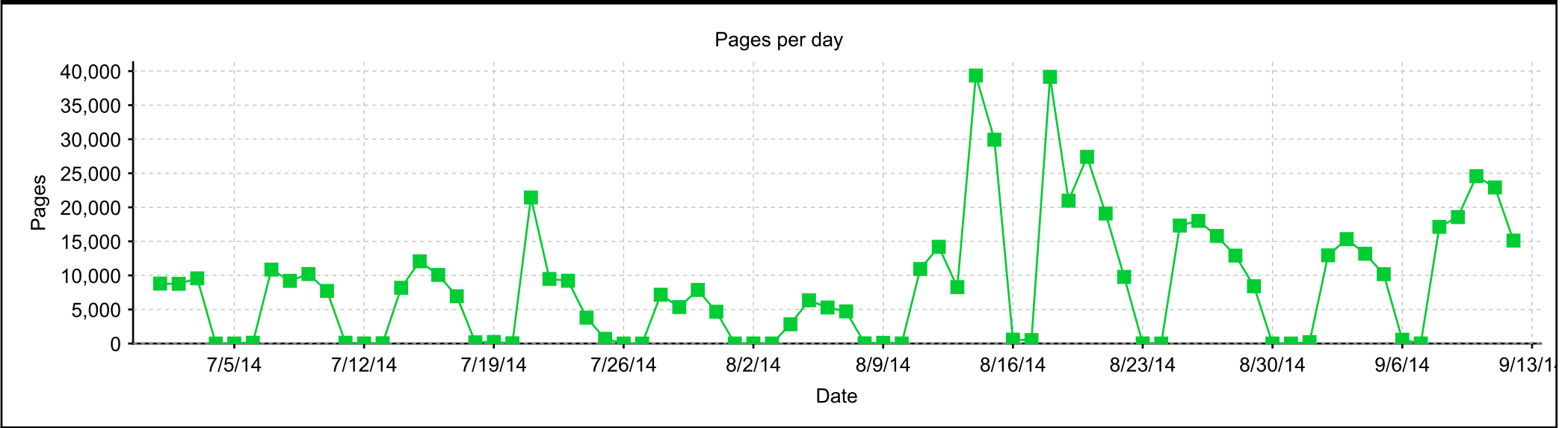
Color Composition	Pages	%/Total
Grayscale:	565,202	88.91%
Color:	70,472	11.09%

Top Users	Pages	%/Total
repro (Reprographics)	135,665	21.34%
yethel.alonso (Yethel Alonso)	97,248	15.30%
repro.staff (Reprographics Staff)	49,441	7.78%
mike.nicholas (Mike Nicholas)	29,387	4.62%
jill.kitzmiller (Jill Kitzmiller)	5,931	0.93%
paula.saldana (Paula Saldana)	4,735	0.74%
jose.plascencia (Jose Plascencia)	4,422	0.70%
omar.ramos (Omar E. Ramos)	4,365	0.69%
nurs_wc5735 (Nursing Copier)	4,359	0.69%
100-kiosk (100 Kiosk)	4,119	0.65%

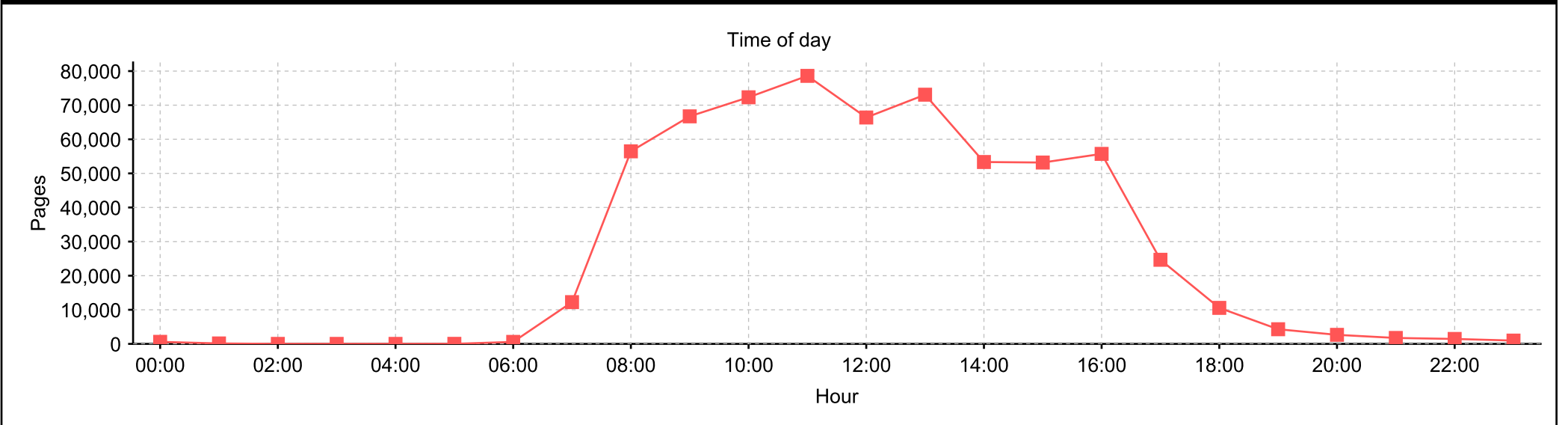
Duplex Composition	Pages	%/Total
Duplex:	335,133	52.72%
Simplex:	300,541	47.28%

Top Printer Groups	Pages
Reprographics Group	151,872
Phaser 3250 Group	74,837
Department Copiers	51,252
WorkCentre	43,308
Phaser 6280 Group	26,945
HP	15,968
WC4250	12,692
ColorQube Devices	11,234
ColorQube Group	10,142
WC4118	5,903

Daily Page Total - For the period of Jul 1, 2014 to Sep 12, 2014.






Hourly Page Total - For the period of Jul 1, 2014 to Sep 12, 2014.



User group name = OU:imperial.edu/IVC/Users/Employees

General Statistics	
Days in period:	181
Active Users:	315
Active Printers:	278
Total Pages:	1,005,070
Total Sheets:	776,459
Total Jobs:	145,345
Pages per day:	5,552
Sheets per day:	4,289

Top Printers	Pages	%/Total
it903s-pserver\RG_4112	156,900	15.61%
device\SME_WC5735	66,120	6.58%
device\RG_4112	65,750	6.54%
device\ENG_WC5735	54,081	5.38%
device\RG_DC252	50,761	5.05%
it903s-pserver\SME_WC5735	48,030	4.78%
it903s-pserver\RG_DC252	39,950	3.97%
it903s-pserver\ENG_WC5735	28,033	2.79%
device\NURS_WC5735	25,522	2.54%
device\BSS_WC7328	20,170	2.01%

Environmental Impact		
	Trees Consumed	9.65 trees
	CO2 Produced	3,494.1 kg
	Equivalent Bulb Hours	219,996.7 hours

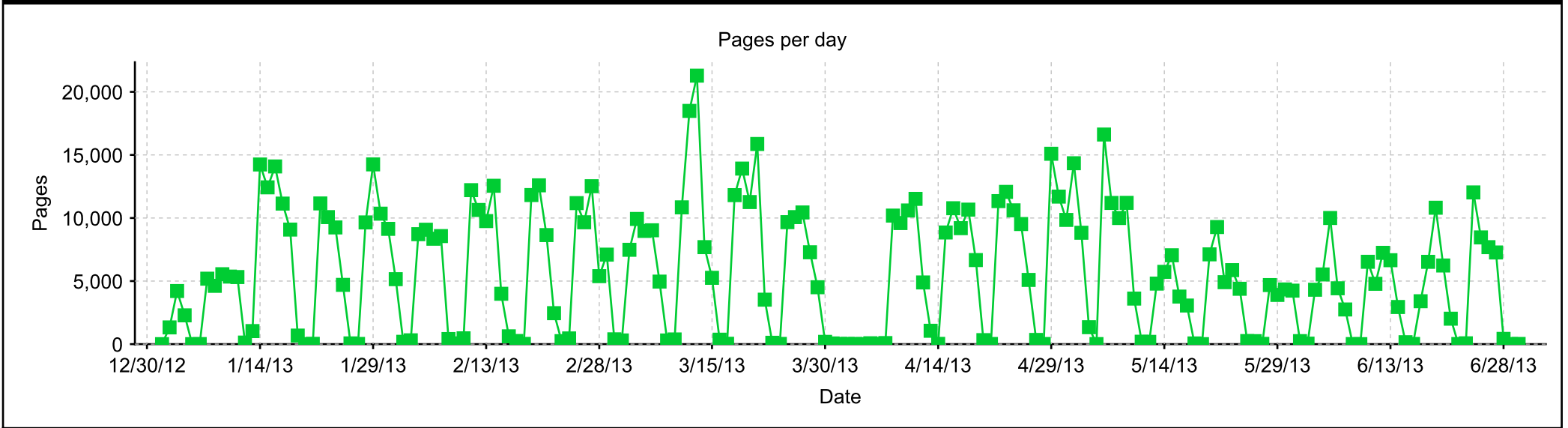
Color Composition	Pages	%/Total
Grayscale:	913,957	90.93%
Color:	91,113	9.07%

Duplex Composition	Pages	%/Total
Duplex:	490,399	48.79%
Simplex:	514,671	51.21%

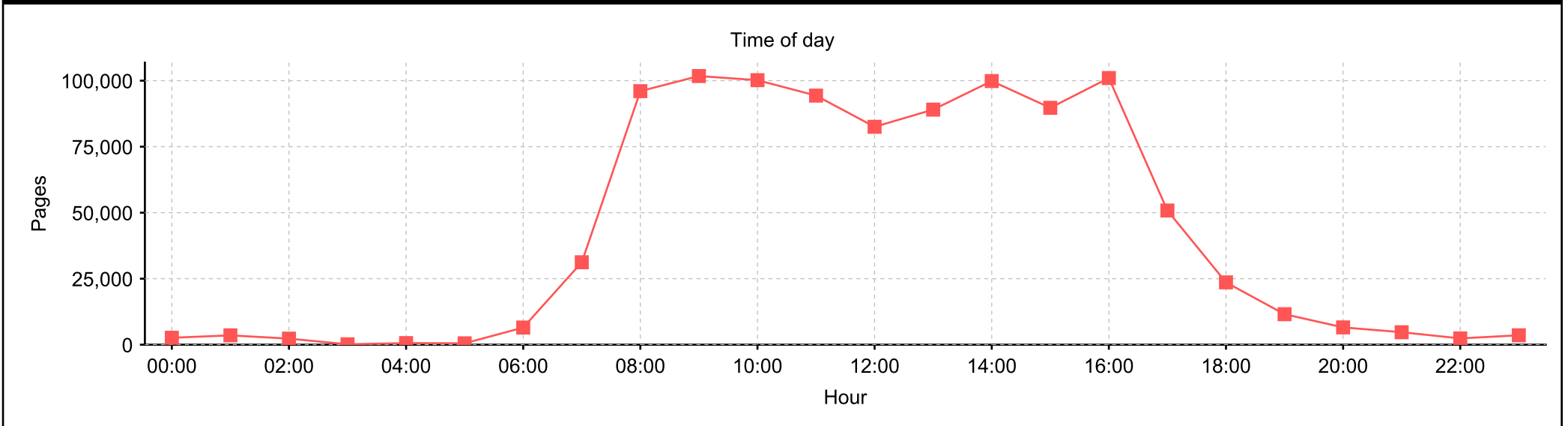
Top Users	Pages	%/Total
yethel.alonso (Yethel Alonso)	183,714	18.28%
mike.nicholas (Mike Nicholas)	57,831	5.75%
jill.kitzmiller (Jill Kitzmiller)	26,824	2.67%
omar.ramos (Omar E. Ramos)	24,832	2.47%
becky.green (Becky Green)	12,748	1.27%
alex.voldman (Aleksandr Voldman)	11,081	1.10%
terry.norris (Terry Norris)	10,771	1.07%
hope.davis (Hope Davis)	10,682	1.06%
normay.gonzalez (Norma Y. Gonzalez)	10,600	1.05%
bnilson (Barbara Nilson)	10,562	1.05%

Top Printer Groups	Pages
Department Copiers	222,409
Reprographics Group	196,850
Phaser 3250 Group	160,675
WorkCentre	141,271
Phaser 6280 Group	50,611
HP	34,172
ColorQube Devices	24,724
WC4250	13,929
Phaser 3300 Group	11,630
WC4118	8,860

Daily Page Total - For the period of Jan 1, 2013 to Jun 30, 2013.






Hourly Page Total - For the period of Jan 1, 2013 to Jun 30, 2013.



User group name = OU:imperial.edu/IVC/Users/Employees

General Statistics	
Days in period:	185
Active Users:	333
Active Printers:	289
Total Pages:	1,082,411
Total Sheets:	806,239
Total Jobs:	142,136
Pages per day:	5,850
Sheets per day:	4,358

Top Printers	Pages	%/Total
it903s-pserver\RG_4112	205,566	18.99%
device\SME_WC5735	97,361	8.99%
device\RG_4112	69,448	6.42%
device\ENG_WC5735	65,910	6.09%
it903s-pserver\SME_WC5735	40,220	3.72%
device\RG_DC252	39,489	3.65%
it903s-pserver\RG_DC252	35,503	3.28%
device\RG_CQ9201_2_VCC	32,523	3.00%
it903s-pserver\ENG_WC5735	29,002	2.68%
device\NURS_WC5735	27,125	2.51%

Environmental Impact		
	Trees Consumed	10.02 trees
	CO2 Produced	3,628.1 kg
	Equivalent Bulb Hours	228,434.4 hours

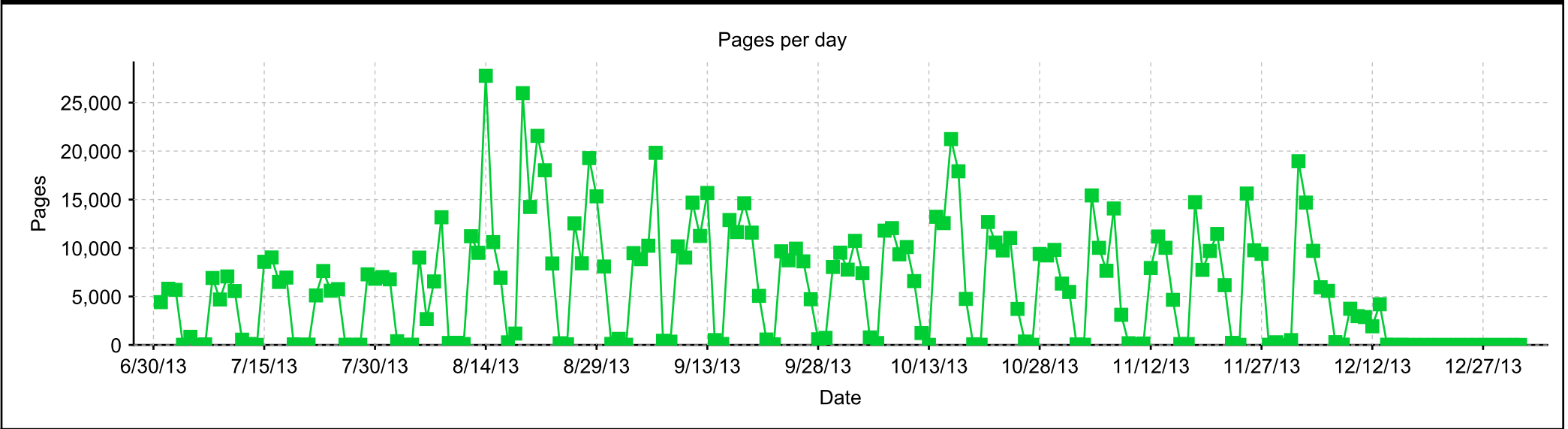
Color Composition	Pages	%/Total
Grayscale:	984,678	90.97%
Color:	97,733	9.03%

Duplex Composition	Pages	%/Total
Duplex:	546,906	50.53%
Simplex:	535,505	49.47%

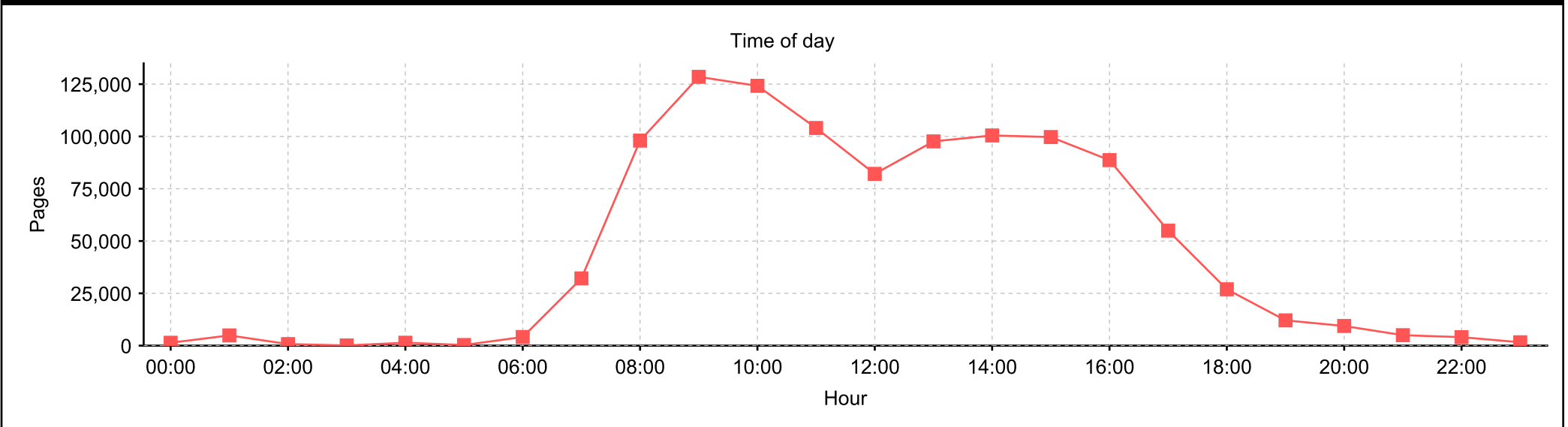
Top Users	Pages	%/Total
yethel.alonso (Yethel Alonso)	217,679	20.11%
mike.nicholas (Mike Nicholas)	62,681	5.79%
jill.kitzmiller (Jill Kitzmiller)	29,872	2.76%
omar.ramos (Omar E. Ramos)	25,651	2.37%
jose.plascencia (Jose Plascencia)	23,233	2.15%
rhonda.ruiz (Rhonda Ruiz)	16,351	1.51%
nancy.lay (Nancy Lay)	12,540	1.16%
kevin.marty (Kevin Marty)	11,860	1.10%
allyn.leon (Allyn Leon)	11,629	1.07%
david.zielinski (David Zielinski)	11,370	1.05%

Top Printer Groups	Pages
Department Copiers	243,091
Reprographics Group	241,069
Phaser 3250 Group	180,708
WorkCentre	128,808
Phaser 6280 Group	50,808
ColorQube Devices	41,958
HP	26,497
WC4250	12,436
Phaser 3300 Group	10,582
WC4118	3,578

Daily Page Total - For the period of Jul 1, 2013 to Dec 31, 2013.



Hourly Page Total - For the period of Jul 1, 2013 to Dec 31, 2013.








User group name = OU:imperial.edu/IVC/Users/Employees

General Statistics	
Days in period:	181
Active Users:	334
Active Printers:	304
Total Pages:	970,793
Total Sheets:	689,245
Total Jobs:	131,049
Pages per day:	5,363
Sheets per day:	3,807

Top Printers	Pages	%/Total
it903s-pserver\RG_4112	157,602	16.23%
device\RG_DC252	74,754	7.70%
it903s-pserver\RG_DC252	70,248	7.24%
device\SME_WC5735	63,473	6.54%
device\ENG_WC5735	59,260	6.10%
device\RG_4112	37,284	3.84%
device\RG_CQ9201_2_VCC	25,733	2.65%
it903s-pserver\ENG_WC5735	24,685	2.54%
device\NURS_WC5735	23,978	2.47%
it903s-pserver\SME_WC5735	22,109	2.28%

Environmental Impact		
	Trees Consumed	8.56 trees
	CO2 Produced	3,101.6 kg
	Equivalent Bulb Hours	195,286.1 hours

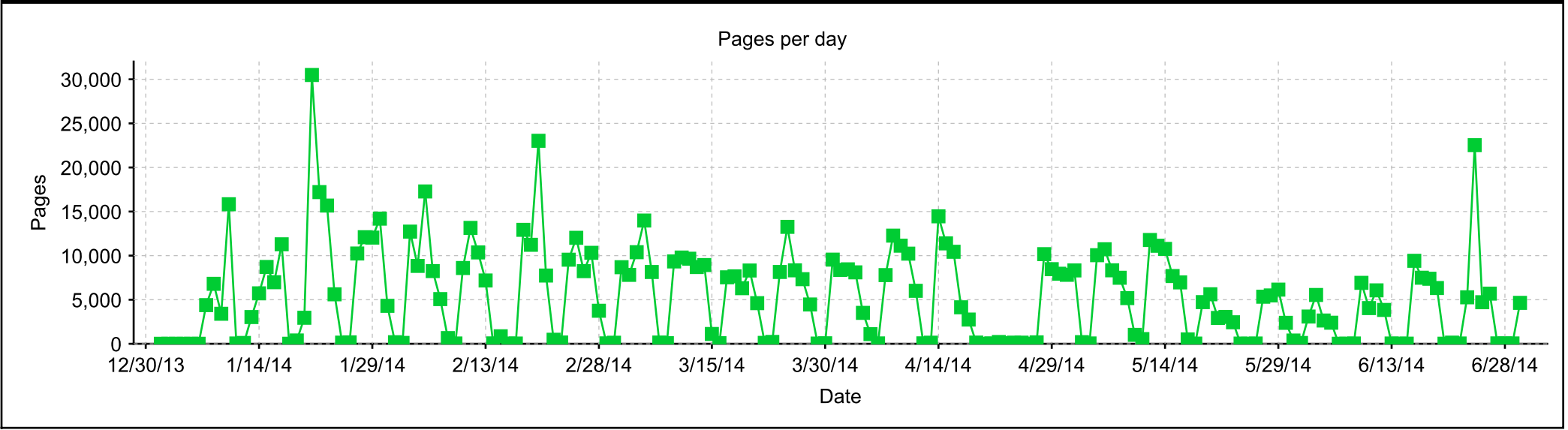
Color Composition	Pages	%/Total
Grayscale:	871,893	89.81%
Color:	98,900	10.19%

Duplex Composition	Pages	%/Total
Duplex:	449,841	46.34%
Simplex:	520,952	53.66%

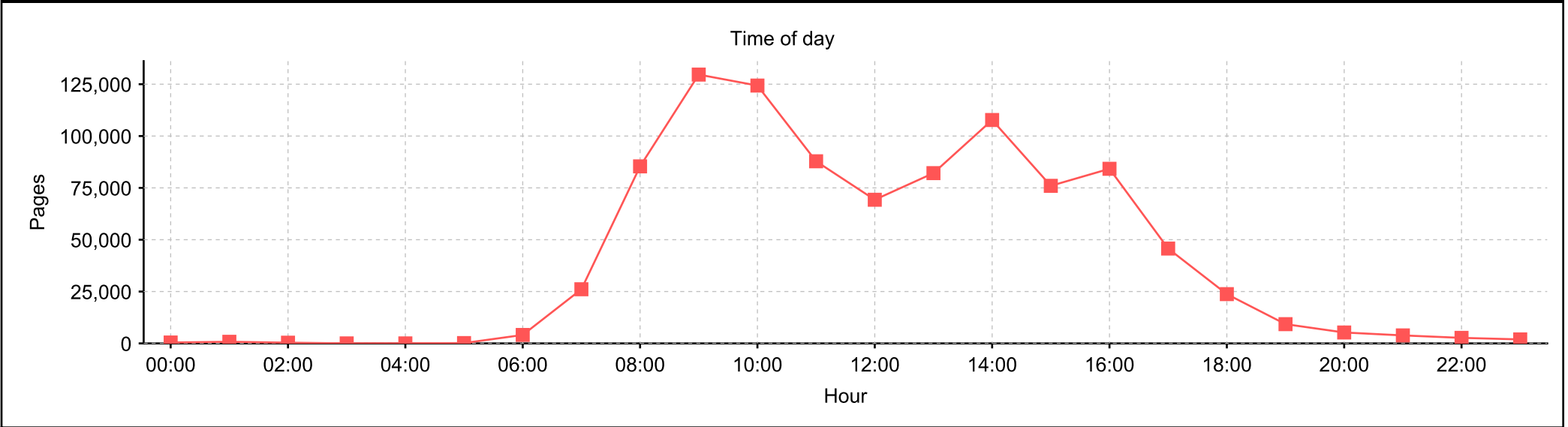
Top Users	Pages	%/Total
yethel.alonso (Yethel Alonso)	230,514	23.74%
mike.nicholas (Mike Nicholas)	40,090	4.13%
rhonda.ruiz (Rhonda Ruiz)	23,195	2.39%
hope.davis (Hope Davis)	15,982	1.65%
jill.kitzmiller (Jill Kitzmiller)	15,693	1.62%
jill.nelipovich (Jill Nelipovich)	12,061	1.24%
porfirio.hernandez (Porfirio Hernandez)	11,831	1.22%
david.zielinski (David Zielinski)	11,437	1.18%
jose.plascencia (Jose Plascencia)	10,350	1.07%
russell.lavery (Russell Lavery)	9,725	1.00%

Top Printer Groups	Pages
Reprographics Group	227,850
Department Copiers	188,970
Phaser 3250 Group	151,003
WorkCentre	120,799
Phaser 6280 Group	51,111
ColorQube Devices	34,793
HP	30,015
WC4250	19,222
Phaser 3300 Group	9,101
WC4118	3,115

Daily Page Total - For the period of Jan 1, 2014 to Jun 30, 2014.



Hourly Page Total - For the period of Jan 1, 2014 to Jun 30, 2014.



Jan 1, 2014 - Sep 11, 2014

Compare to: Jan 1, 2013 - Sep 11, 2013

Pages

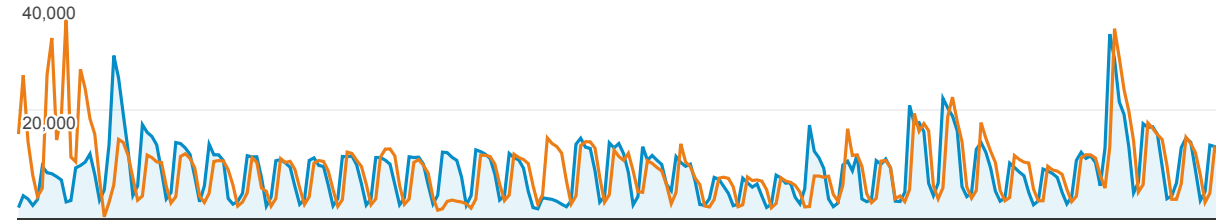
All Sessions +0.00%

+ Add Segment

Explorer

Jan 1, 2014 - Sep 11, 2014: ● Pageviews

Jan 1, 2013 - Sep 11, 2013: ● Pageviews



Page	Pageviews	Unique Pageviews	Avg. Time on Page	Entrances	Bounce Rate	% Exit	Page Value
	2.62% <span style="color:red">▼</span> 2,243,346 vs 2,303,775	4.99% <span style="color:green">▲</span> 1,512,804 vs 1,440,913	1.01% <span style="color:green">▲</span> 00:02:55 vs 00:02:53	1.88% <span style="color:green">▲</span> 993,459 vs 975,164	0.32% <span style="color:green">▲</span> 58.46% vs 58.64%	4.62% <span style="color:green">▲</span> 44.28% vs 42.33%	0.00% \$0.00 vs \$0.00
1. /							
Jan 1, 2014 - Sep 11, 2014	1,364,097 (60.81%)	894,799 (59.15%)	00:03:43	881,119 (88.69%)	58.87%	52.17%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	1,416,623 (61.49%)	870,574 (60.42%)	00:03:28	854,770 (87.65%)	59.44%	49.98%	\$0.00 (0.00%)
% Change	-3.71%	2.78%	7.55%	3.08%	-0.96%	4.37%	0.00%
2. /students/							
Jan 1, 2014 - Sep 11, 2014	133,274 (5.94%)	89,129 (5.89%)	00:02:25	15,623 (1.57%)	60.77%	46.52%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	118,762 (5.16%)	75,728 (5.26%)	00:02:07	11,548 (1.18%)	59.90%	42.05%	\$0.00 (0.00%)
% Change	12.22%	17.70%	14.58%	35.29%	1.46%	10.64%	0.00%
3. /courses-and-programs/catalogs-and-schedules/							
Jan 1, 2014 - Sep 11, 2014	54,121 (2.41%)	31,941 (2.11%)	00:03:25	8,103 (0.82%)	47.17%	34.10%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	60,864 (2.64%)	33,434 (2.32%)	00:03:10	8,923 (0.92%)	47.32%	32.50%	\$0.00 (0.00%)
% Change	-11.08%	-4.47%	8.00%	-9.19%	-0.31%	4.90%	0.00%
4. /courses-and-programs/divisions/arts-and-letters/library-department/							
Jan 1, 2014 - Sep 11, 2014	29,390 (1.31%)	19,266 (1.27%)	00:02:46	8,488 (0.85%)	55.31%	32.23%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	83,053 (3.61%)	42,683 (2.96%)	00:05:34	32,689 (3.35%)	47.25%	36.31%	\$0.00 (0.00%)
% Change	-64.61%	-54.86%	-50.35%	-74.03%	17.08%	-11.26%	0.00%
5. /students/printable-schedules/							
Jan 1, 2014 - Sep 11, 2014	25,675 (1.14%)	17,779 (1.18%)	00:03:54	1,464 (0.15%)	70.77%	41.86%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	26,212 (1.14%)	17,043 (1.18%)	00:03:40	1,312 (0.13%)	55.49%	35.93%	\$0.00 (0.00%)
% Change	-2.05%	4.32%	6.21%	11.59%	27.53%	16.51%	0.00%
6. /student-news/fall-2014-printable-schedule-now-available							

Jan 1, 2014 - Sep 11, 2014	<b>23,451</b> (1.05%)	16,178 (1.07%)	00:01:57	765 (0.08%)	48.37%	24.49%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	<b>0</b> (0.00%)	0 (0.00%)	00:00:00	0 (0.00%)	0.00%	0.00%	\$0.00 (0.00%)
<b>% Change</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>∞%</b>	<b>0.00%</b>
7. <a href="#">/faculty-and-staff/</a>							
Jan 1, 2014 - Sep 11, 2014	<b>23,102</b> (1.03%)	15,212 (1.01%)	00:02:05	2,457 (0.25%)	57.88%	35.44%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	<b>27,245</b> (1.18%)	17,775 (1.23%)	00:01:57	4,827 (0.49%)	54.05%	37.02%	\$0.00 (0.00%)
<b>% Change</b>	<b>-15.21%</b>	<b>-14.42%</b>	<b>7.03%</b>	<b>-49.10%</b>	<b>7.08%</b>	<b>-4.27%</b>	<b>0.00%</b>
8. <a href="#">/students/bookstore/</a>							
Jan 1, 2014 - Sep 11, 2014	<b>19,881</b> (0.89%)	15,632 (1.03%)	00:04:56	3,584 (0.36%)	72.27%	59.48%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	<b>20,040</b> (0.87%)	14,231 (0.99%)	00:03:48	2,385 (0.24%)	68.09%	50.97%	\$0.00 (0.00%)
<b>% Change</b>	<b>-0.79%</b>	<b>9.84%</b>	<b>29.97%</b>	<b>50.27%</b>	<b>6.13%</b>	<b>16.70%</b>	<b>0.00%</b>
9. <a href="#">/courses-and-programs/</a>							
Jan 1, 2014 - Sep 11, 2014	<b>19,858</b> (0.89%)	12,233 (0.81%)	00:01:12	2,637 (0.27%)	26.36%	14.63%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	<b>17,092</b> (0.74%)	10,388 (0.72%)	00:00:56	1,151 (0.12%)	25.98%	11.87%	\$0.00 (0.00%)
<b>% Change</b>	<b>16.18%</b>	<b>17.76%</b>	<b>29.51%</b>	<b>129.11%</b>	<b>1.46%</b>	<b>23.33%</b>	<b>0.00%</b>
10. <a href="#">/faculty-and-staff/human-resources/jobs/job-opportunities/</a>							
Jan 1, 2014 - Sep 11, 2014	<b>17,294</b> (0.77%)	10,659 (0.70%)	00:00:49	5,637 (0.57%)	31.15%	23.66%	\$0.00 (0.00%)
Jan 1, 2013 - Sep 11, 2013	<b>13,892</b> (0.60%)	9,136 (0.63%)	00:01:34	4,357 (0.45%)	58.39%	40.92%	\$0.00 (0.00%)
<b>% Change</b>	<b>24.49%</b>	<b>16.67%</b>	<b>-47.29%</b>	<b>29.38%</b>	<b>-46.65%</b>	<b>-42.18%</b>	<b>0.00%</b>

Rows 1 - 10 of 47019

# Site Speed Overview

Jan 1, 2014 - Sep 11, 2014

Compare to: Jan 1, 2013 - Sep 11, 2013

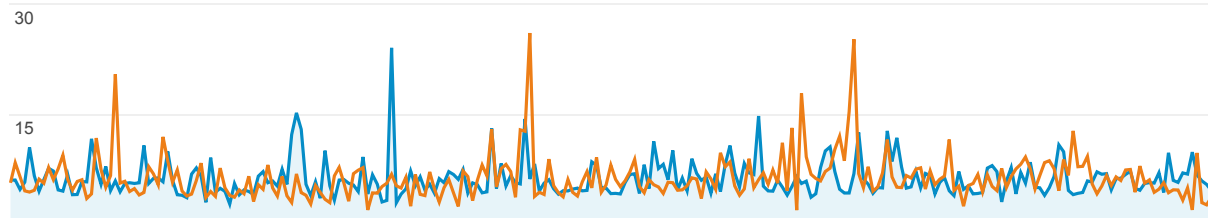
All Sessions  
+0.00%

+ Add Segment

Overview

Jan 1, 2014 - Sep 11, 2014: ● Avg. Page Load Time (sec)

Jan 1, 2013 - Sep 11, 2013: ● Avg. Page Load Time (sec)



## 17,381 of pageviews sent page load sample

Avg. Page Load Time (sec)

**-6.11%**

5.74 vs 6.11



Avg. Redirection Time (sec)

**16.20%**

0.22 vs 0.19



Avg. Domain Lookup Time (sec)

**14.22%**

0.02 vs 0.02



Avg. Server Connection Time (sec)

**-8.33%**

0.03 vs 0.03



Avg. Server Response Time (sec)

**5.93%**

0.63 vs 0.60



Avg. Page Download Time (sec)

**-34.03%**

0.34 vs 0.51



Page

Avg. Page Load Time (sec)

1. </?search=>

Jan 1, 2014 - Sep 11, 2014

0.00

Jan 1, 2013 - Sep 11, 2013

10.35

**% Change**

**-100.00%**

2. </about/campus-safety/drug-free-environment-and-drug-prevention-program/>

Jan 1, 2014 - Sep 11, 2014

0.00

Jan 1, 2013 - Sep 11, 2013

34.08

**% Change**

**-100.00%**

3. </about/foundation/contact-us/>

Jan 1, 2014 - Sep 11, 2014

0.00

Jan 1, 2013 - Sep 11, 2013

4.14

**% Change**

**-100.00%**

4. </about/foundation/donate-online/givetoivcorg/>

Jan 1, 2014 - Sep 11, 2014

0.00

Jan 1, 2013 - Sep 11, 2013

4.48

**% Change**

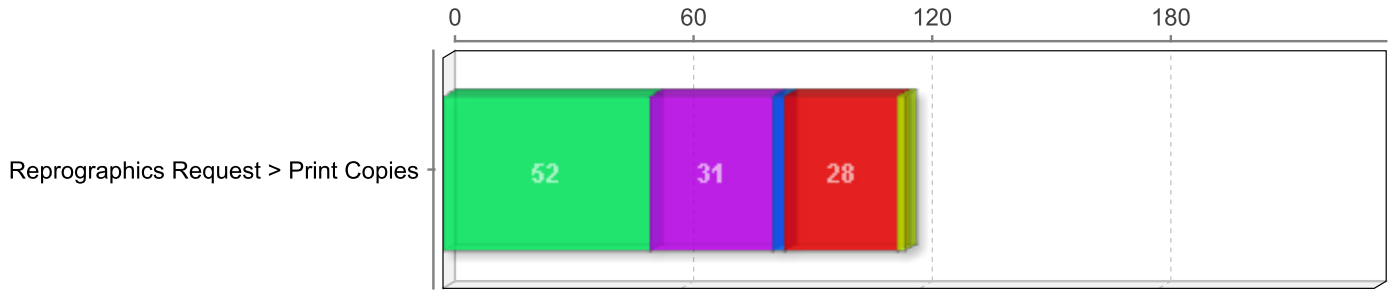
**-100.00%**

5. <a href="#">/about/foundation/donors/</a>	Jan 1, 2014 - Sep 11, 2014	0.00
	Jan 1, 2013 - Sep 11, 2013	3.31
	<b>% Change</b>	<b>-100.00%</b>
6. <a href="#">/about/foundation/gala/</a>	Jan 1, 2014 - Sep 11, 2014	0.00
	Jan 1, 2013 - Sep 11, 2013	7.41
	<b>% Change</b>	<b>-100.00%</b>
7. <a href="#">/about/foundation/give-to-ivc/</a>	Jan 1, 2014 - Sep 11, 2014	0.00
	Jan 1, 2013 - Sep 11, 2013	4.38
	<b>% Change</b>	<b>-100.00%</b>
8. <a href="#">/about/foundation/mission/</a>	Jan 1, 2014 - Sep 11, 2014	0.00
	Jan 1, 2013 - Sep 11, 2013	2.29
	<b>% Change</b>	<b>-100.00%</b>
9. <a href="#">/about/foundation/newsletters/</a>	Jan 1, 2014 - Sep 11, 2014	0.00
	Jan 1, 2013 - Sep 11, 2013	2.36
	<b>% Change</b>	<b>-100.00%</b>
10. <a href="#">/about/mission-vision-and-core-values/ethics-statement/</a>	Jan 1, 2014 - Sep 11, 2014	0.00
	Jan 1, 2013 - Sep 11, 2013	4.80
	<b>% Change</b>	<b>-100.00%</b>

# Reprographics Tickets - All Time

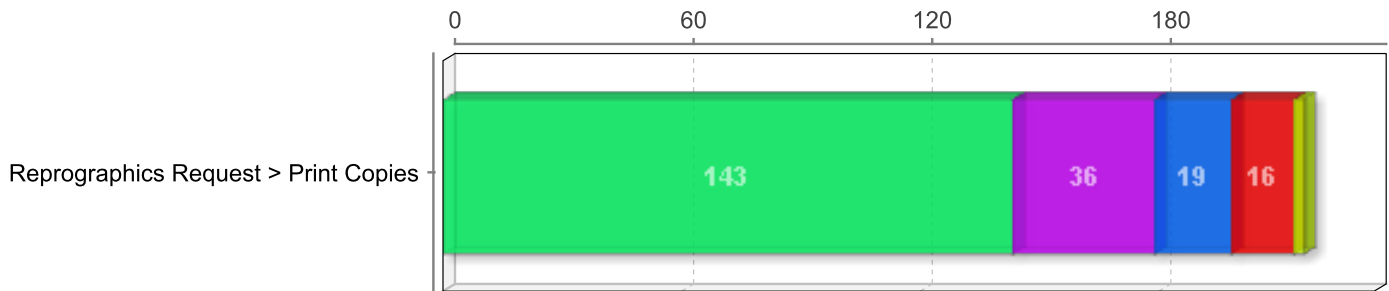
Tickets closed between 10/1/11 12:00 am and 9/12/14 1:55 pm

### Sep 2014 Tickets by Request Type



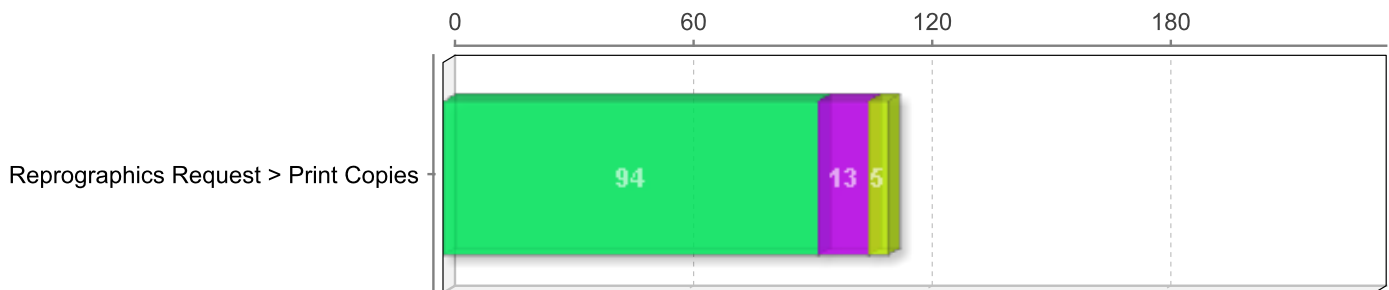
■ Yethel Alonso 
 ■ Mike Nicholas 
 ■ Omar Ramos 
 ■ Repro Staff 
 ■ Unassigned

### Aug 2014 Tickets by Request Type



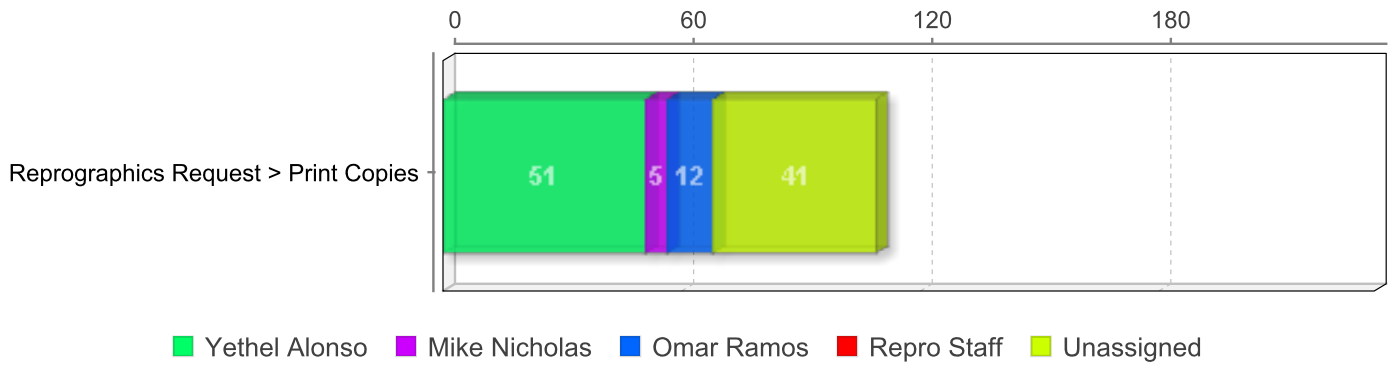
■ Yethel Alonso 
 ■ Mike Nicholas 
 ■ Omar Ramos 
 ■ Repro Staff 
 ■ Unassigned

### Jul 2014 Tickets by Request Type

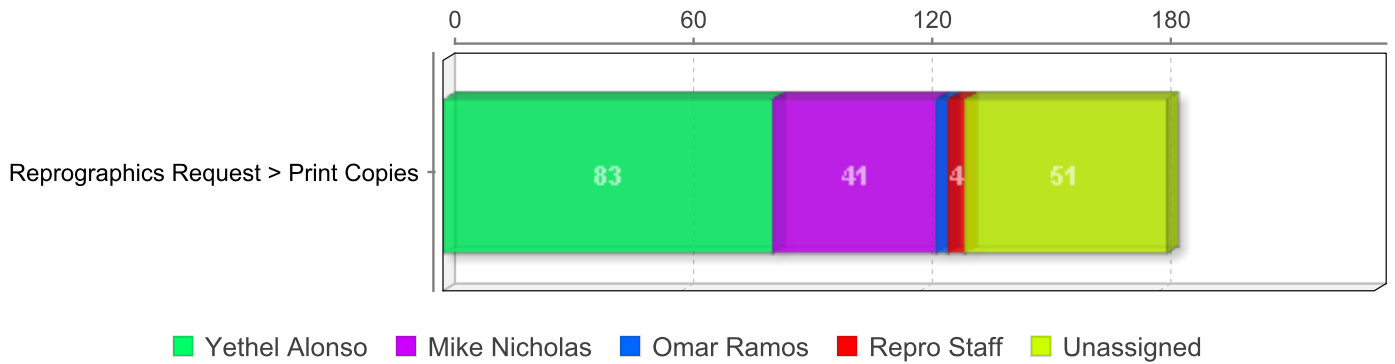


■ Yethel Alonso 
 ■ Mike Nicholas 
 ■ Omar Ramos 
 ■ Repro Staff 
 ■ Unassigned

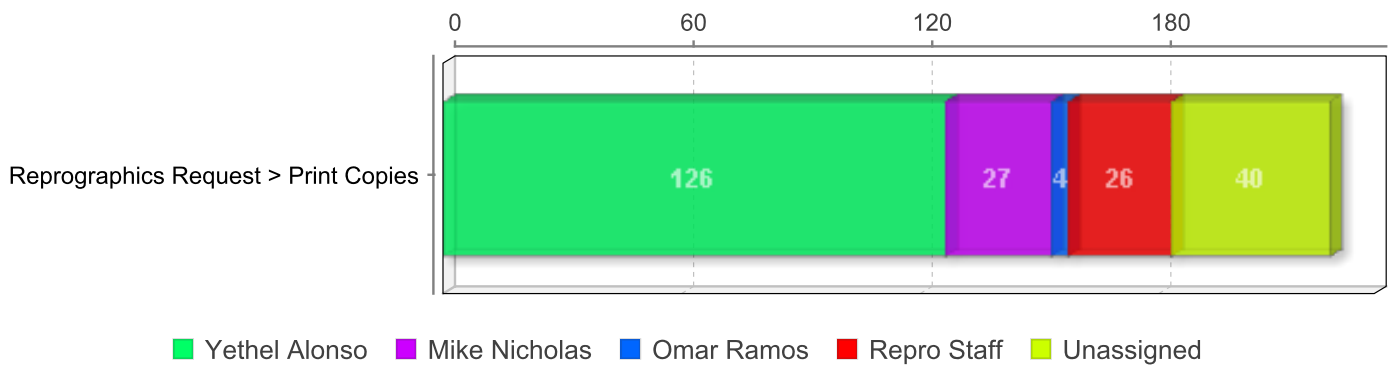
### Jun 2014 Tickets by Request Type



### May 2014 Tickets by Request Type

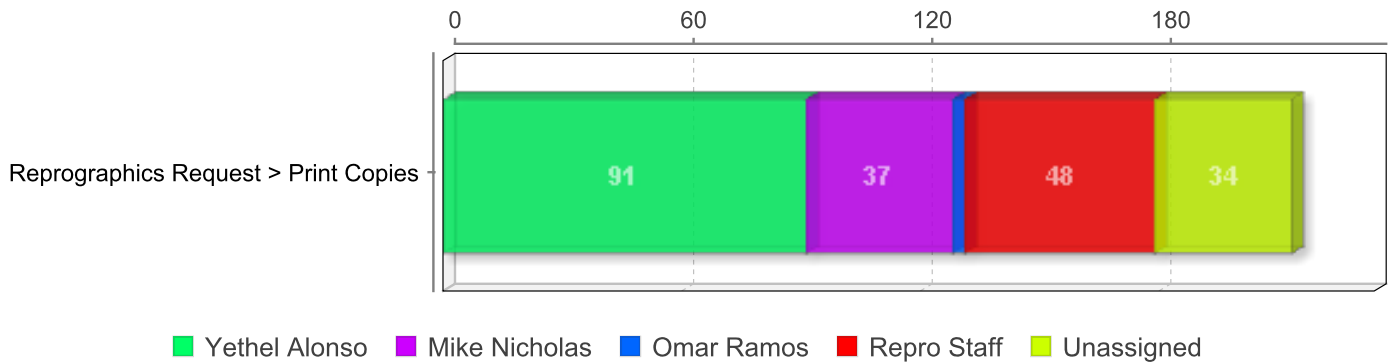


### Apr 2014 Tickets by Request Type

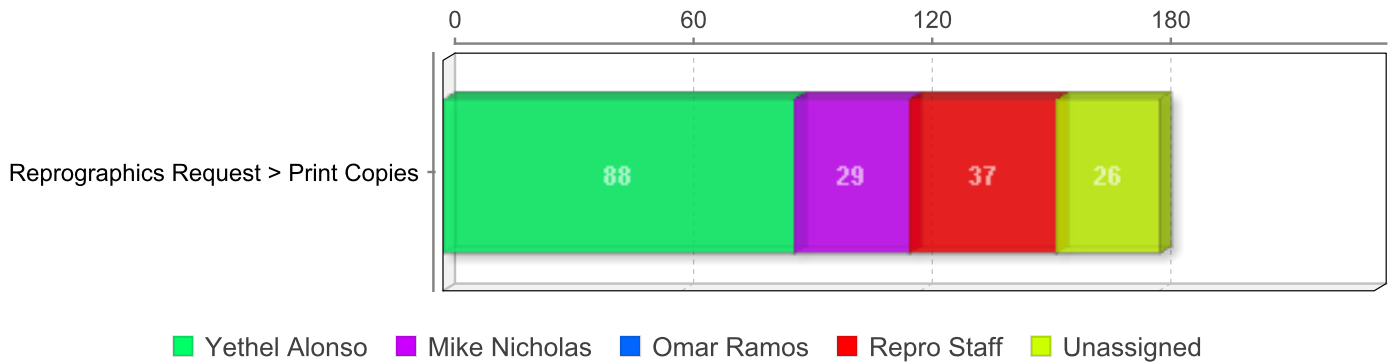




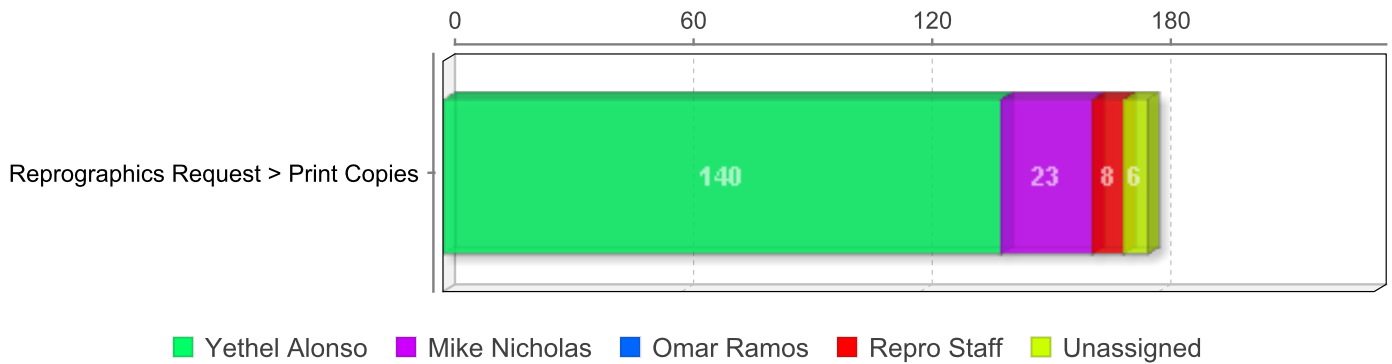
### Mar 2014 Tickets by Request Type



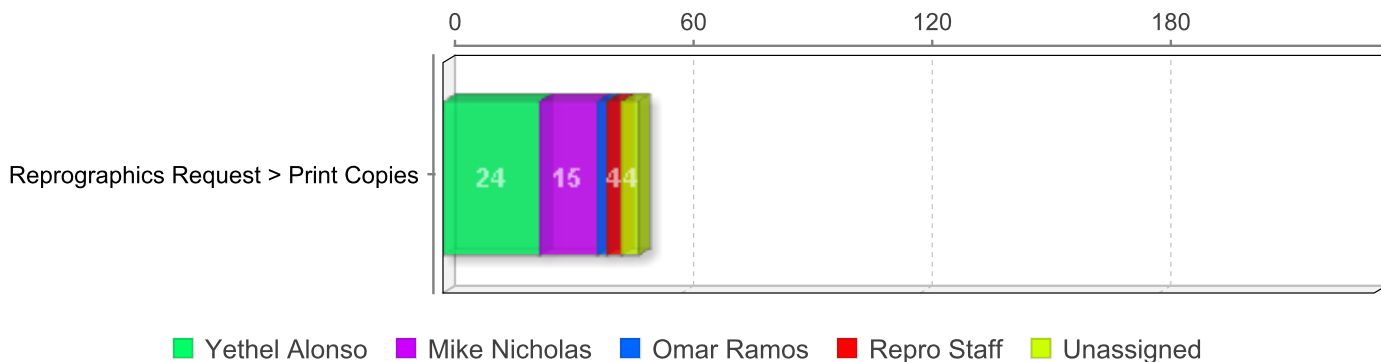
### Feb 2014 Tickets by Request Type



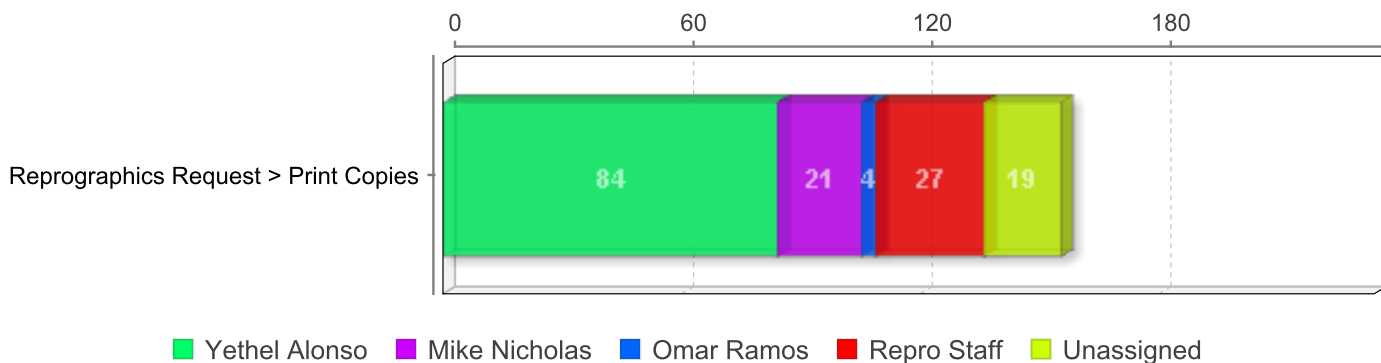
### Jan 2014 Tickets by Request Type



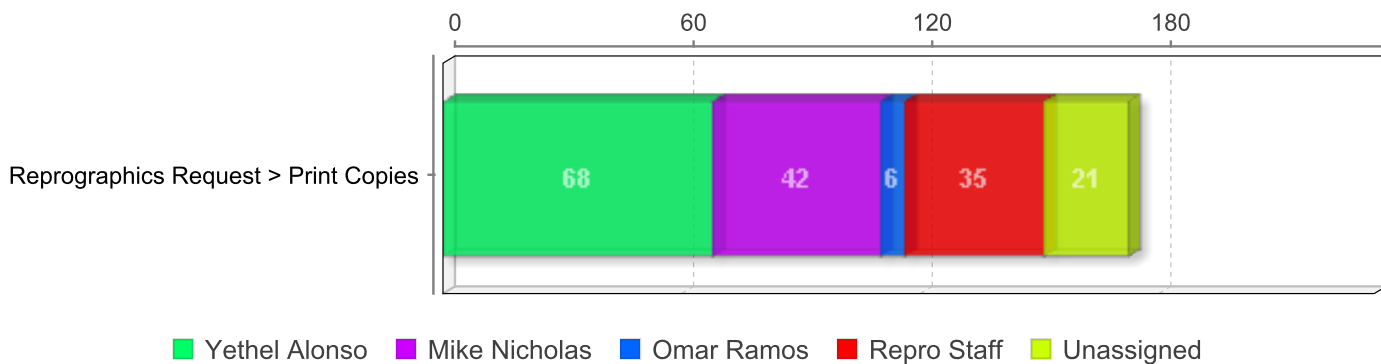
### Dec 2013 Tickets by Request Type



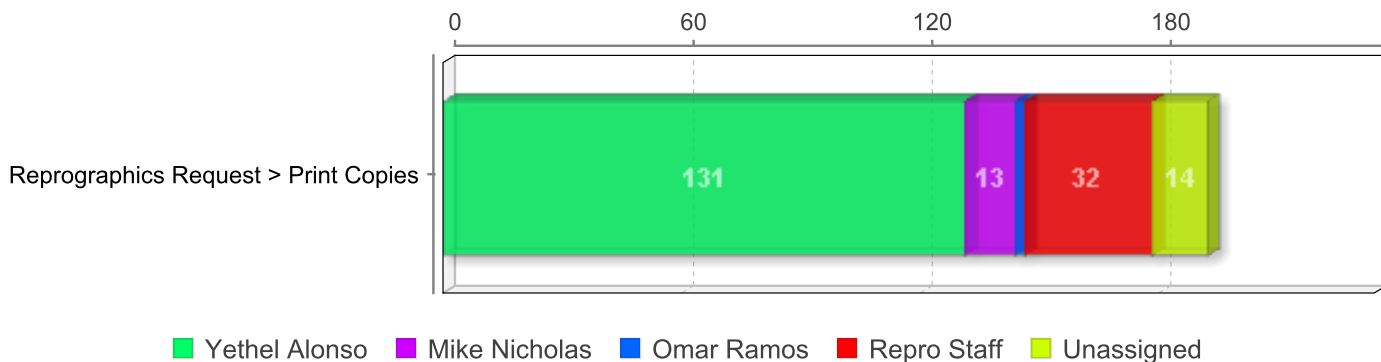
### Nov 2013 Tickets by Request Type



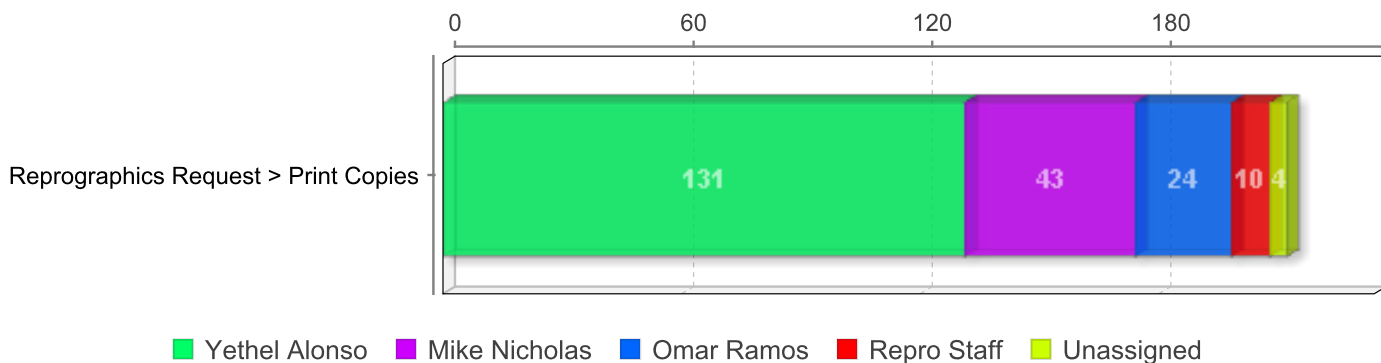
### Oct 2013 Tickets by Request Type



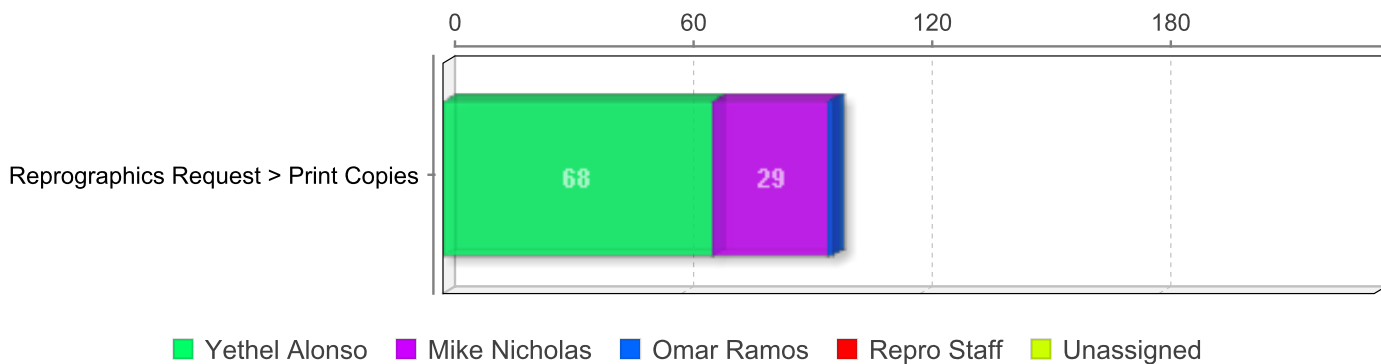
### Sep 2013 Tickets by Request Type



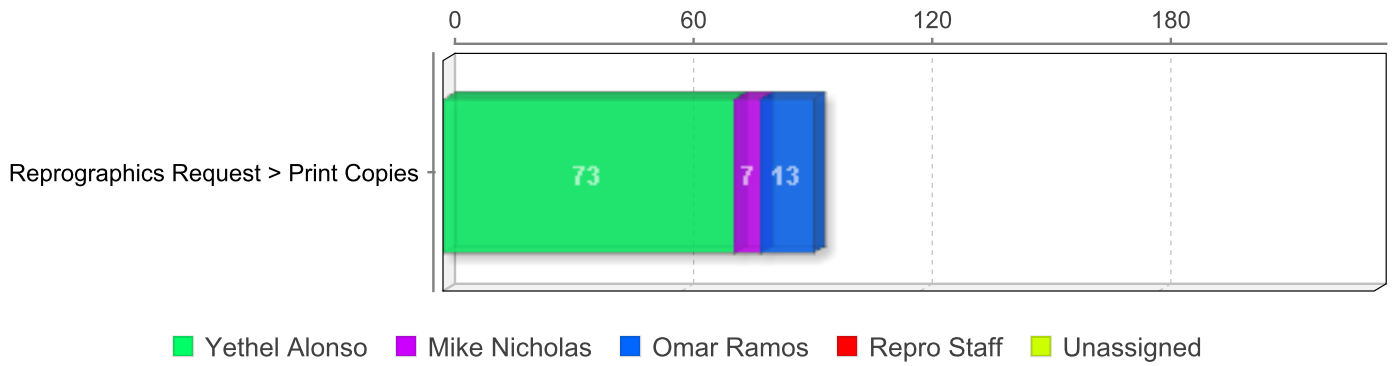
### Aug 2013 Tickets by Request Type



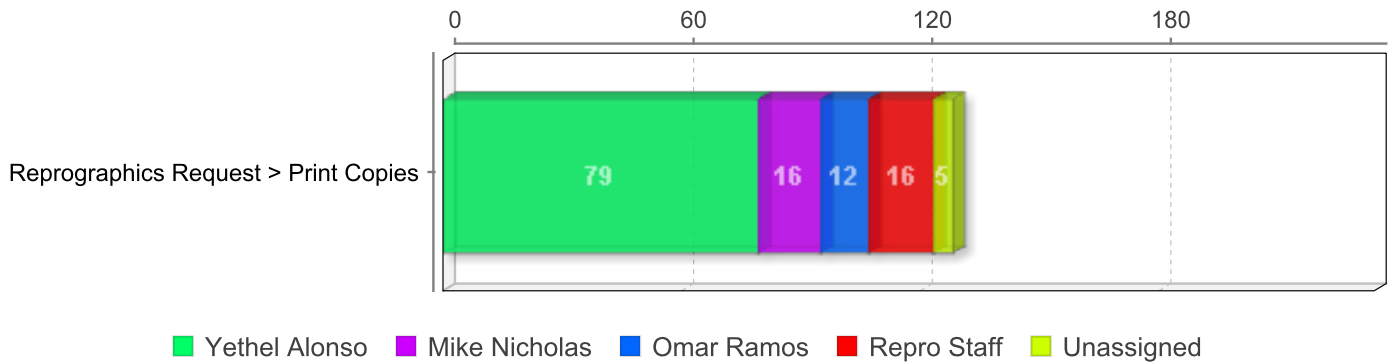
### Jul 2013 Tickets by Request Type



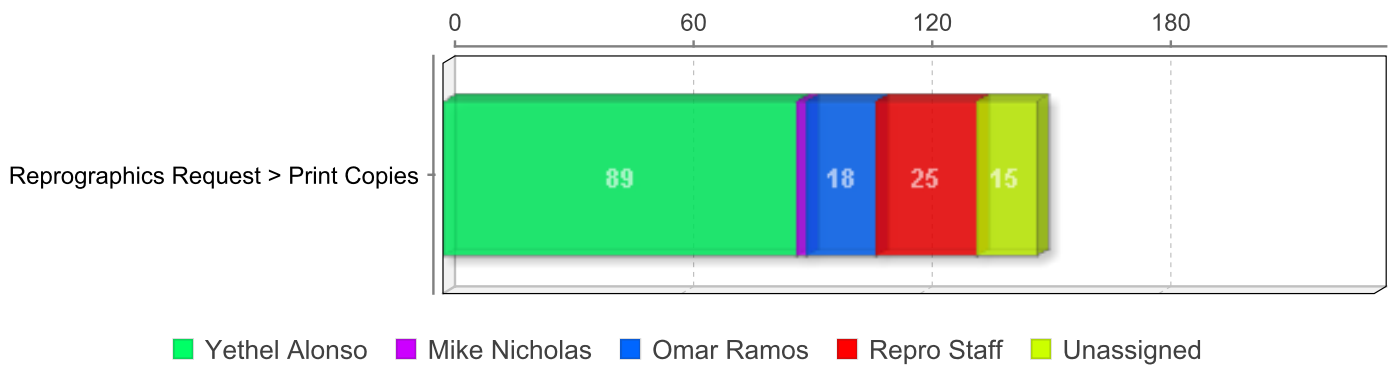
### Jun 2013 Tickets by Request Type



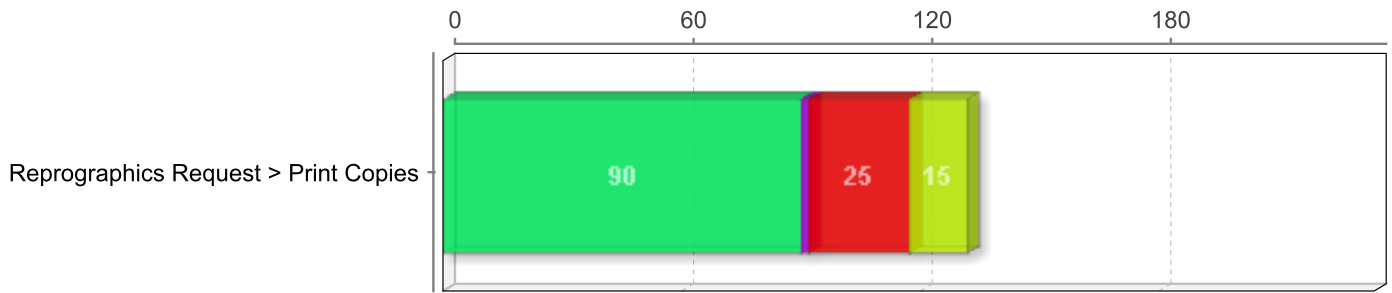
### May 2013 Tickets by Request Type



### Apr 2013 Tickets by Request Type

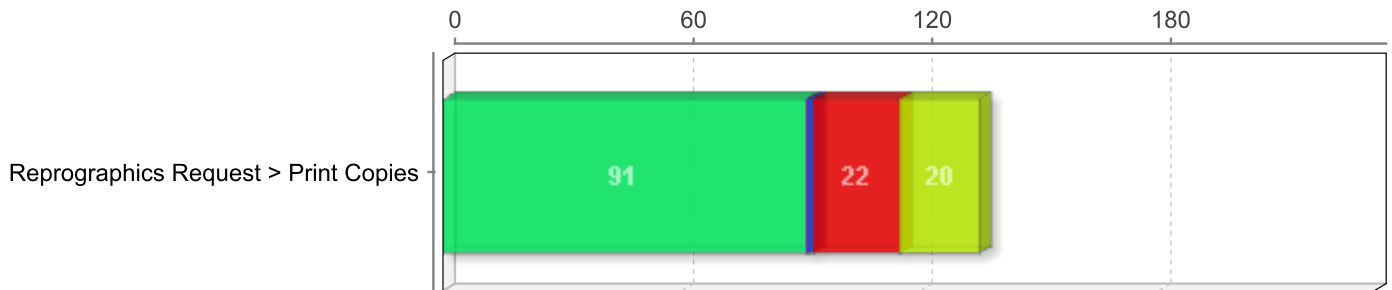


### Mar 2013 Tickets by Request Type



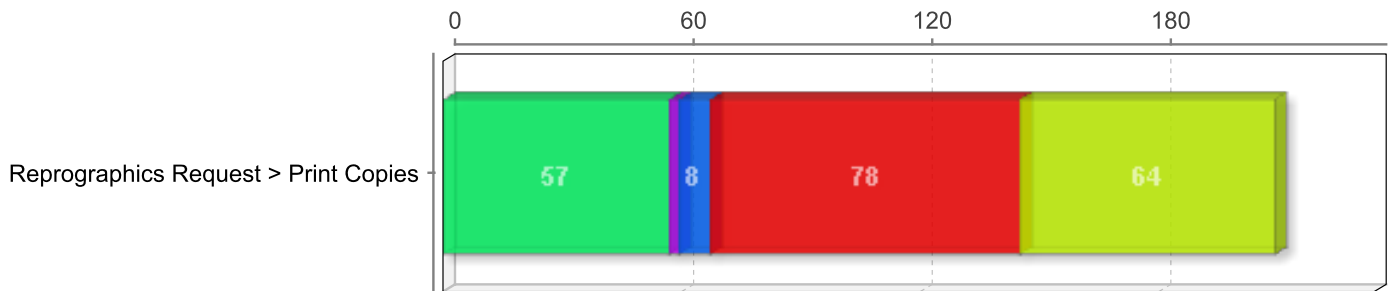
■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

### Feb 2013 Tickets by Request Type



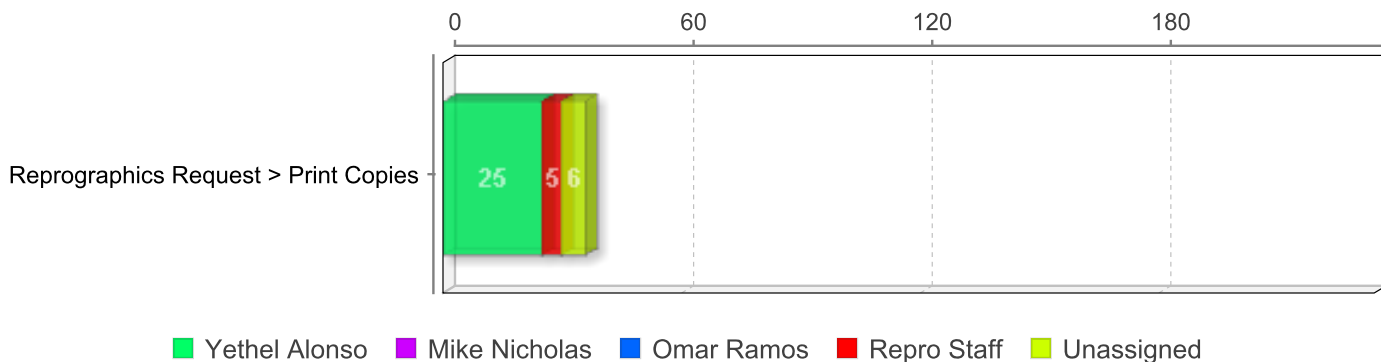
■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

### Jan 2013 Tickets by Request Type

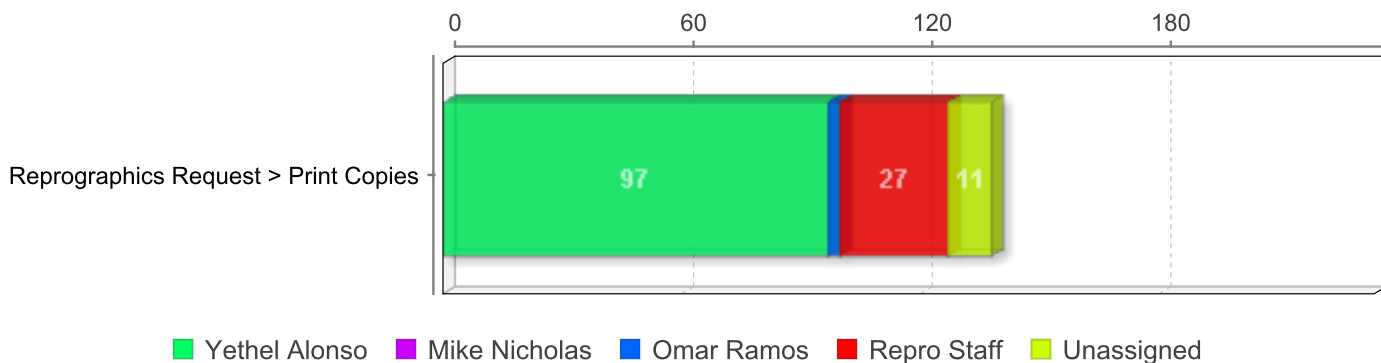


■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

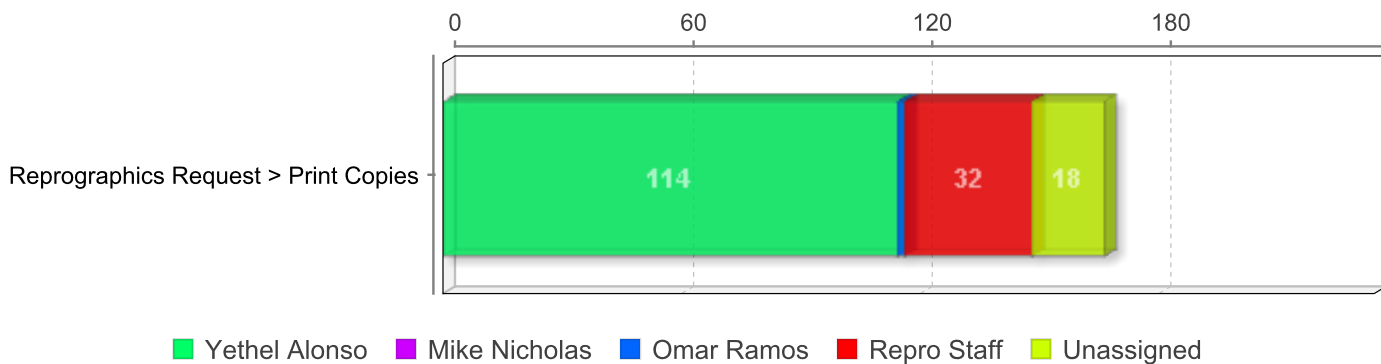
### Dec 2012 Tickets by Request Type



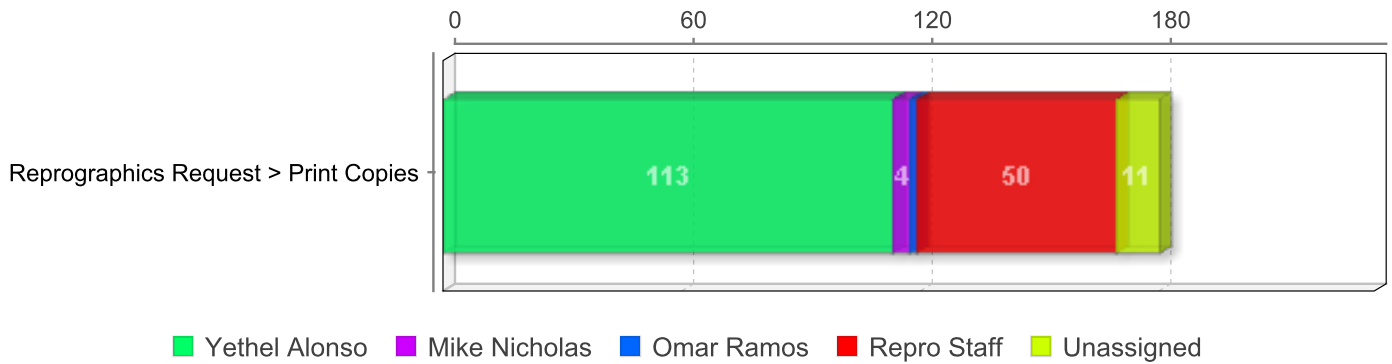
### Nov 2012 Tickets by Request Type



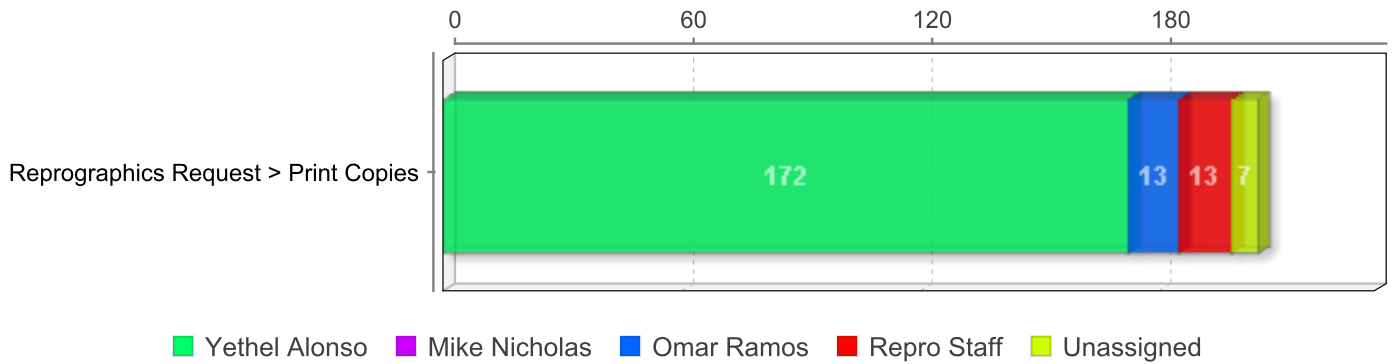
### Oct 2012 Tickets by Request Type



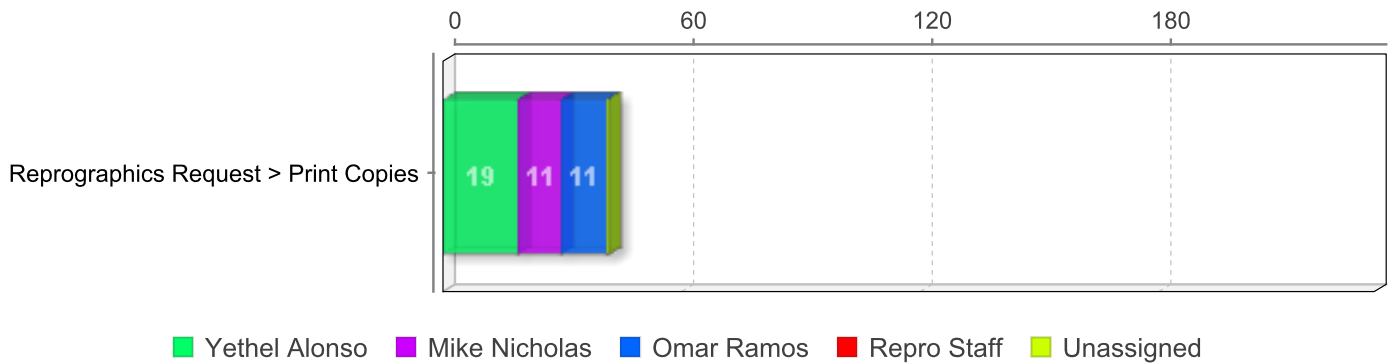
### Sep 2012 Tickets by Request Type



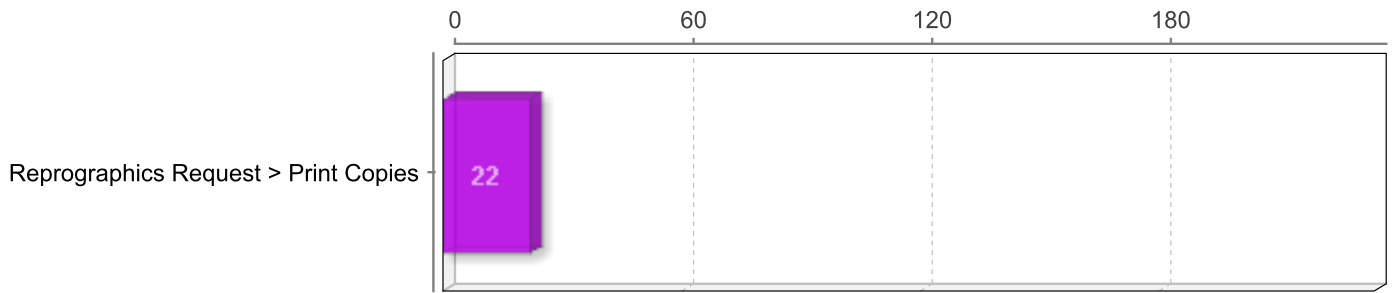
### Aug 2012 Tickets by Request Type



### Jul 2012 Tickets by Request Type

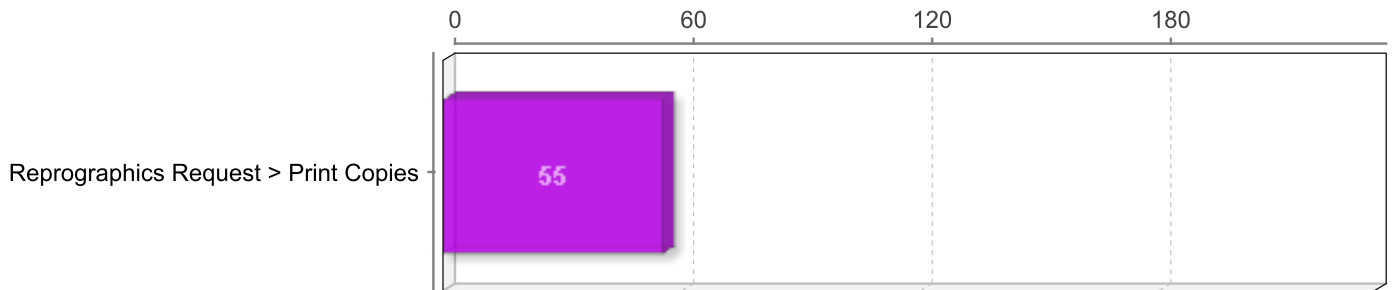


### Jun 2012 Tickets by Request Type



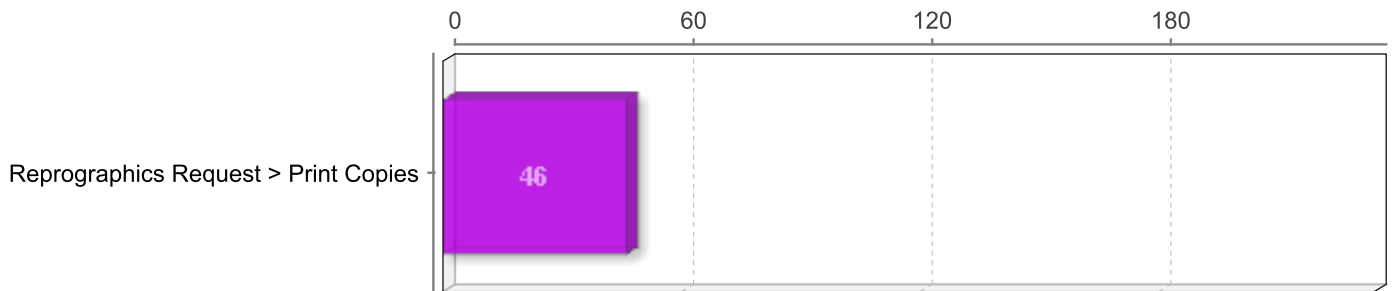
■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

### May 2012 Tickets by Request Type



■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

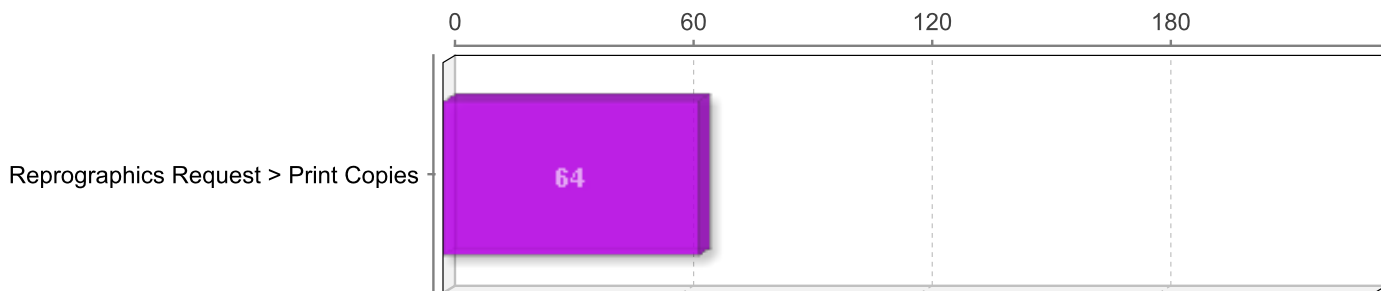
### Apr 2012 Tickets by Request Type



■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

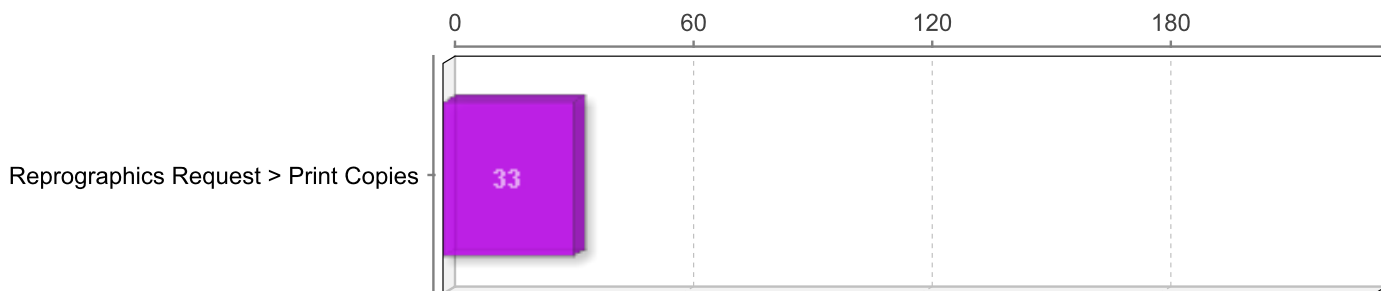


### Mar 2012 Tickets by Request Type



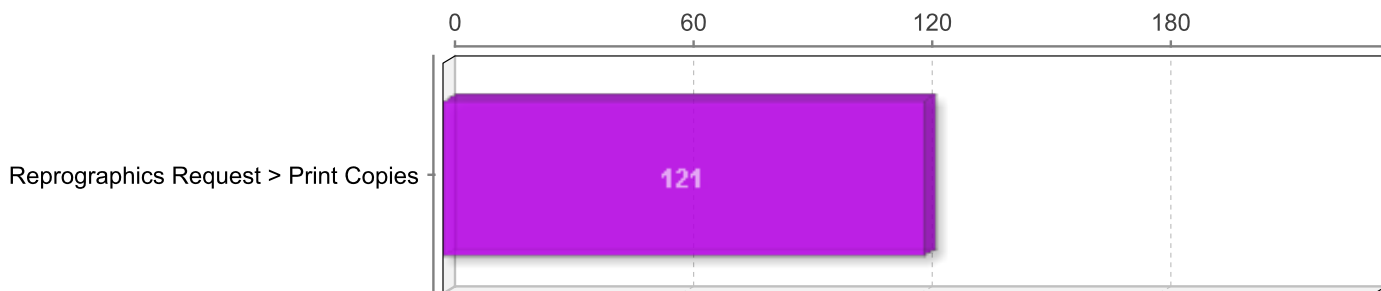
■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

### Feb 2012 Tickets by Request Type



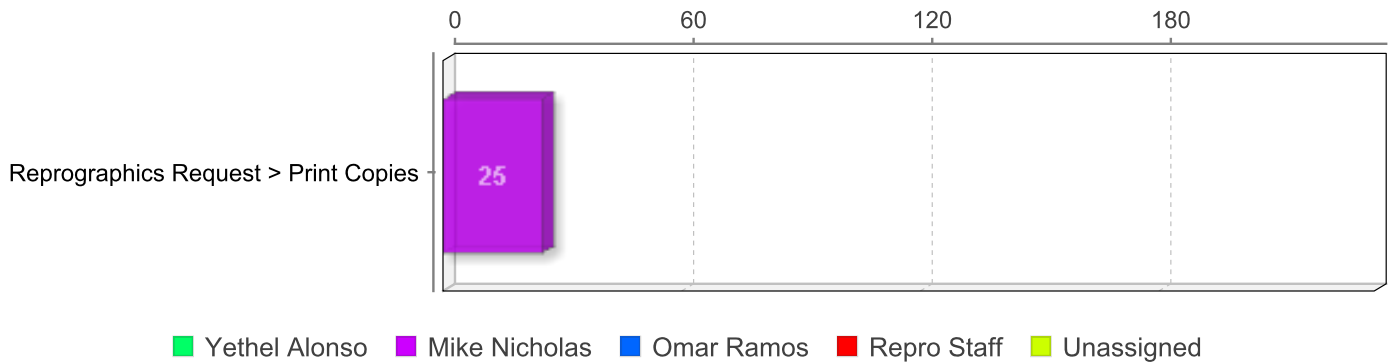
■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

### Jan 2012 Tickets by Request Type

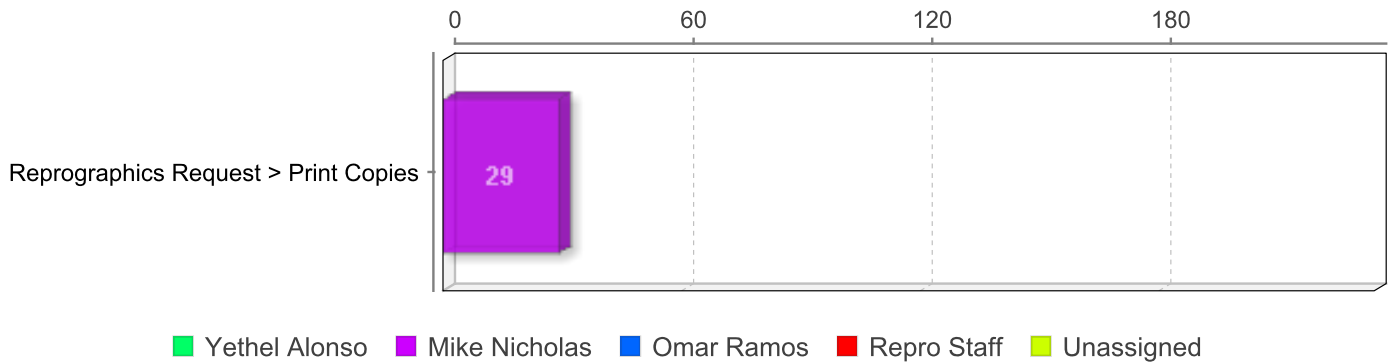


■ Yethel Alonso ■ Mike Nicholas ■ Omar Ramos ■ Repro Staff ■ Unassigned

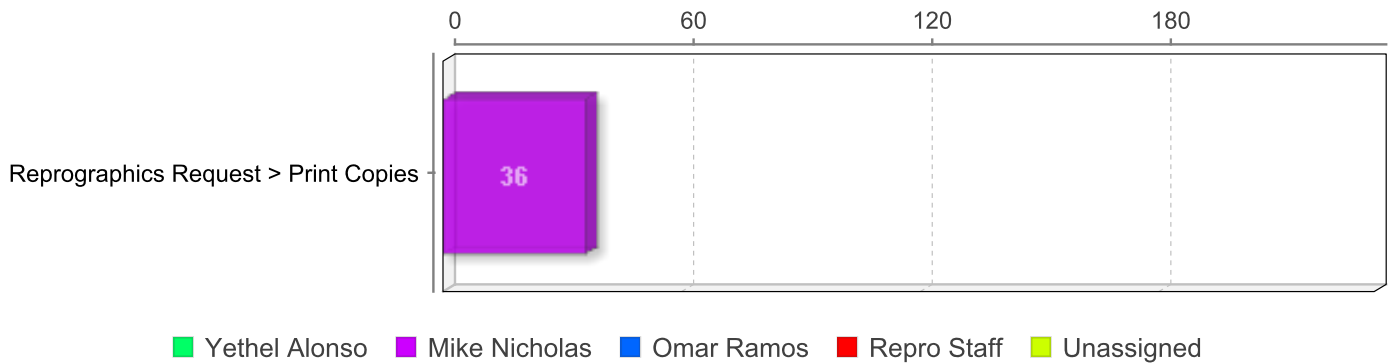
### Dec 2011 Tickets by Request Type



### Nov 2011 Tickets by Request Type



### Oct 2011 Tickets by Request Type



### Reprographics Request > Print Copies Tickets

	Yethel Alonso	Mike Nicholas	Omar Ramos	Repro Staff	Unassigned	Total
Sep 2014	52	31	3	28	2	116
Aug 2014	143	36	19	16	2	216
Jul 2014	94	13	0	0	5	112
Jun 2014	51	5	12	0	41	109
May 2014	83	41	3	4	51	182
Apr 2014	126	27	4	26	40	223

	Yethel Alonso	Mike Nicholas	Omar Ramos	Repro Staff	Unassigned	Total
Mar 2014	91	37	3	48	34	213
Feb 2014	88	29	0	37	26	180
Jan 2014	140	23	0	8	6	177
Dec 2013	24	15	2	4	4	49
Nov 2013	84	21	4	27	19	155
Oct 2013	68	42	6	35	21	172
Sep 2013	131	13	2	32	14	192
Aug 2013	131	43	24	10	4	212
Jul 2013	68	29	1	0	0	98
Jun 2013	73	7	13	0	0	93
May 2013	79	16	12	16	5	128
Apr 2013	89	2	18	25	15	149
Mar 2013	90	2	0	25	15	132
Feb 2013	91	1	1	22	20	135
Jan 2013	57	2	8	78	64	209
Dec 2012	25	0	0	5	6	36
Nov 2012	97	0	3	27	11	138
Oct 2012	114	0	2	32	18	166
Sep 2012	113	4	2	50	11	180
Aug 2012	172	0	13	13	7	205
Jul 2012	19	11	11	0	1	42
Jun 2012	0	22	0	0	0	22
May 2012	0	55	0	0	0	55
Apr 2012	0	46	0	0	0	46
Mar 2012	0	64	0	0	0	64
Feb 2012	0	33	0	0	0	33
Jan 2012	0	121	0	0	0	121
Dec 2011	0	25	0	0	0	25
Nov 2011	0	29	0	0	0	29
Oct 2011	0	36	0	0	0	36
Total	2393	881	166	568	442	4450

**Request Type Filter:** Reprographics Request > Print Copies

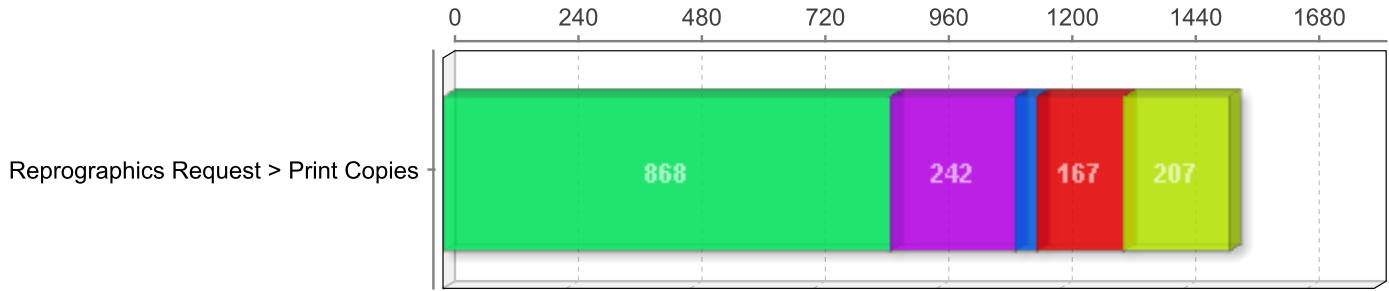
**Status Filter:** Closed, Resolved

**Assigned Tech Filter:** Yethel Alonso, Mike Nicholas, Omar Ramos, Repro Staff, Unassigned

# Reprographics Tickets - All Time

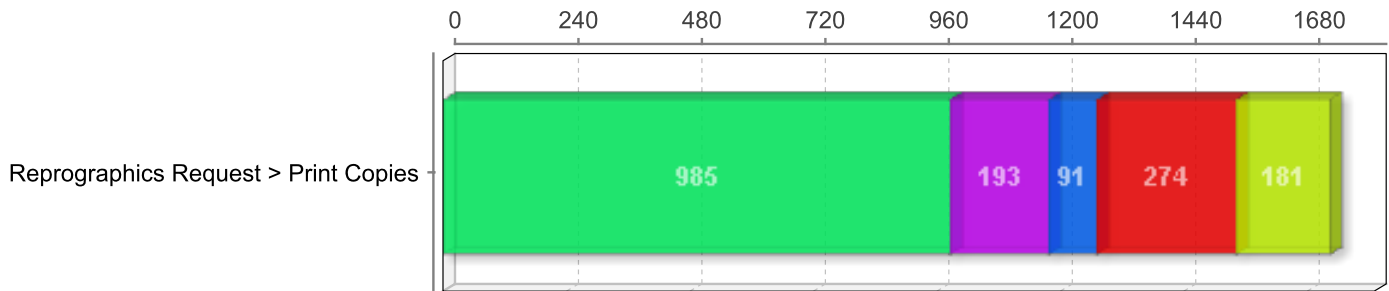
Tickets closed between 10/1/11 12:00 am and 9/12/14 1:57 pm

### 2014 Tickets by Request Type



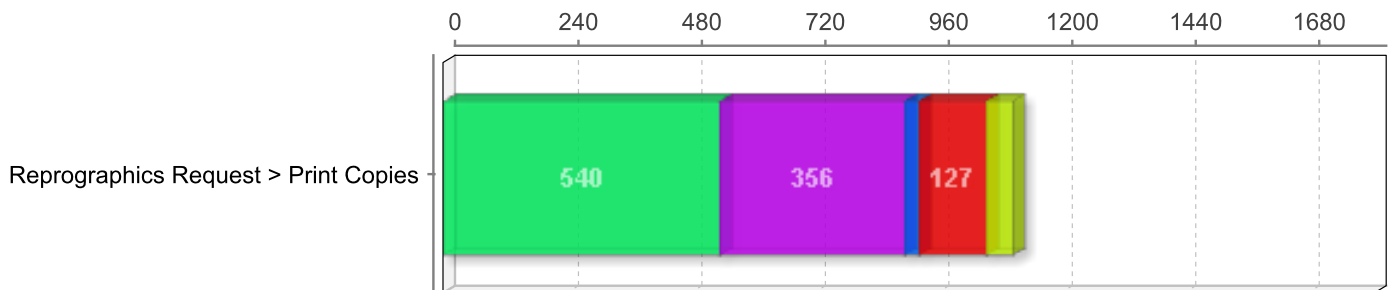
■ Yethel Alonso   
 ■ Mike Nicholas   
 ■ Omar Ramos   
 ■ Repro Staff   
 ■ Unassigned

### 2013 Tickets by Request Type



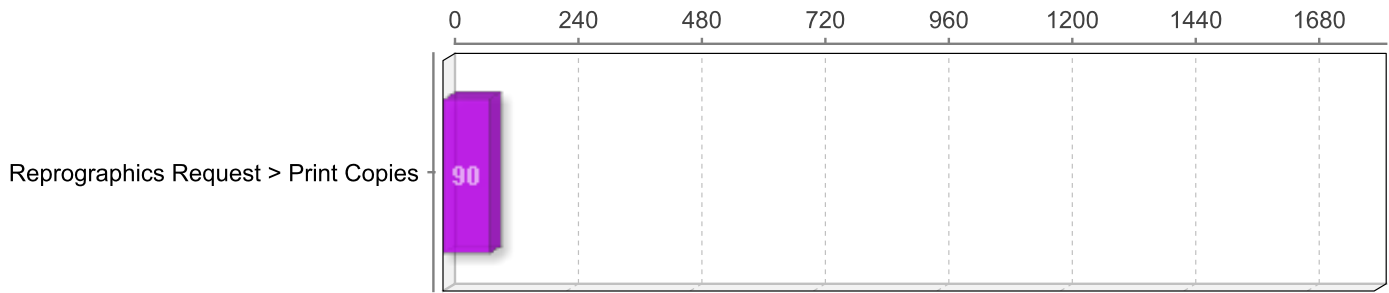
■ Yethel Alonso   
 ■ Mike Nicholas   
 ■ Omar Ramos   
 ■ Repro Staff   
 ■ Unassigned

### 2012 Tickets by Request Type



■ Yethel Alonso   
 ■ Mike Nicholas   
 ■ Omar Ramos   
 ■ Repro Staff   
 ■ Unassigned

### 2011 Tickets by Request Type



■ Yethel Alonso 
 ■ Mike Nicholas 
 ■ Omar Ramos 
 ■ Repro Staff 
 ■ Unassigned

### Reprographics Request > Print Copies Tickets

	Yethel Alonso	Mike Nicholas	Omar Ramos	Repro Staff	Unassigned	Total
2014	868	242	44	167	207	1528
2013	985	193	91	274	181	1724
2012	540	356	31	127	54	1108
2011	0	90	0	0	0	90
Total	2393	881	166	568	442	4450

**Request Type Filter:** Reprographics Request > Print Copies

**Status Filter:** Closed, Resolved

**Assigned Tech Filter:** Yethel Alonso, Mike Nicholas, Omar Ramos, Repro Staff, Unassigned